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Assessment of Potential, Opportunities, Challenges, and Gaps of Fodder for Sustainable Livestock Production in Bardhere District, Somalia.

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ABSTRACT

Fodder refers particularly to feed of a vegetative nature given to the animals (including plants cut and carried to them), for Sustainable farm animal raising of sufficient quantities and quality of forages and fodder, rather than that which they forage for themselves. It includes hay, straw and silage. Therefore, the purpose of this review paper was to explore the potential, opportunities, challenges and gaps in fodder production in arid and semiarid regions at the Bardhere district of Gedo, Somalia. For describing the evaluation of potential, opportunities, challenges and gaps in fodder production, descriptive survey designs were used. The information was gathered between November 2022 and June 2023. A questionnaire was used to collect data. The total number of respondents was 80 across various fields (livestock farmers and forage producers in bardhere district). The data was arranged and analysed by using SPSS. The researchers met all of their study objectives and came up with a beneficial: The researchers met all of their study objectives and came up with a beneficial conclusion. The majority of the respondent 65% answer 18 and 45 between ages. The majority of the respondents (81.25%) were male, while only 18.75% percent were female, according to the study. The researcher discovered that 63.75% percent of the respondents were married, while 6.25% were widow and divorced. However, 18.75% of the respondents were single, and 11.25% were just window. According to the educational background, 33.75%were illiterates, 30% were primary school, 30%had secondary education and 16.25% had of university. The bulk of the respondents were farmers, with 57.75%being farmers, 21.25 percent being livestock keepers, 11.25% being fodder traders and 10% prevented then others specific tread according to the study. The majority of respondents main challenge of fodder production answered 50.5% disagree. Therefore, it is strongly suggested that forage should be promoted into the sustainable livestock production and the environment, particularly in the country's arid and semiarid regions.

Keywords: Potential, opportunities, challenges, gaps, fodder, sustainable, livestock, production, Bardhere district, Somalia



1. INTRODUCTION

Fodder refers particularly to feed of a vegetative nature given to the animals (including plants cut and carried to them), rather than that which they forage for themselves. It includes hay, straw, silage and pelleted feeds, oils and mixed rations, and sprouted grains and legumes. Fodder crops are plants which, when grown as a crop, have been found to produce high yields of plant material which are also high in nutrients suitable for livestock requirements for maintenance and production (Gebreyohannes, G Hailemariam - Drylands Coordination Group (DCG) Report, 2011). Forage (fodder) crop production plays an important and effective role in agriculture economic development. Fodders are the most valuable and cheapest source of food for livestock having rich source of metabolizable energy, nutrient elements, carbohydrates and protein. With quality nutritional fodder, milk production can be increased up to 100% (Balvanera, 2015).

Generally, good quality forage is high in protein and digestible nutrients, and low in fiber and lignin. Also, animal performance is a better indicator of forage quality. Legume crops constitute a major group of crops in the world. They provide human food, animal feed and material for industrial uses. Their nutritional value as a source of protein has long been recognized. However, only recently legume crops have risen to prominence in the Kingdom of Saudi Arabia (Bakhashwain, 2010). An opportunity of livestock fodder is that it ensures adequate supply of fodder to produce silage, hay and straw.

Processing material to digest to improve storage to protect from moisture. Protecting from moisture; improves access to quality seeds, increase field and diversity feed crops. And diversity of feed crops; improve farming education (Orkolili, 2014).

In Ethiopia the Ministry of Trade acknowledges the fodder challenge along the export trade routes and recommended that fodder banks and commercial fodder units are established at Mile and Dire Dawa a quarantine station that experiences water shortage. Another location suggested was Galafi a border post where animals were kept for 1-3 weeks especially when the export documents were found to be incomplete. These locations were confirmed by other Key 3 informants, who underlined the fact that livestock for export is often kept at the feedlots for 2-3 months for finishing and regularly run out of fodder during this time. Stakeholders also supported the prioritizing of Mile quarantine station for establishing water and fodder resource due to the fact that animals are held for a long time awaiting finalizing



documentation process. As can be expected, there are large differences in fodder availability during the dry and wet seasons. To better understand pasture and rangeland production in different regions of Ethiopia, the study developed maps to help identify the (high) potential pasture and rangeland production areas. The maps on pages 31 and 32 show this for the dry and wet season, respectively. Based on analysis of Normalized Difference Vegetation Index (NDVI), topography, rainfall and land cover, areas regarded as having good pasture potential during those periods can be identified and interventions are well targeted (FAO, 2017)

In Somalia fodder scarcity is a much bigger problem than water scarcity. It is therefore suggested to focus on improving feed availability in Somalia. Of all four focus countries, Somalia is the one that is most dependent on the livestock trade, and hence should ideally receive the bulk of support. Northern Somalia suffers frequent fodder shortages, and this study therefore focused mainly on Somaliland and Puntland territories as these areas are the main places where vibrant export-oriented livestock marketing takes place. In Northern Somalia water and fodder resources are limited and have the potential to ignite conflicts especially. Due to the fact that the baseline study team could not visit South Central Somalia and Puntland, this section focuses mainly on the water and fodder situation in Somaliland. The following interventions are prioritized for implementation (FAO, 2017).

Despite many difficulties including insecurity polite. The livestock sector and exports therefore has a major impact on the country's food deficit and overall food security, which has worsened recently and therefore the need for increased growth 4 of the livestock sector, is even more pressing. Since the beginning of the civil war in the early 1990's, levels of food production have generally been low. Adverse weather and a lack of seeds for cultivation, compounded by insecurity and population displacement, has further hampered farming in south central Somalia. Successive crop failures have also denied farmers any surplus production for the purposes of seeds. Alack of pest control and other agricultural extension programmers' has resulted in the proliferation of crop destroyers, notably armyworms, stalk borers and birds. The majority of agriculture in the region takes the form of subsistence grain production, providing the bulk of household income in the inter-revering communities, especially along the Shebelle and Juba Rivers. Cereal produced in the south and central region accounts for 70-75% of the total food produced in the country (Mohamed, 2015).

Fodder production in bardhere district should be promoted mainly to improve livelihoods by developing alternative, complementary, and improved income, but also to preserve and improve livestock-based livelihoods in the case of drought. However, while there may be some general studies on sustainable livestock production and fodder in Somalia, there is likely a lack of detailed, localized research specifically focusing on Bardhere District. There is need to assess the potential opportunities, challenges, and gaps in fodder for sustainable livestock production in Bardhere District is crucial for informing policy and decision-making processes at the local level. This research can help identify areas that need attention and investment, as well as highlight successful practices that can be replicated and scaled up in the region. Therefore this research paper intends to to investigate the potential, opportunities and gaps of fodder production bardhere district Gedo in Somalia to provide valuable insights and recommendations for improving sustainable livestock production practices in the region.

2. THE PURPOSE OF THE STUDY

The purpose of this study is to investigate the potential, opportunities and gaps of fodder production bardhere district Gedo in Somalia to provide valuable insights and recommendations for improving sustainable livestock production practices in the region and to serve as serve as a valuable resource for policymakers, researchers, and practitioners working in the livestock sector in Somalia, helping them to formulate evidence-based policies and interventions that promote sustainable livestock production practices and enhance the resilience of livestock farmers in the face of external challenges.

3. RESEARCH METHODOLOGY

3.1. Study area and designs

This study investigated the potential, opportunities and gaps of fodder production bardhere district Gedo in Somalia. However, the researchers selected number of 100 families, forage producers and livestock farmers .The researchers utilized descriptive insights especially mean, standard deviation and rate to use the goals of the study. This study was focused on evaluation of potential, opportunities, challenges and gaps of fodder production bardheer district Gedo in Somalia. Quantitative method was used in this study for data collection. Researchers used explanatory research design to identify potential, opportunities, challenges and gaps of fodder production of Bardheere district Gedo in Somalia. Furthermore, the study

not cross sectional and was be collected in person from all of the respondents. The target population was a study forage producers and livestock farmers, which were in bardheere Gedo Somalia. However, the researchers selected number of 100 livestock farmers, forage producers and famers.

3.2. The sample size

Selected using various sampling methods the target population was 100 famers, forage producers and livestock farmers; the researchers were select 80 respondents as the sample size. The researchers used Slovene's formula to select respondents of the study from the population using following formula:

$n = \frac{N}{1 + N(e)^2}$ Where n is the required sample size, N is target population size and e is the standard error or level of significance, which is popularly known to be = 0.05 or 5% for this study $N = 100$ and so the sample size was calculated as follows:

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$$n = 100 / (1 + 100(0.05)^2)$$

$$n = 100 / (1 + 100(0.0025))$$

$$n = 100 / 1.25$$

$$n = 80$$

The study used simple random sampling. Simple random sampling was used to select the farmers and categories of the respondents to be included in the sample. Simple random sampling it's a sampling method in which an object in the population has an equal chance and probability of being selected for the survey.

3.3. Data collection instrument and procedure

Data collection involved contacting members of the population that the researchers have sampled in order to collect the required information about the study. This study was employed questionnaire to obtain primary data from the target population. The use of questionnaire was justified because they provide an effective way of collecting information from a large literate sample in a short period of time and at a reduced cost than other methods. Moreover, questionnaires facilitate easier coding and analysis of data collected.



Questionnaires were personally distributed by the researcher to poultry families to complete. The researcher completed some questionnaires for those who couldn't read.

3.3. Data analysis

The data of this study analysed with the assistance of the measurable program SPSS. This program picked in light of the fact that it is fit for handling different factual examinations that are not accessible in Excel. The researchers utilized descriptive insights especially mean, standard deviation and rate to use the goals of the study.

4. THE FINDINGS AND DISCUSSION

4.1. Findings

Demographic Data Findings

Variable	Responses	Frequency	Per cent	Cumulative Percent
Gender	Male	65	65.0	65.0
	Female	15	15.0	15.0
	Total	80	100.0	
Age	18-24	9	9.0	9.0
	25-31	19	19.0	19.0
	32-38	7	7.0	7.0
	39-45	31	31.0	31.0
	More than 45	15	15.0	15.0
	Total	80	100	
Educational Level	Illiterates	27	27.0	27.0
	Primary	16	16.0	16.0
	Secondary	24	24.0	24.0
	University	13	13.0	13.0
	Total	80	100	

Occupational level	Farmer	46	46.0	46.0
	livestock keep	17	17.0	17.0
	fodder trader	9	9.0	9.0
	Agroforestry	8	8.0	8.0
	Customer	20	19.8	20.0
	Total	100	100.0	

Source: Primary data, February, 2024.

Table 4.1.6 Farming experience of the respondents

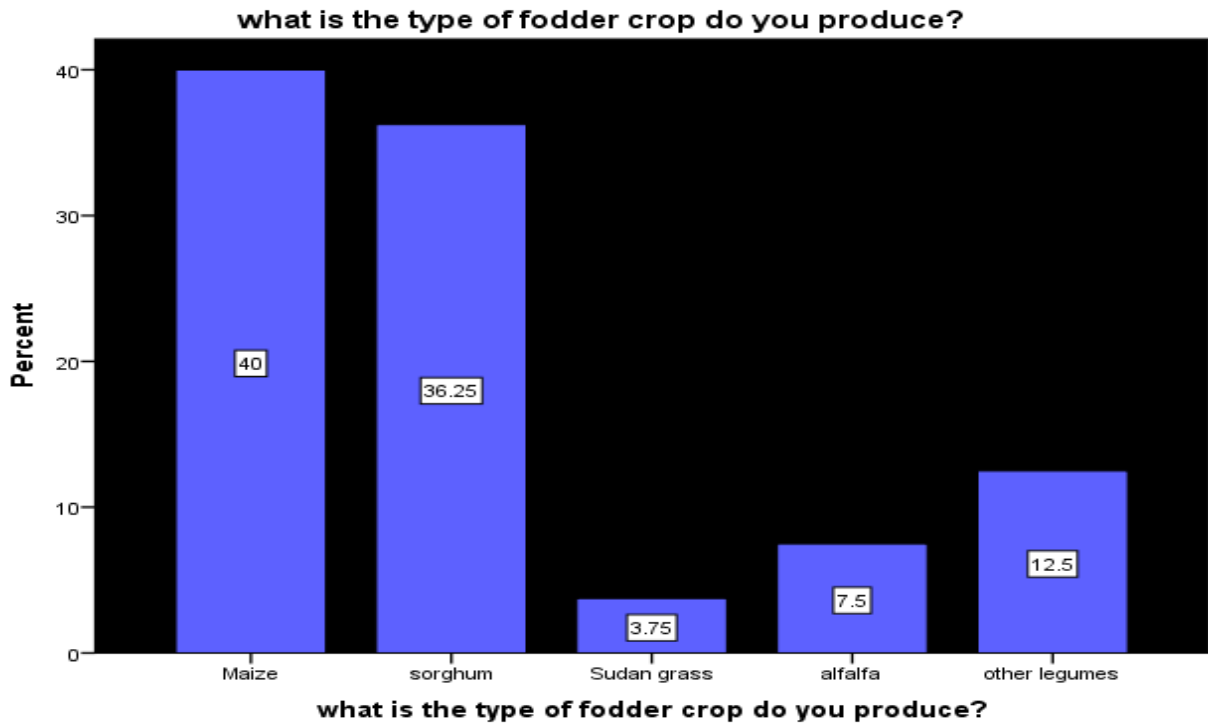
What is your farming experience of the household head?

Farm experience	Frequency	Percent
Less than 5 years	9	11.3
5 to 10 years	28	35.0
Over 10 years	43	53.8
Total	80	100.0

Source: Primary data, February, 2024.

According to the table the majority of the respondents were having over 10 years of experience 43 respondents or (53.5%), 29 respondents or 35% between 5-10 years' experience and 9 respondents or 11.3% less than 5 years' experience.

What type of fodder crop do you produce of the respondents?



Source: Primary data, February, 2024.

This described the majority of the 40% respondents were cultivated Maize, 36.25% respondents were cultivated sorghum, 12.5% respondents were cultivated other legume fodder, 7.5% respondents were cultivated alfalfa and 3.75% respondents cultivated Sudan grass.

Do you feed your animals cultivated fodder?

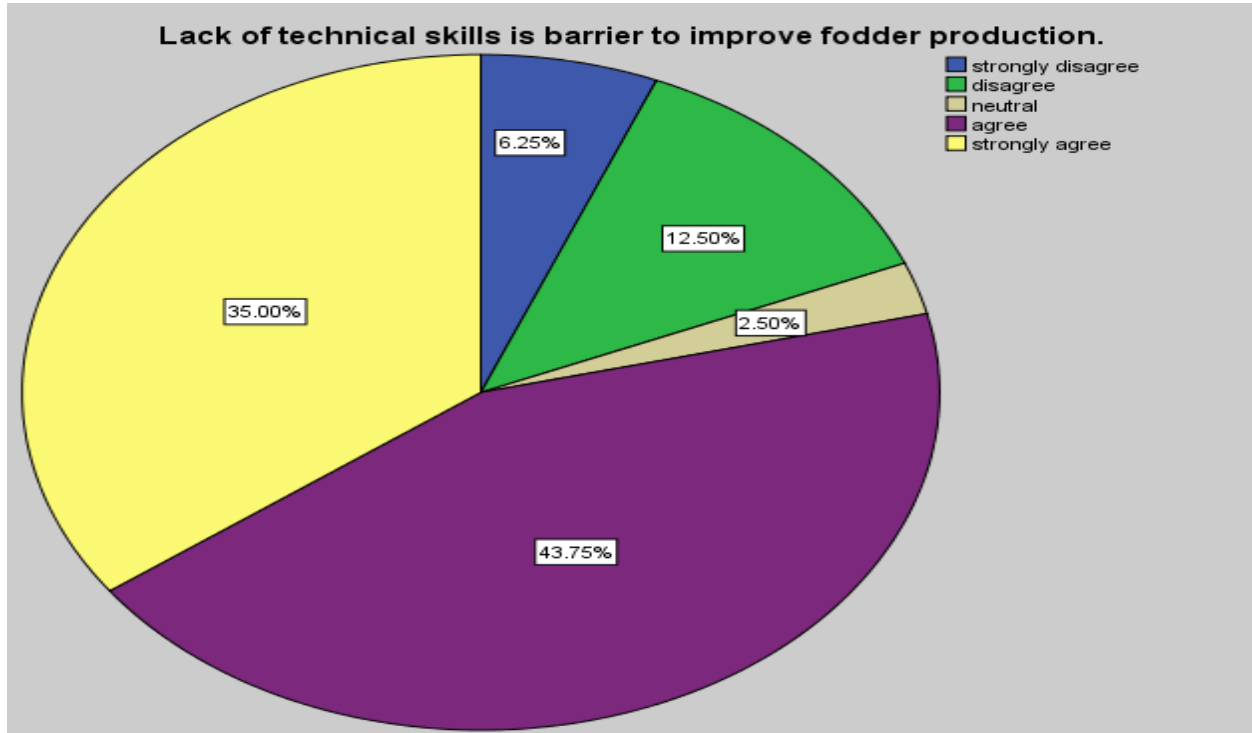
Do you feed your animals cultivated fodder	Frequency	Percent
Yes	19	23.8%
No	61	76.3%
Total	80	100%

Source: Primary data, February, 2024

According to the table 4.1.10, the majority of the respondents 76.3% respondents didn't cultivated fodder while small group 23.8% respondents were cultivated fodder.

Challenges facing fodder production

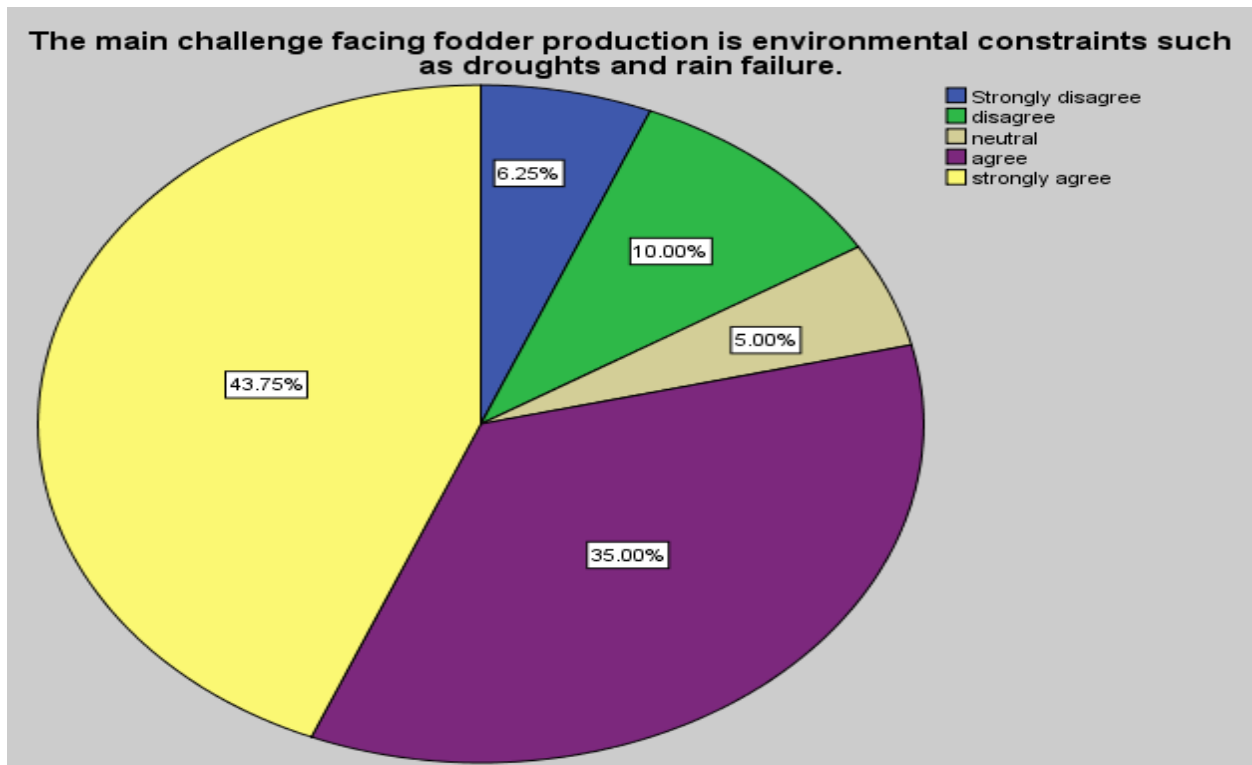
1Lack of technical skills is barrier to improve fodder production.



Source: Primary data, February, 2024

According to the figure 4.2.1 the researchers asked the respondents about whether lack of technical expertise on fodder production affected their production, about 43.8% of the respondents were agreed that there was an affect for the lack of technical expertise on that field, about 35% of the respondents strongly agreed there were an affect while 12.5% of the respondents disagree the possibility of any effect of lack of technical experience to the fodder production , group of respondents about 10% were strongly disagree and small group of respondents about 2% were neutral . This indicates that most of the respondents believe that technical experience was an important to the sector.

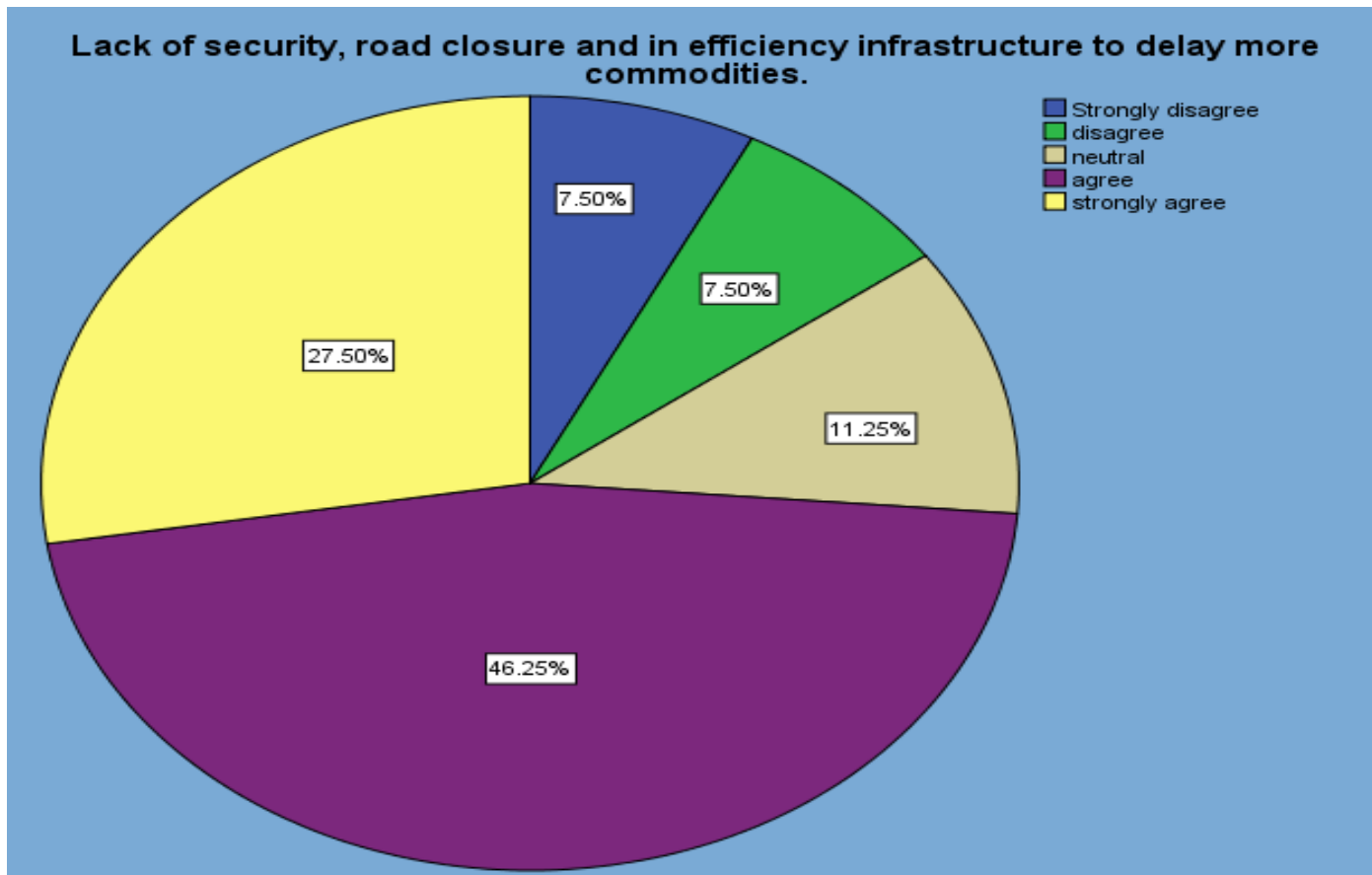
Respondents by the main challenge facing fodder production is environmental constraints such as droughts and rain failure.



Source: Primary data, February, 2024.

Above mentioned the figure about the main challenge facing fodder production environmental constraints such as failure of rainfall and droughts if was an affect to their fodder production, most of the respondents strongly agreed there were environmental constraints for their production which were accounted 43.8% while 35% of respondents were agree the same that environmental constraints were big problem to their production. About 10% of the respondents disagree the environmental constraint was the factor, About 6.3% of the respondents strongly disagree the environmental constraint was the factor and small group of 5% respondents were neutral.

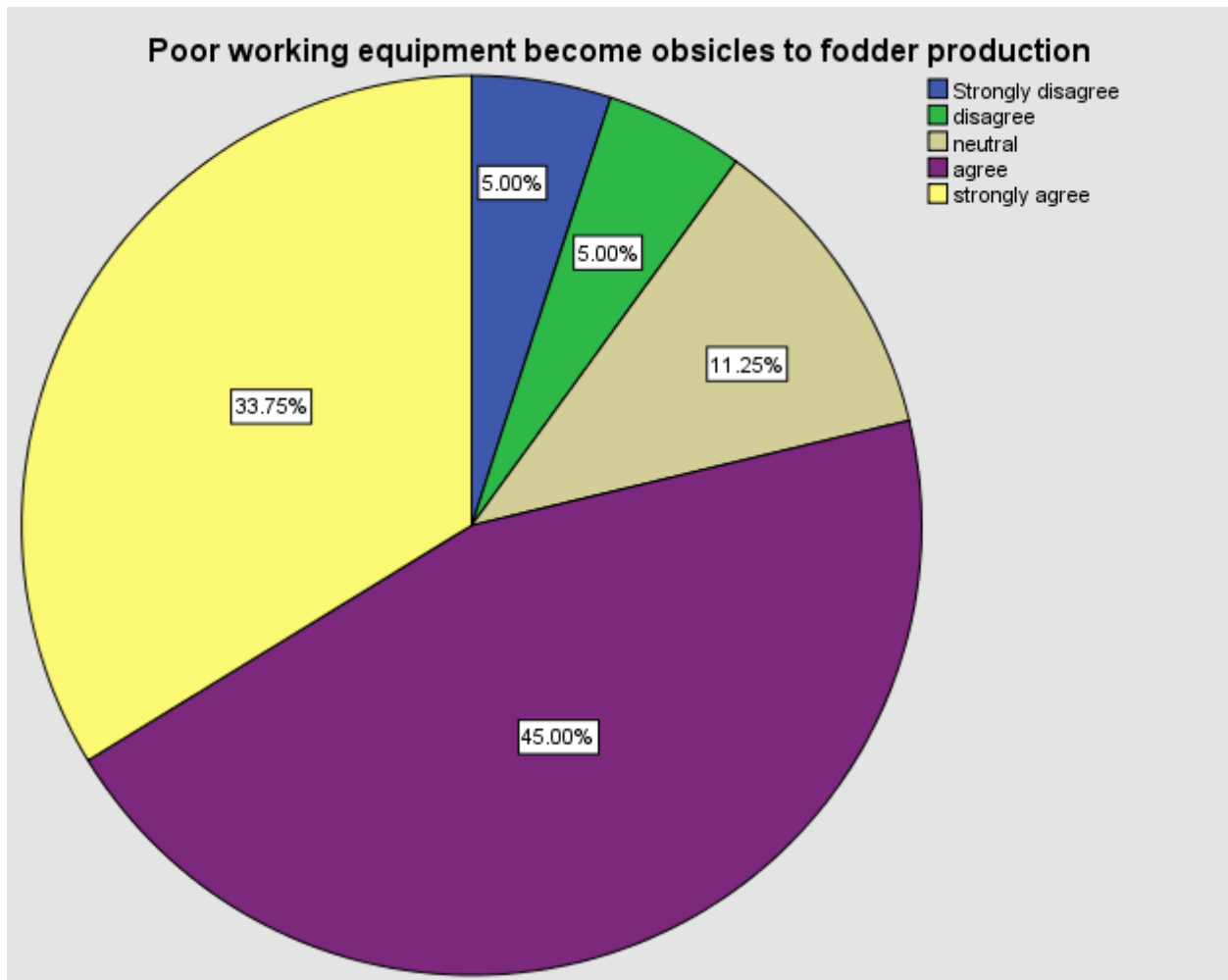
Respondents by lack of security, road closure and in efficiency infrastructure to delay more commodities.



Source: Primary data, February, 2024

According to the figure about the respondents for their lack of security and road closure inefficiency infrastructure affected to pass the commodity from the production site to the fodder demanders. About 46.3% of the respondents were agree while about 27.5 % respondents were strongly agree lack of security and road closure were impacted to their business, respectively while 11 % of the respondents were neutral and 7.5% of the respondents were strongly disagree and disagree that lack of security was not major obstacle they were faced during their production. This indicated that majority of the respondents were suffered one of their lifetimes for road closure, poor infrastructure and so on.

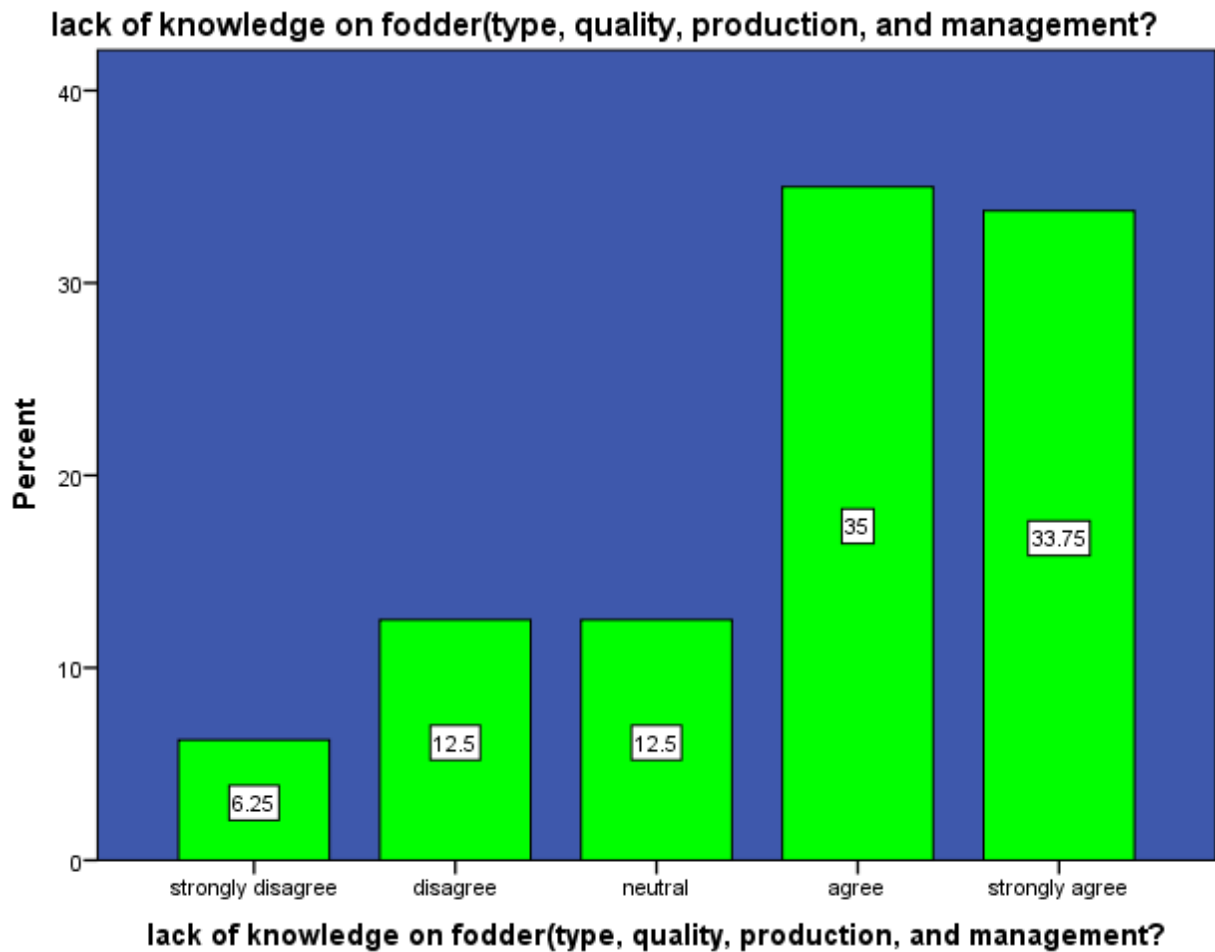
4.2.8 Poor working equipment become obstacles to fodder production



Source: Primary data, February 2024.

According to the figure about whether Poor working equipment become obstacles to fodder production affected on fodder production, about 45% of the respondents agreed there were affected by Poor working equipment become obstacles to fodder production while 33.8% of the respondents were strongly agreed but there were 11.3% responded they neutral the possibility of any affect Poor working equipment become obstacles to fodder production, 5% respondents were disagree and small group of there respondents 5% were strongly disagree. Above mentioned figures indicate that the majority of respondents in the study area strongly believed Poor working equipment become obstacles to fodder production.

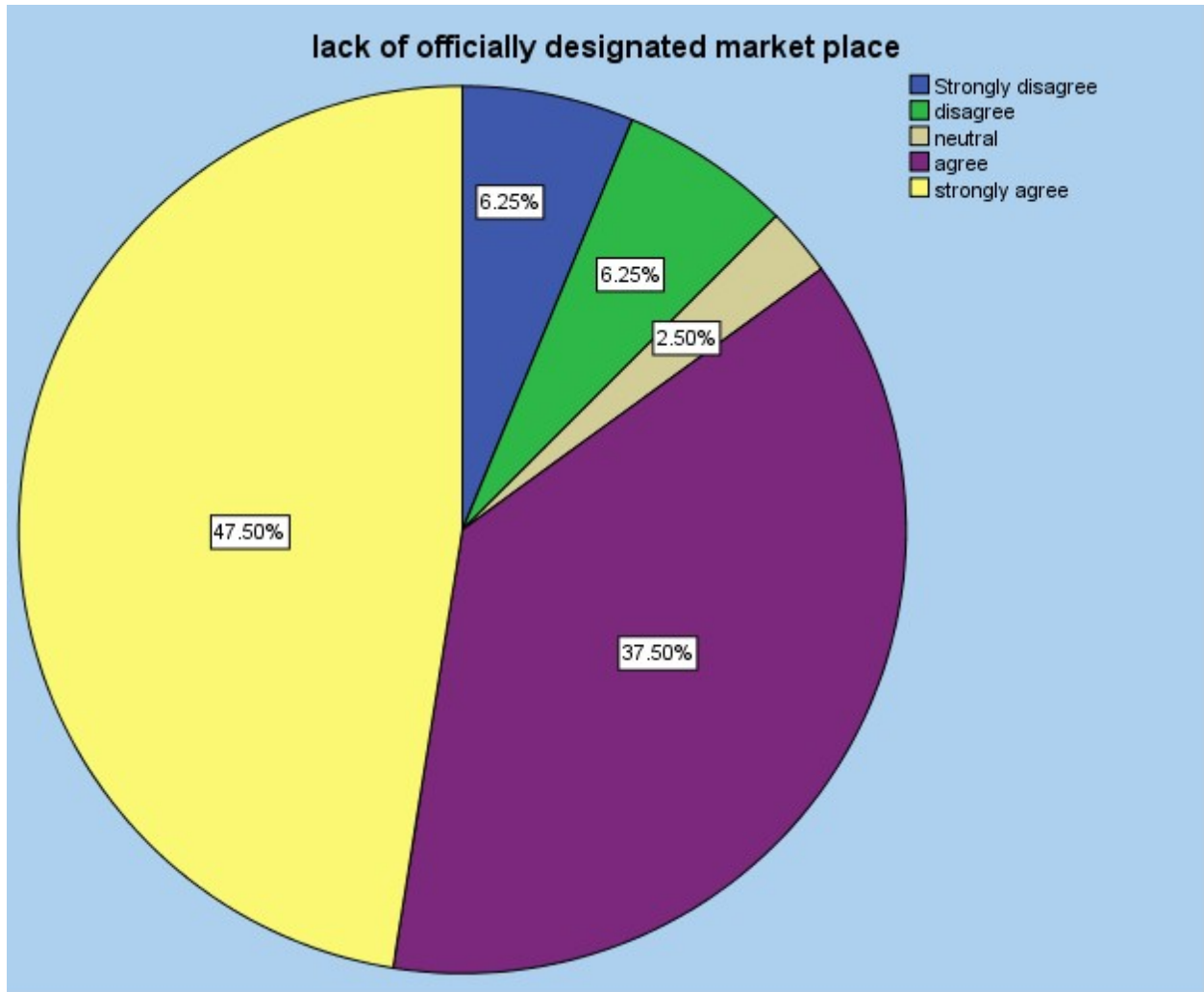
Lack of knowledge on fodder (type, quality, production, and management)



Source: Primary data, February 2024.

According to the figure 4.2.9 the researchers asked the respondents about whether lack of knowledge on fodder (type, quality, production, and management) affected their production, about 35% of the respondents were agreed that there was an affect for the lack of knowledge on fodder , about 33.75% of the respondents strongly agreed there were an affect while 12.5% of the respondents disagree the possibility of any effect of lack of technical experience to the fodder production 12.5% neutral & disagree were same respondents and small group of respondents about 6.25% were strongly disagree. This indicates that most of the respondents believe that knowledge on fodder (type, quality, production, and management) was an crucial to the sector.

Lack of officially designated market place

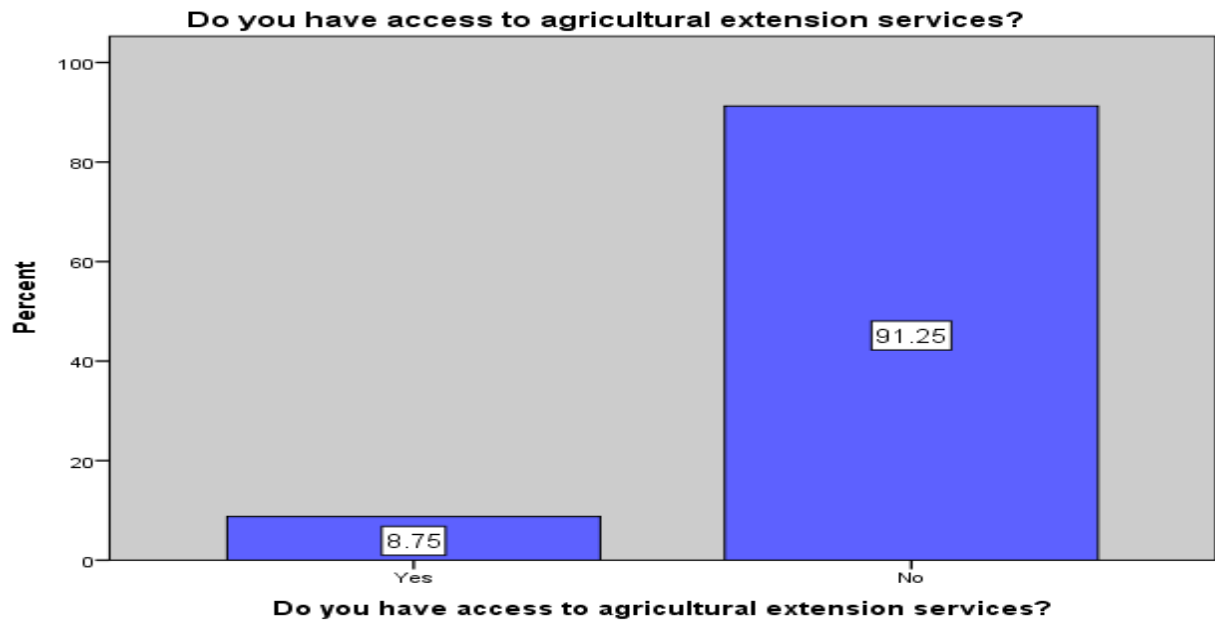


Source: Primary data, February 2024.

According to the figure the researchers asked the respondents about whether lack of officially designated market place affected their production, about 47.5% of the respondents were strongly agreed that there was an affect for the lack of officially designated market place, about 37.5% of the respondents agreed there were an affect while 6.3% of the respondents disagree the possibility of any effect of lack of officially designated market place, about respondents 6.3% were strongly disagree and small group of respondents about 2% were neutral. This indicates that most of the respondents believe that was a consequence market place to the fodder production.

Estimating opportunity of fodder production

Do you have access to agricultural extension services?



Source: Primary data, February 2024.

According to the figure 4.3.1 above mentioning about whether the respondents have access to agricultural extension services the majority of the respondents about 91.25% were have no access to agricultural extension services while small group of the respondents have access to agricultural extension services there was significance of crop productions to the respondents in the study area.

Do you get grass seeds from local market?



Source: Primary data, February 2024.

According to the figure above mentioning about whether the respondents get grass seeds from the local markets, the majority of the respondents about 81.3% were no getting grass seeds to the local markets while small group of the respondents were answered that there was getting any grass seeds to the local markets which indicates the importance of fodder to the respondents in the study area.

4.2. Discussion

According to study Growth, yield, competition and economics of groundnut/cereal fodder intercropping systems in the semi-arid tropics of India the increasing human population pressure and its ramifications resulted in a demand for more food, thus diverting the attention of farmers to food crop production and rendering forage farming a secondary priority. This neglect of forage crops led to a decline in the productivity of livestock (Mal, 1998). According to the National Commission on Agriculture, the green fodder requirement for the existing livestock in India is around 1136 Mt, whereas the availability is 695 Mt, indicating a 61% deficit in fodder supply, (Singh & Roy , 1999) Further, fodder availability in the dry season is scarce and costly

The study of evaluation of potential, opportunities and gaps of fodder production in Afgooye district revealed that the vast majority of some who responded 76.3% of respondents said they didn't grow fodder, but a small number said they did. 23.8% of those polled said they were cultivated fodder. And 40% respondents were cultivated Maize, 36.25% respondents were cultivated sorghum, 12.5% respondents were cultivated other legume fodder, 7.5% respondents were cultivated alfalfa and 3.75% respondents cultivated Sudan grass. the majority of the 40% respondents were cultivated Maize, 36.25% respondents were cultivated sorghum, 12.5% respondents were cultivated other legume fodder, 7.5% respondents were cultivated alfalfa and 3.75% respondents cultivated Sudan grass.

When the researchers asked the respondents if a lack of technical expertise in fodder production affected their output, 43.8% said yes, 35% said yes strongly, and 12.5% said no. This implies that the majority of respondents believe technical expertise is critical to the sector.

43.8% of respondents strongly agreed that environmental restrictions were a large problem for their manufacturing, while 35% agreed that environmental constraints were a big problem for their production. Around 10% of respondents disagree that environmental constraints are a factor, 6.3% strongly disagree, and a tiny fraction of 5% are neutral. Similar study of Drought and its impacts in Ethiopia , climate variability and extreme weather events (drought) threatens the livelihood of many populations throughout the world. Available reports suggest that the recurrence period of such extreme climatic events (drought) is shortening (Blunden, Arendt, 2012, & Gutierrez et al., 2014, 2013) Drought in Ethiopia has shown a spatial and temporal distribution over the last fifty years and there are certain regions in the country that are affected by drought more frequently; the eastern and south eastern and rift valley regions. The recurrence frequency was one in ten years during earlier periods.



Three decades ago (haile, 1988) reported drought in Ethiopia to occur with 3–5 and 6–8 years in northern parts of the country and every 8–10 years for the whole country .

Approxiamtely 46.3% of respondents agreed, while about 27.5% strongly agreed that lack of security and road closure had an impact on their production, respectively, while 11% of respondents were neutral, and 7.5% strongly disagreed and disagreed that lack of security was not a major obstacle they faced during their production. This revealed that the majority of the respondents had experienced road closures, poor infrastructure, and other similar issues at some point in their lives. 40% of respondents agreed that poor seed germination had an impact on their production, while 25% strongly agreed. However, 7.5% of respondents disagreed that poor seed quality had an impact on their production, and a small group of respondents about 4% strongly disagreed on that factor, 6.3% were neural, and a small group of respondents about 5% strongly disagreed on that factor. According to the numbers above, the majority of respondents in the research area firmly agreed that the lack of improved seed for fodder crop varieties was a major factor.

About 41.3% of respondents strongly agreed that climate change has affected fodder production is a problem during the dry season, while 33.8% agreed but 10% said they were neutral about the possibility of any effect on fodder production is a problem during the dry season due to climate change. About 12.5% of respondents disagreed, with a tiny fraction of about 2% strongly disagreeing on that factor.

About 48.8% of respondents agreed that a lack of capital was a challenge for fodder production on that field, 23.8% strongly agreed, and 11.3% disagreed. About 9% of respondents were neutral, and about 5% strongly disagreed.



Around 40% of respondents agreed, while 36.3% strongly agreed that market fluctuations had an impact on their firm, while 10% of respondents disagreed and 7.5% of respondents were neutral and tiny group. 6.3% of respondents strongly disagreed that market fluctuations were not a big impediment to their productivity. This revealed that the majority of the respondents were concerned about market swings and other such issues.

About 45% of respondents agreed that poor working equipment had become a hindrance to fodder production, while 33.8% strongly agreed. However, 11.3 % of respondents said they were neutral about the possibility of any negative impact from poor working equipment having become a hindrance to fodder production, while 5% disagreed and 5% strongly disagreed. According to the numbers above, the majority of respondents in the research region stated that poor working equipment made fodder production impossible. Roughly 35 % of the respondents agreed that a lack of fodder expertise had an effect, about 5 33.7% strongly agreed, and 12.5 % disagreed that a lack of technical experience may have an influence on fodder production. 12.5 % of respondents were neutral or disagree, and a small fraction of roughly 6.25 % were strongly disagree. This implies that the majority of respondents believe that fodder knowledge (type, quality, production, and management) is critical to the industry.

Approximately 50% of respondents agreed that lack of recognition for fodder trade had an effect; approximately 32.5 % of respondents strongly agreed; and approximately 7.5% of respondents disagreed that lack of recognition for fodder trade had any effect; approximately 7.5 % of respondents strongly disagreed; and a small group of respondents about 2.5% were neutral. This suggests that the majority of respondents feel that fodder trade was important to fodder production. About 38.8 % of respondents disagreed that the lack of efficient modes of transportation had no effect, about 18.8 % of respondents were neutral, and 16.3 % of

respondents strongly disagreed that the lack of efficient modes of transport had any effect, about 13.8 % of respondents agreed, and a small group of respondents about 12.5 % strongly agreed, about 47.5 % of respondents strongly agreed that the lack of an officially designated market place had an effect, about 37.5 % of respondents agreed that there was an effect, while 6.3 % of respondents disagreed that the lack of an officially designated market place had any effect, about 6.3 % strongly disagreed, and a small group of respondents about 2% were neutral. This shows that the majority of respondents thought it was a significant market for fodder production. 47.5% of respondents agreed that disease and weeds had an impact on fodder output, while 32.5 % strongly agreed. About 7.5 % of respondents, on the other hand, were neutral. Only 5% of respondents strongly disagreed with the statement that disease and weed problems were not a big impediment to their productivity.

According to the research of Department of Grain Legumes and Technical Crops, Agritec Plant Research, Ltd., Šumperk, of Czech Republic, Intercropping pea with barley reduced the level of ascochyta blight (*Mycosphaerella pinodes*) in the peas, and the levels of net blotch (*Pyrenopeziza teres*), brown rust (*Puccinia recondita*) and powdery mildew (*Blumeria graminis* f.sp. *hordei*) were reduced on the barley plants in every intercrop as compared to the barley monoculture (Kinane & Lyngkjær M.F., 2002). The plant diversity in an intercrop generates the basis for a more diverse development of beneficial predators limiting pest propagation (Hauggaard-Nielsen & Andersen 2000). As pesticides are not allowed in organic farming, the weed, disease and pest-reducing effects make intercropping of cereals and legumes especially interesting in such farming systems.

Approximately 26.3 % of respondents strongly disagreed that low purchasing power of consumers had no effect on their production, while 37.5% disagreed there was an effect, and 13.8 % agreed there was a possibility of a low purchasing power of consumers effect on their



production, with 13.8% strongly agreeing and a small group of respondents, about 7%, neutral. The majority of respondents (93.75%) do not have access to financial services such as crop insurance, input financing, or loans, while a minor percentage of respondents do have access to financial services such as crop insurance, input financing, or loans. Crop insurance, input financing, and loans are all crucial financial services that help farmers increase their production. 81.3% of respondents do not have access grass seeds to the local markets while small group of the respondents were answered that there was getting any grass seeds to the local markets which. The majority of respondents (86.3%) indicated they did not sell fodder production as hay or silage at markets, whereas a tiny group said they did sell fodder production as hay or silage at markets. 65% of respondents reported they didn't acquire market information for fodder prices from the markets, whereas a tiny percentage said they did get market information for fodder prices from the markets.

5. CONCLUSION

The researchers met all of their study objectives and came up with a beneficial conclusion. The majority of the respondents (76.3%) were male, while only 23.8 percent were female, according to the study. The researcher discovered that 62.5 percent of the respondents were married, while 18.8% were divorced. However, 1 6.3% of the respondents were single, and 2.5% were just widow. According to the educational background, 43.8% were illiterates, 36.3% had primary school, and 13.8% had secondary education. The bulk of the respondents were farmers, with 66.25% being farmers, 28.75 percent being livestock keepers, and 5% being fodder traders, according to the study. Majority of the 40% respondents were cultivated Maize, 36.25% respondents, And Land sizes of farmers were 33.75% the respondents between 2-4ha. About 86.3% of respondents were answered that there was not



selling fodder production as: hay or silage from the markets. And 56.25%, respondents have not access your inputs like seeds, fertilizers. While 76.3% respondents didn't cultivated fodder while small group 23.8% respondents were cultivated fodder.

When the researchers asked the respondents if their productivity was impacted by a lack of technical skill in fodder production, 43.8% said yes. We agree that disease and weed concerns are difficulties for the respondents. Droughts and rain shortages were cited as examples of environmental limits that had a significant impact on the business. 46.3% of respondents agreed that a lack of security and inefficient road infrastructure made it difficult to get the goods from the production site to the fodder demanders. Poor seed germination quality was cited by 40% of respondents as having an impact on their productivity. The majority of respondents agree there is lack of capital challenging for fodder affected their production. The majority also agree that there's a lack of knowledge on fodder (type, quality, production, and management) can affected their production. Also there is lack of recognition for fodder trade. Lack efficient means of transport affected also is major problem for famers. The majority of respondents agree that agricultural extension services, financial services such as crop insurance, input finance, loans, local seed and forage bank are not available in study area afgooye.

6. RECOMMENDATIONS

To improve the marketing and profitability of fodder products, the hay and grass seed markets must be formalized, as well as the grass seed certification process made reasonable and simple for producers. To assist fodder dealers in commercializing of fodder in the markets and gaining access to agricultural extension services such as forage banks and seed

germination quality testing. To develop strategies and make attempts to improve financial institutions such as crop insurance and loan in Somalia (afgooye) Provide both Farmers and livestock keepers, adequate training and technical skills to improve their knowledge for fodder crop production. Follow recommended best management practice (BMP) for all aspects of Drought and Rain failure, the farmer should provide well water storage, using by when the water shortage existing or when rain failure exists.

When drought exists, Livestock farms prepare for drought by holding stocks of grain and hay and reducing livestock herd size. More generally, diversification—undertaking a variety of crop and livestock activities, or farming in multiple locations—can help farmers reduce their risk exposure.

Implementation of land reforms for improving the production of fodder crop quality inputs (improved seeds and fertilizers) are essential to raising productivity under both rained and irrigated conditions Control On regular cleaning and management by using different methods of biological, physical, cultural, and chemical Also prohibition and quarantine to prevent common disease and weeds in the fodder crop he government of Somalia should Make constant fulfillment as any side that are helpful to the farmers to increase their economic growth Farmers should provide machines that are helpful or that can do raising beds and sowing seeds in order to grow and improve their production productivity.

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Factors Influencing Obstetric Fistula among Women of Childbearing Age at Banadir Hospital, Somalia

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ABSTRACT

This study focuses on the factors influencing obstetric fistula among the women of childbearing age at Banadir hospital, Somalia. The specific objectives of the study include: to identify the factors that contribute to obstetric fistula among women of childbearing age at Banadir Hospital in Somalia, to assess the impact of obstetric fistula on the physical, emotional, and social well-being of affected women at Banadir Hospital in Somalia and to explore potential interventions and strategies to prevent and manage obstetric fistula among women of childbearing age at Banadir Hospital in Somalia. The study also employed quantitative research approach research method to investigate the factors that contribute to obstetric fistula among women of childbearing age at Banadir Hospital in Somalia. The study utilised close-ended questionnaire instrument data collected from the respondents of the study was entered, coded, sorted, organized and analyzed using Statistical Package Software Science (SPSS) version 28. The findings of the study on factors that contribute to obstetric fistula among women of childbearing age at Banadir Hospital in Somalia which they include: lack of access to skilled obstetric care, poverty prevent women from seeking appropriate medical care during pregnancy and childbirth, lack of education, cultural and social factors, lack of access to clean water and sanitation and gender inequality. The impact of obstetric fistula on the physical, emotional, and social well-being of affected women at Banadir Hospital in Somalia include: chronic incontinence leading to foul-smelling leaks of urine and/or feces, which can cause skin irritation and infections, painful sores and ulcers in the genital area, malnutrition and dehydration due to difficulty in eating and drinking, chronic pelvic and abdominal pain, increased risk of reproductive health issues, including infertility and recurrent infections, feelings of shame, guilt, and isolation due to the stigma associated with obstetric fistula, depression, anxiety, and low self-esteem, loss of sense of self-worth and identity and trauma and social exclusion and discrimination from family, friends, and community members. The potential interventions and strategies to prevent and manage obstetric fistula among women of childbearing age at Banadir Hospital in Somalia entail: increasing access to skilled birth attendance by providing more trained healthcare providers, improving access to emergency obstetric care by ensuring that women have access to timely and appropriate medical care during childbirth, promoting family planning and

contraception by empowering women to make informed choices about family planning and access to contraception, addressing cultural and social determinants by tackling underlying social norms and cultural practices that may contribute to obstetric fistula.

Keywords: *Obstetric fistula, Factors, Women of childbearing age, Banadir hospital, Somalia*

1. INTRODUCTION

Obstetric fistula is a devastating condition that affects thousands of women in Somalia. It is a hole between the birth canal and the bladder or rectum that is caused by prolonged and obstructed labor. Childbirth is a natural and joyous event in the life of a woman; however, for many women in developing countries, it can be a life-threatening experience. Obstetric fistula is one of the most devastating consequences of prolonged and obstructed labor, typically occurring in women without access to skilled obstetric care. Obstetric fistula is a hole between the vagina and the bladder or rectum that results in chronic incontinence of urine and/or feces. It is estimated that over two million women in developing countries are living with untreated obstetric fistula, with thousands of new cases occurring each year (Bangser, 2006).

Several factors have been identified in the literature as contributing to the development of obstetric fistula, including poverty, early marriage, lack of education, poor access to healthcare services, and cultural practices such as female genital mutilation (UNFPA, 2018). Additionally, studies have found that delays in seeking and receiving appropriate maternal healthcare can increase the risk of obstetric fistula (Wall et al., 2012). Understanding how these factors interact and contribute to the high prevalence of obstetric fistula in Somalia is crucial for developing targeted interventions to address the issue.

Obstetric fistula is a devastating condition that affects thousands of women in Somalia. It is a hole between the birth canal and the bladder or rectum that is caused by prolonged and obstructed labor. The factors influencing the prevalence of obstetric fistula among women of childbearing age in Somalia are complex and multi-faceted. According to a recent study by Ali et al. (2020), the prevalence of obstetric fistula in Somalia is alarmingly high, with an estimated 500 cases reported annually. The study found that several factors contribute to the high rates of obstetric fistula in Somalia, including poor access to maternal healthcare services, lack of skilled

birth attendants, and early marriage and childbirth among women. Another study by Ahmed et al. (2019) highlighted the role of poverty and lack of education in increasing the risk of obstetric fistula among Somali women. The study found that women from low socio-economic backgrounds are more likely to experience obstetric fistula due to limited access to healthcare services and lack of awareness about the condition.

In addition, cultural practices and beliefs also play a significant role in influencing the prevalence of obstetric fistula among Somali women. A study by Yusuf et al. (2018) found that traditional practices such as female genital mutilation and child marriage are common in Somalia and contribute to the increased risk of obstetric fistula among women.

Banadir Hospital, located in the capital city of Mogadishu, is one of the main referral hospitals in Somalia, where many women seek care for obstetric fistula. Despite efforts to prevent and treat obstetric fistula, the condition continues to affect a significant number of women in the country. Therefore, understanding the factors influencing obstetric fistula among women of childbearing age at Banadir Hospital is essential for developing effective prevention and treatment strategies. This study aims to investigate the factors influencing obstetric fistula among women of childbearing age at Banadir Hospital, Somalia. Specifically, the study will explore the socio-demographic characteristics of women with obstetric fistula, their access to maternal healthcare services, the presence of underlying medical conditions, and the quality of obstetric care received. By examining these factors, the study seeks to provide insights into the root causes of obstetric fistula in Somalia and inform interventions to prevent and treat the condition.

2. THE PURPOSE OF THE STUDY

This purpose of this study is to investigate the factors influencing obstetric fistula among the women of childbearing age at Banadir hospital, Somalia to provide insights into the root causes of obstetric fistula in Somalia and inform interventions to prevent and treat the condition.

2.1. Specific objectives

1. To identify the factors that contribute to obstetric fistula among women of childbearing age at Banadir Hospital in Somalia.

2. To assess the impact of obstetric fistula on the physical, emotional, and social well-being of affected women at Banadir Hospital in Somalia.
3. To explore potential interventions and strategies to prevent and manage obstetric fistula among women of childbearing age at Banadir Hospital in Somalia.

3. THE LITERATURE REVIEW

3.1. Obstetric fistula

Obstetric fistula is a severe childbirth injury that affects millions of women worldwide, particularly in low-income countries where access to maternal healthcare is limited. The condition is characterized by an abnormal opening between the vagina and the bladder or rectum, resulting in continuous leakage of urine and/or feces. Obstetric fistula is a preventable and treatable condition, yet many women suffer in silence due to stigma and lack of access to appropriate medical care.

According to a study by Tuncalp et al. (2018), obstetric fistula is defined as "an abnormal communication between the urinary tract or rectum and the vagina that results in continuous and involuntary leakage of urine and/or feces." The authors emphasize the physical, emotional, and social consequences of obstetric fistula, including chronic pain, infection, social isolation, and economic hardship.

Another study by Muleta et al. (2019) provides a detailed description of obstetric fistula among women of childbearing age, highlighting the risk factors, clinical presentation, and management options for the condition. The authors stress the importance of early detection and timely intervention to prevent long-term complications and improve the quality of life for affected women.

In addition, a review by Wall et al. (2020) discusses the global burden of obstetric fistula and the challenges in addressing this complex public health issue. The authors call for increased investment in maternal healthcare infrastructure, provider training, and community outreach programs to prevent and treat obstetric fistula effectively.

3.2. Factors influencing obstetric fistula among the women of childbearing age

Obstetric fistula is a devastating childbirth injury that affects women, particularly in low-resource settings. Numerous factors have been identified as influencing the occurrence of obstetric fistula among women of childbearing age. Several studies have highlighted the significant role of sociodemographic factors, lack of access to maternal healthcare services, and traditional birthing practices in contributing to the occurrence of obstetric fistula among women.

One study by Mselle et al. (2020) conducted in Tanzania found that sociodemographic factors, such as young maternal age, low level of education, and poverty, were associated with an increased risk of developing obstetric fistula. The study emphasized the need for targeted interventions to address social determinants of health in order to prevent obstetric fistula in this population.

In addition to sociodemographic factors, lack of access to maternal healthcare services has been identified as a key factor influencing the occurrence of obstetric fistula. A study by Mpinga et al. (2021) in the Democratic Republic of Congo highlighted the challenges faced by women in accessing timely and quality obstetric care, which often results in complications such as obstetric fistula. The study called for improved access to maternal healthcare services, including skilled birth attendants and emergency obstetric care, to prevent obstetric fistula in this population.

Furthermore, traditional birthing practices have also been implicated in the development of obstetric fistula among women of childbearing age. A study by Ahmed et al. (2019) in Ethiopia found that harmful practices such as early marriage, female genital mutilation, and unskilled attendance at childbirth were associated with an increased risk of obstetric fistula. The study

recommended targeted interventions to address these harmful practices and promote safe childbirth practices to prevent obstetric fistula in this population.

In conclusion, the literature review highlights the multifactorial nature of obstetric fistula among women of childbearing age, with sociodemographic factors, lack of access to maternal healthcare services, and traditional birthing practices all playing a significant role in influencing the occurrence of this devastating childbirth injury. Addressing these factors through targeted interventions and improved access to maternal healthcare services is essential to prevent obstetric fistula and improve the reproductive health outcomes of women in low-resource settings.

3.3. The impact of obstetric fistula on the physical, emotional, and social well-being of affected women.

According to the study by Hailemariam Segni Abawollo et al. (2022) on obstetric fistula: physical, social, and psychological dimensions in a cohort of Ethiopian women which examined the physical, social, and psychological impact of obstetric fistula on a cohort of Ethiopian women. The researchers found that women with obstetric fistula experienced significant physical suffering, social exclusion, and emotional distress, highlighting the multifaceted nature of the condition's impact on affected women's well-being.

Similarly, according to the study Oliver Onuga et al. (2021) on the impact of obstetric fistula on women's emotional well-being in Uganda, the findings revealed that women affected by obstetric fistula experienced high levels of emotional distress, including feelings of shame, isolation, and depression. The study emphasized the need for comprehensive psychosocial support for women living with obstetric fistula to address their emotional well-being.

According to Wahaba et al. (2023) study on the obstetric fistula and social stigma: a systematic review of qualitative studies, the systematic review examined the social stigma associated with obstetric fistula based on qualitative studies. The researchers identified that women affected by obstetric fistula often faced social exclusion, discrimination, and stigma, which had detrimental effects on their emotional well-being and social interactions. The study underscored the importance of addressing social stigma as part of holistic care for women with obstetric fistula.

Lastly, a study by Chioma Nwosu et al. (2024) on the living with obstetric fistula: a qualitative study of women's experiences in Nigeria found that women affected by obstetric fistula faced significant physical challenges, such as chronic pain and incontinence, as well as emotional and social consequences, including feelings of shame and social isolation. The study highlighted the need for comprehensive support services to address the multifaceted impact of obstetric fistula on affected women's well-being.

In conclusion, recent literature highlights the complex and profound impact of obstetric fistula on the physical, emotional, and social well-being of affected women, underscoring the need for comprehensive and multidisciplinary care to address the various dimensions of the condition's impact.

3.3. The potential interventions and strategies to prevent and manage obstetric fistula among women of childbearing age

Obstetric fistula remains a significant public health concern, particularly in low-resource settings, where access to quality maternal healthcare is limited. This debilitating condition, characterized by an abnormal opening between the vagina and bladder or rectum, primarily affects women of childbearing age and can result in numerous physical and psychosocial complications. In recent years, there has been an increasing focus on identifying and implementing interventions and strategies to prevent and manage obstetric fistula.

One key intervention that has shown promise in preventing obstetric fistula is access to timely and quality maternal healthcare services. A study by Ali et al. (2020) emphasized the importance of antenatal care, skilled birth attendance, and emergency obstetric care in reducing the incidence of obstetric fistula. Similarly, a systematic review by Wilson et al. (2021) highlighted the impact of improving access to safe and timely cesarean sections in preventing obstetric fistula in high-risk pregnancies.

For women already living with obstetric fistula, there is a growing emphasis on the provision of comprehensive treatment and support services. A study by Moyo et al. (2023) highlighted the importance of multi-disciplinary approaches, including surgical repair, psychosocial support, and

reintegration programs, in improving outcomes and quality of life for women with obstetric fistula.

Furthermore, advancements in surgical techniques and technologies have also contributed to improving the management of obstetric fistula. A study by Ouedraogo et al. (2024) evaluated the outcomes of laparoscopic and robotic-assisted surgical repair for obstetric fistula, demonstrating promising results in terms of reducing complications and improving surgical outcomes.

In conclusion, the literature highlights the importance of a multi-faceted approach to preventing and managing obstetric fistula among women of childbearing age. This includes improving access to quality maternal healthcare services, implementing community-based interventions, providing comprehensive treatment and support services, and utilizing advancements in surgical techniques. Further research and collaboration are needed to continue addressing the challenges associated with obstetric fistula and ultimately improve the well-being of affected women.

4. METHODOLOGY

This study employed quantitative research approach research method to investigate the factors that contribute to obstetric fistula among women of childbearing age at Banadir Hospital in Somalia, the impact of obstetric fistula on the physical, emotional, and social well-being of affected women at Banadir Hospital in Somalia and the potential interventions and strategies to prevent and manage obstetric fistula among women of childbearing age at Banadir Hospital in Somalia. A descriptive cross-sectional study was undertaken at Banadir Hospital in Mogadishu, Somalia, to examine the factors influencing obstetric fistula among the women of child bearing age at Banadir hospital, Mogadishu, Somalia. The study utilized Morgan and Krejcie 1970 sample size determination table and arrived at a sample size 52 willing participants out 60 of the population of the women targeted at Banadir Hospital in Somalia. The study utilised close-ended questionnaire instrument data collected from the respondents of the study was entered, coded, sorted, organized and analyzed using Statistical Package Software Science (SPSS) version 28.

5. THE RESULTS AND DISCUSSION

The results and discussion of the study in relation to the factors influencing obstetric fistula among the women of child bearing age at Banadir hospital, Mogadishu, Somalia entail the following:

5.1. Results:

5.1.1. Demographic variables of respondents

Table 5.1: Demographic Variables of Respondents

		Frequency	Percent
Valid	18-25 years	10	19.2
	26-35 years	28	53.8
	36-45 years	14	26.9
	Total years	52	100.0
Female	52	100.0	52
marital status	Married	45	86.5
	Divorced	5	9.6
	Widowed	2	3.8
	Total	52	100.0
	Education	No formal education	15
	Secondary Level	29	55.8
	University Level	8	15.4
	Total	52	100.0
Occupation	Employed	13	25.0
	Unemployed	39	75.0

	Total	52	100.0
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Source Primary data, February 2024.

The study revealed that the majority of respondents, 28 (53.8%), were aged between 26-35 years, with 14 (26.9%) falling in the same age group, and 10 (19.2%) falling in the 18-25 years age bracket. All 52 (100%) respondents in the gender group were female, indicating a majority of female participants. In terms of marital status, the study found that 45 (86.5%) were married, 5 (9.6%) were divorced, and 2 (3.8%) were widowed. In the education group, the majority of respondents, 29 (55.8%), had a secondary education, while 15 (28.8%) had no formal education, and 8 (15.4%) had a university degree. Within the occupation group, 39 (75.0%) were unemployed, while 13 (25.0%) were employed.

5.1.2. The factors that contribute to obstetric fistula among women of childbearing age at Banadir Hospital in Somalia.

The researcher sought to identify the factors that contribute to obstetric fistula among women of childbearing age at Banadir Hospital in Somalia. The findings of the study on the factors that contribute to obstetric fistula among women of childbearing age at Banadir Hospital in Mogadishu, Somalia are presented in table 4.9 below:

Table 5.2: The factors that contribute to obstetric fistula among women of childbearing age at Banadir Hospital in Mogadishu, Somalia.

NO	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
F1	Women who do not have access to skilled obstetric care during pregnancy and childbirth are at higher risk of developing obstetric fistula.	02 (3.8%)	01 (1.9%)	00 (00.0%)	37 (71.2%)	12 (23.1%)
F2	Prolonged obstructed labor is a major cause of obstetric fistula, because access to emergency obstetric care is limited.	02 (3.8%)	03 (5.7%)	00 (00.0%)	35 (67.3%)	12 (23.1%)

F3	Women who marry and become pregnant at a young age are more likely to experience complications during childbirth, including obstetric fistula.	01 (1.9%)	04 (7.7%)	00 (00.0%)	37 (71.2%)	10 (19.2%)
F4	Poverty prevent women from seeking appropriate medical care during pregnancy and childbirth, increasing their risk of developing obstetric fistula.	02 (3.8%)	02 (3.8%)	00 (00.0%)	35 (67.3%)	13 (25%)
F5	Women with lower levels of education are less likely to receive information about reproductive health and family planning, increasing their risk of complications during childbirth.	02 (3.8%)	01 (1.9%)	00 (0.00%)	37 (71.2%)	12 (23.1%)
F6	Societal norms and customs prevent women from seeking medical care or may contribute to delayed treatment for obstetric fistula.	02 (3.8%)	03 (5.7%)	00 (00.0%)	35 (67.3%)	12 (23.1%)
F7	Poor hygiene practices increase the risk of infection, which can lead to obstetric fistula.	04 (7.7%)	02 (3.8%)	00 (00.0%)	36 (69.3%)	10 (19.3%)
F8	Discriminatory practices and lack of autonomy for women hinder their ability to make decisions about their	03 (5.7%)	02 (3.8%)	00 (00.0%)	37 (71.2%)	11 (21.2%)

reproductive health and seek appropriate medical care.

Source: Primary Data, February 2024.

The results of the findings as indicated in Table 5.2 above show that 37 (71.2%) of the respondents agreed and 12 (23.1%) of the respondents strongly agreed that Women who do not have access to skilled obstetric care during pregnancy and childbirth are at higher risk of developing obstetric fistula, 35 (67.3%) of the respondents agreed and 12 (23.1%) strongly agreed that prolonged obstructed labor is a major cause of obstetric fistula, because access to emergency obstetric care is limited, 37 (71.2%) of the respondents and 10 (19.2%) strongly agreed that women who marry and become pregnant at a young age are more likely to experience complications during childbirth, including obstetric fistula, 35 (67.3%) of the respondents agreed and 13 (25%) strongly agreed that poverty prevent women from seeking appropriate medical care during pregnancy and childbirth, increasing their risk of developing obstetric fistula.the organization's employee level is taken into consideration when developing the training content or curriculum, 37 (71.2%) of the respondents agreed and 12 (23.1%) strongly agreed that women with lower levels of education are less likely to receive information about reproductive health and family planning, increasing their risk of complications during childbirth, 35 (67.3%) of the respondents agreed and 12 (23.1%) strongly agreed that societal norms and customs prevent women from seeking medical care or may contribute to delayed treatment for obstetric fistula, 36 (69.3%) of the respondents agreed and 10 (19.3%) strongly agreed that poor hygiene practices increase the risk of infection, which can lead to obstetric fistula and lastly, 37 (71.2%) of the respondents agreed and 11 (21.2%) strongly agreed that discriminatory practices and lack of

autonomy for women hinder their ability to make decisions about their reproductive health and seek appropriate medical care.

5.1.3. The potential interventions and strategies to prevent and manage obstetric fistula among women of childbearing age at Banadir Hospital in Mogadishu, Somalia.

The researcher sought to assess the impact of obstetric fistula on the physical, emotional, and social well-being of affected women at Banadir Hospital in Mogadishu, Somalia. The findings of the study on the assess the impact of obstetric fistula on the physical, emotional, and social well-being of affected women at Banadir Hospital in Mogadishu, Somalia are presented in table 4.8 below:

Table 5.3: The impact of obstetric fistula on the physical, emotional, and social well-being of affected women at Banadir Hospital in Mogadishu, Somalia.

NO	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
M1	Chronic incontinence leading to foul-smelling leaks of urine and/or feces, which can cause skin irritation and infections.	02 (3.8%)	02 (3.8%)	01 (1.9%)	35 (67.3%)	12 (23.1%)
M2	Painful sores and ulcers in the genital area.	02 (3.8%)	01 (1.9%)	00 (0.00%)	37 (71.2%)	12 (23.1%)
M3	Malnutrition and dehydration due to difficulty in eating and drinking.	03 (5.7%)	02 (3.8%)	01 (1.9%)	35 (67.3%)	11 (21.2%)
M4	Chronic pelvic and abdominal pain.	03 (5.7%)	03 (5.7%)	00 (0.00%)	37 (71.2%)	09 (17.3%)

M5	Increased risk of reproductive health issues, including infertility and recurrent infections.	02 (3.8%)	02 (3.8%)	00 (0.00%)	38 (73.1%)	10 (19.2%)
M6	Increased risk of reproductive health issues, including infertility and recurrent infections.	02 (3.8%)	03 (5.7%)	00 (0.00%)	35 (67.3%)	12 (23.1%)
M7	Feelings of shame, guilt, and isolation due to the stigma associated with obstetric fistula.	04 (7.7%)	02 (3.8%)	01 (1.9%)	37 (71.2%)	08 (15.4%)
M8	Depression, anxiety, and low self-esteem.	03 (5.7%)	02 (3.8%)	03 (5.7%)	35 (67.3%)	09 (17.3%)
M9	Loss of sense of self-worth and identity among the affected women.	02 (3.8%)	03 (5.7%)	01 (1.9%)	34 (65.4%)	12 (23.1%)
M10	Trauma from the experience of obstetric fistula and the conditions surrounding it.	02 (3.8%)	03 (5.7%)	00 (00.0%)	36 (69.3%)	11 (21.2%)
M11	Social exclusion and discrimination from family, friends, and community members.	02 (3.8%)	02 (3.8%)	00 (00.0%)	39 (75%)	09 (17.3%)
M12	Loss of social support and relationships.	01 (1.9%)	02 (3.8%)	00 (00.0%)	34 (65.4%)	05 (9.6%)
M13	Marginalization and lack of access to healthcare services, including treatment for obstetric fistula.	02 (3.8%)	04 (7.7%)	00 (00.0%)	35 (67.3%)	11 (21.2%)

Source: Primary Data, February 2024.

The results of the findings in 5.3 above indicated that 35 (67.3%) of the respondents agreed and 12 (23.1%) strongly agreed that chronic incontinence leading to foul-smelling leaks of urine and/or feces, which can cause skin irritation and infections is an impact of obstetric fistula, 37 (71.2%) of the respondents agreed and 12 (23.1%) strongly agreed that painful sores and ulcers in the genital area is an impact of obstetric fistula, 35 (67.3%) of the respondents agreed and 11 (21.2%) strongly agreed that another impact of obstetric fistula on the affected women is malnutrition and dehydration due to difficulty in eating and drinking, 37 (71.2%) of the respondents agreed and 09 (17.3%)²³ strongly agreed that chronic pelvic and abdominal pain is also another impact of obstetric fistula on the affected women, 38 (73.1%) of the respondents agreed and 10 (19.2%) strongly agreed that increased risk of reproductive health issues, including infertility and recurrent infections is another impact of obstetric fistula on the affected women, 35 (67.3%) of the respondents agreed and 12 (23.1%) strongly agreed that increased risk of reproductive health issues, including infertility and recurrent infections is another , 37 (71.2%) of the respondents agreed and 08 (15.4%) strongly agreed that feelings of shame, guilt, and isolation due to the stigma associated with obstetric fistula, 35 (67.3%) of the respondents agreed and 09 (17.3%) strongly agreed that depression, anxiety, and low self-esteem is an impact of obstetric fistula on the affected women, 34 (65.4%) of the respondents agreed and 12 (23.1%) strongly agreed that loss of sense of self-worth and identity among the affected women is an impact of obstetric fistula on the affected women, 36 (69.3%) of the respondents agreed and 11 (21.2%) strongly agreed that trauma from the experience of obstetric fistula and the conditions surrounding it is an impact of obstetric fistula on the affected women, 39 (75%) of the respondents agreed and 09 (17.3%) strongly agreed that social exclusion and discrimination from family, friends, and community members is an impact of obstetric fistula on the affected women, 34 (65.4%) of the respondents agreed and 05 (9.6%) strongly agreed that loss of social support

and relationships is an impact of obstetric fistula on the affected women and lastly 35 (67.3%) of the respondents strongly agreed and 11 (21.2%) strongly agreed that marginalization and lack of access to healthcare services, including treatment for obstetric fistula.

5.1.4. The potential interventions and strategies to prevent and manage obstetric fistula among women of childbearing age at Banadir Hospital in Somalia.

The researcher sought to explore the potential interventions and strategies to prevent and manage obstetric fistula among women of childbearing age at Banadir Hospital in Mogadishu, Somalia. The findings of the study on the potential interventions and strategies to prevent and manage obstetric fistula among women of childbearing age at Banadir Hospital, Mogadishu, Somalia are presented in table 4.9 below:

Table 5.4: The potential interventions and strategies to prevent and manage obstetric fistula among women of childbearing age at Banadir Hospital in Mogadishu, Somalia.

NO	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
C1	Increasing access to skilled birth attendance by providing more trained healthcare providers, particularly midwives and obstetricians, in rural areas where obstetric fistula rates are higher.	02 (3.8%)	04 (7.7%)	00 (0.0%)	36 (69.3%)	10 (19.2%)
C2	Improving access to emergency obstetric care by ensuring that women have access to timely and appropriate medical care during childbirth.	04 (7.7%)	02 (3.8%)	00 (00.0%)	35 (67.3%)	11 (21.2%)
C3	Promoting family planning and contraception by empowering women to make informed choices about family	04 (7.7%)	02 (3.8%)	00 (00.0%)	37 (71.2%)	09 (17.3%)

	planning and access to contraception.					
C4	Addressing cultural and social determinants by tackling underlying social norms and cultural practices that may contribute to obstetric fistula, such as early marriage, lack of education, and gender inequality.	02 (3.8%)	02 (3.8%)	00 (00.0%)	35 (67.3%)	13 (25%)
C5	Providing comprehensive obstetric care by ensuring that pregnant women have access to antenatal care, skilled birth attendance, and postnatal care to help detect and manage complications early on.	02 (3.8%)	03 (5.7%)	00 (0.00%)	37 (71.2%)	10 (19.2%)
C6	Offering psychosocial support by providing counseling and support services to women who have experienced obstetric fistula to help them recover physically and emotionally from this traumatic condition.	02 (3.8%)	03 (5.7%)	00 (00.0%)	34 (65.4%)	13 (25%)
C7	Raising awareness through educating communities about the causes, symptoms, and consequences of obstetric fistula to help reduce stigma and encourage women to seek timely medical care.	04 (7.7%)	02 (3.8%)	00 (00.0%)	36 (69.3%)	10 (19.2%)
C8	Strengthening health systems by investing in healthcare infrastructure, equipment, and	03 (5.7%)	02	00	37	11

training to help improve the quality of obstetric care and prevent obstetric fistula from occurring.	(3.8%)	(00.0%)	(71.2%)	(21.2%)
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Source: Primary Data, February 2024.

The results of the findings as indicated in Table 5.4 above show that 36 (69.3%) of the respondents agreed and 10 (19.2%) of the respondents strongly agreed that increasing access to skilled birth attendance by providing more trained healthcare providers, particularly midwives and obstetricians, in rural areas where obstetric fistula rates are higher, 35 (67.3%) of the respondents agreed and 11 (21.2%) strongly agreed that improving access to emergency obstetric care by ensuring that women have access to timely and appropriate medical care during childbirth, 37 (71.2%) of the respondents and 09 (17.3%) strongly agreed that promoting family planning and contraception by empowering women to make informed choices about family planning and access to contraception, 35 (67.3%) of the respondents agreed and 13 (25%) strongly agreed that addressing cultural and social determinants by tackling underlying social norms and cultural practices that may contribute to obstetric fistula, such as early marriage, lack of education, and gender inequality, 37 (71.2%) of the respondents agreed and 10 (19.2%) strongly agreed that providing comprehensive obstetric care by ensuring that pregnant women have access to antenatal care, skilled birth attendance, and postnatal care to help detect and manage complications early on, 34 (65.4%) of the respondents agreed and 13 (25%) strongly agreed that offering psychosocial support by providing counseling and support services to women who have experienced obstetric fistula to help them recover physically and emotionally from this traumatic condition, 36 (69.3%) of the respondents agreed and 10 (19.2%) strongly agreed that raising awareness through educating communities about the causes, symptoms, and

consequences of obstetric fistula to help reduce stigma and encourage women to seek timely medical care and lastly, 37 (71.2%) of the respondents agreed and 11 (21.2%) strongly agreed that strengthening health systems by investing in healthcare infrastructure, equipment, and training to help improve the quality of obstetric care and prevent obstetric fistula from occurring.

5.2. Discussion of the findings

The findings of the study on the factors that contribute to obstetric fistula among women of childbearing age at Banadir Hospital in Somalia revealed that approximately 92% of the respondents agreed that the factors that contribute to obstetric fistula among women of childbearing age at Banadir Hospital in Somalia include: lack of access to skilled obstetric care, poverty prevent women from seeking appropriate medical care during pregnancy and childbirth, lack of education, cultural and social factors, lack of access to clean water and sanitation and gender inequality. These findings are consistent with Mselle et al. (2020) study conducted in Tanzania found that sociodemographic factors, such as young maternal age, low level of education, and poverty, were associated with an increased risk of developing obstetric fistula. The study emphasized the need for targeted interventions to address social determinants of health in order to prevent obstetric fistula in this population. Similarly, a study by Ahmed et al. (2019) in Ethiopia found that harmful practices such as early marriage, female genital mutilation, and unskilled attendance at childbirth were associated with an increased risk of obstetric fistula.

The findings of the study on the impact of obstetric fistula on the physical, emotional, and social well-being of affected women at Banadir Hospital in Somalia 91% of the respondents agreed that the impact of obstetric fistula on the physical, emotional, and social well-being of affected women at Banadir Hospital in Somalia include: chronic incontinence leading to foul-smelling leaks of urine and/or feces, which can cause skin irritation and infections, painful sores and ulcers in the genital area, malnutrition and dehydration due to difficulty in eating and drinking, chronic pelvic and abdominal pain, increased risk of reproductive health issues, including infertility and recurrent infections, feelings of shame, guilt, and isolation due to the stigma associated with obstetric fistula, depression, anxiety, and low self-esteem, loss of sense of self-worth and identity and trauma from the experience of obstetric fistula and the conditions

surrounding it, social exclusion and discrimination from family, friends, and community members, loss of social support and relationships and Marginalization and lack of access to healthcare services, including treatment for obstetric fistula. These findings are in line with Hailemariam Segni Abawollo et al. (2022), who found that women with obstetric fistula experienced significant physical suffering, social exclusion, and emotional distress, highlighting the multifaceted nature of the condition's impact on affected women's well-being. Additionally, a study by Oliver Onuga et al. (2021) revealed that women affected by obstetric fistula experienced high levels of emotional distress, including feelings of shame, isolation, and depression.

Lastly, the findings of the study on potential interventions and strategies to prevent and manage obstetric fistula among women of childbearing age at Banadir Hospital in Somalia revealed that the potential interventions and strategies to prevent and manage obstetric fistula among women of childbearing age at Banadir Hospital in Somalia entail: increasing access to skilled birth attendance by providing more trained healthcare providers, improving access to emergency obstetric care by ensuring that women have access to timely and appropriate medical care during childbirth, promoting family planning and contraception by empowering women to make informed choices about family planning and access to contraception, addressing cultural and social determinants by tackling underlying social norms and cultural practices that may contribute to obstetric fistula, providing comprehensive obstetric care by ensuring that pregnant women have access to antenatal care, skilled birth attendance, and postnatal, Offering psychosocial support by providing counseling and support services to women who have experienced obstetric fistula, raising awareness through educating communities about the causes, symptoms, and consequences of obstetric fistula and lastly strengthening health systems by investing in healthcare infrastructure, equipment, and training to help improve the quality of obstetric care and prevent obstetric fistula from occurring. The findings of this study are in line with the study by Ali et al. (2020) emphasized the importance of antenatal care, skilled birth attendance, and emergency obstetric care in reducing the incidence of obstetric fistula. Similarly, a systematic review by Wilson et al. (2021) highlighted the impact of improving access to safe and timely cesarean sections in preventing obstetric fistula in high-risk pregnancies.

Additionally, a study by Moyo et al. (2023) highlighted the importance of multi-disciplinary approaches, including surgical repair, psychosocial support, and reintegration programs, in improving outcomes and quality of life for women with obstetric fistula.

6. CONCLUSION

A study on obstetric fistula among women at Banadir Hospital in Somalia found poverty, lack of education, and limited access to skilled care during pregnancy and childbirth contribute to the condition. Women with fistula experience incontinence, infections, social isolation, and depression. The study suggests increasing access to skilled birth attendants, promoting family planning, and improving access to healthcare as ways to prevent and manage fistula.

Conflict of Interest

Author declares no conflict of interest

Ethical Approval

The ethical committee of Horseed International University has reviewed and approved the study.

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Peace Education and Conflict Prevention in Somalia

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ABSTRACT

This study focused on Peace Education and Conflict Prevention in Somalia. The specific objectives of the study were to find out the different perceptions of the Somali people on peace education and conflict prevention in Somalia, to explore the importance of peace education in conflict prevention in Somalia and to determine the relationship between peace education and conflict prevention in Somalia. The study used qualitative research design using documentary analysis of various perspectives of the Somali people and that of scholars. The goal of the researcher was to expose the perspective of Somali educators on the importance of peace education and the possible causes and consequences of the conflict as well as the relationship that exist between peace education and conflict in Somalia. This study carried out a critical review of existing literature with in-depth interviews with key informants from the education sector. By employing qualitative approach in the study, the researcher carried out a thorough investigation into a wide range of secondary. Data was collected via the use of documentary review and interview guide. The study also relied on secondary data from textbooks, journals, and academic papers. The main findings of the study revealed that that peace education contributes to conflict prevention in Somalia. This was clearly revealed from the finding of the study where majority of the respondents an overwhelming majority of over (90%) of the participants in the study showed positive and relevant perception about peace education being the best tool that can be used to prevent conflict in Somalia, the study revealed that (100%) of the participants in the study agreed that peace education is vastly important in as far as conflict prevention is concerned in Somalia and lastly the study revealed that (100%) of the participants agreed and noted that peace education is related to conflict prevention.

The study recommends that the Ministry of Education of the Federal Republic of Somalia and should reform and revise the current secondary and primary schools curriculum and then incorporate peace education with all the required contents which are instrumental in providing in-depth knowledge and skills to prevent conflict in Somalia, the Ministry of Education of Somalia should review the structure of the peace education programme goals, and its organization in order to bear fruits it is prepared for. Teachers, students, and parents are not familiar with the target goals and structure of peace education in Somalia. It is in this context that the program is still unpopular among these groups of people and the Federal Government of Somalia should ensure proper and timely training of teachers on peace education.

Keywords: Peace Education, Conflict Prevention, Somalia.

1. INTRODUCTION

Peace education in any society experiencing conflict or after post-conflict has become, the key tool being used by government and non-governmental organizations to promote peace and solve conflict in the society. “Many scholars have defined peace and conflict studies as the field of social science that identifies analyses violent and non-violent behavior in the society as well as the structural mechanisms of social conflict in the society with clear processes of understanding it for the attainment of desirable human condition in the society” (Dugan, M, 1989, p.72-79). The main distinction between peace studies (irenology) and war studies (polemology) is that “peace studies aim at solving conflict in the society through peaceful means by seeking the satisfaction of both parties in a conflict; whereas war studies aim at attaining victory in a conflict through violent means and satisfaction of only party in a conflict not all the parties.” (Dugan, M, 1989, p.72-79).

According to the former United Nations Secretary General, he stated that “following importance of educational projects and curriculum reform to forestall a re-emergence of cultural and national tensions in the aftermath of international war, post-conflict peace-building may take the form of concrete cooperative projects ... I have in mind, for example, projects that bring States together to develop agriculture, improve transportation or utilize resources such as water or electricity that they need to share, or joint programmes through which barriers between nations are brought down by means of freer travel, cultural exchanges and mutually beneficial youth and educational projects. Reducing hostile perceptions through educational exchanges and curriculum reform may be essential to forestall a re-emergence of cultural and national tensions which could spark renewed hostilities (United Nations General Assembly, 1993, p.78-82).

In Somalia for over a period of three decades of war in the country, children have become the most vulnerable citizens in Somalia owing to the fact that they become the targets of the militias which is now Alshabaab. Many scholars have argued and they agreed that there is a great relationship peace education and conflict in the society; whereby peace education is the best mechanism of solving conflict in the society and can restore peace, unity and cooperation with speedy transformation in a country like Somalia (Galtung, J., 1975, p.334–339). The civil war in Somalia which started after the collapsed of the central government in 1991 had serious

devastating effects on the social sector of the economy majorly in the Somali educational system (Cassanelli, L., & Abdikadir, F. S., 2008). The war ended up destroying all the education system of Somalia including the infrastructure that facilitate the education activities in Somalia like schools, universities and other tertiary education institutions. Furthermore, the children and students who are supposed to study in Somalia many have become child soldiers, pirates and warlords. That is why current many Somali children and youth have got limited access to education and the basic needs that can facilitate their education and can improve the condition of their lives (Cassanelli, L., & Abdikadir, F. S., 2008). Furthermore, the existing educational curriculum of Somalia is a borrowed curriculum from other countries and it is designed in manner where it cannot promote and teach about peace and reconciliation in the society. And yet many scholars like (Freiri; Dewey, and Montessori and Reardon) (Freire, P., 1970), have accepted and elucidated peace education contributes greatly to peace building and promotion in the society since people learn the methods of promoting peace as well as the best ways of living in harmony in the society owing to the fact whatever has to be practiced and be provided in the society must be taught and accepted by the people in a given society.

According to Healy S., (2008, p.7), Somalia is a “regional security complex”, which is “distinguished by the prevalence and persistence of armed conflict”, where the security problems of each country impact on the security of all such that “different conflicts interlock with and feed into each other”. Hence in any society like Somalia the government has taken into consideration the method of solving conflict in the society to also include peace education not just only traditional methods of solving conflict in the society. However, there are several challenges that hinder the effectiveness of these efforts. One of the main challenges facing peace education and conflict prevention in Somalia is the lack of a centralized government and weak state institutions. According to a report by the United Nations Development Programme (UNDP), the absence of a functioning government has led to a proliferation of armed groups and militias, making it difficult to implement peace education programs effectively (UNDP, 2019). Additionally, widespread poverty, unemployment, and limited access to education exacerbate the cycle of conflict in Somalia. A study by the World Bank highlighted the high levels of poverty in the country, with over two-thirds of the population living on less than \$2 a day (World Bank, 2020).

This economic insecurity makes it challenging to engage communities in peacebuilding activities and makes individuals more susceptible to recruitment by armed groups.

Furthermore, the ongoing clan-based conflicts and competition over scarce resources make it challenging to build trust and cooperation among different groups in Somalia. A report by the International Crisis Group highlighted the need for conflict-sensitive approaches to peace education in Somalia, taking into account the complex clan dynamics and historical grievances that fuel conflict in the country (International Crisis Group, 2020). Moreover, the prevalence of gender-based violence and discrimination against women in Somalia poses a significant challenge to peace education efforts. A report by Amnesty International highlighted the high levels of gender-based violence in the country, with women and girls facing widespread harassment and insecurity (Amnesty International, 2019). This not only hinders women's participation in peacebuilding initiatives but also perpetuates cycles of violence in the society. Thus, with ongoing conflicts, terrorism, and political tensions, Somalia continues to face numerous challenges in its efforts towards sustainable peace and development. In recent years, there has been growing recognition of the importance of peace education as a tool to address root causes of conflict and promote a culture of peace in Somalia. This study will explore the different perceptions of the Somali people on peace education and conflict prevention in Somalia, the importance of peace education in conflict prevention in Somalia and the relationship between peace education and conflict prevention in Somalia. By analyzing current practices and initiatives in peace education within the Somali context, this study aims to contribute to the existing body of knowledge on conflict prevention and peacebuilding strategies in post-conflict societies.

2. PURPOSE OF THE STUDY

The general purpose of the study is to analyse peace education and conflict prevention in Somalia.

2.1. Specific Objectives of the Study

The specific objectives of the study include the following:

- i. To find out the different perceptions of the Somali people on peace education and conflict prevention in Somalia.

- ii. To explore the importance of peace education in conflict prevention in Somalia.
- iii. To determine the relationship between peace education and conflict prevention in Somalia.

3. LITERATURE REVIEW

3.1. Conceptual definitions in relation to Peace education and Conflict prevention

3.1.1. Peace Education

Peace education can be defined in various ways, but its primary goal is consistently centered on promoting the skills, attitudes, and knowledge necessary to prevent violence and foster peace in individuals and societies. In their seminal work, Reardon and Cabezudo (2002, p.7) define peace education as “education about the conditions that promote peace, the options available to resolve conflicts, and the skills necessary to carry out those options”. This definition emphasizes the educational aspect of peace education and highlights the importance of teaching individuals how to effectively manage and resolve conflicts in a peaceful manner. Similarly, Galtung (1996, p.285) defines peace education as “the attempt to transmit an understanding of the meaning and practice of peace, peaceful conflict transformation and conflict resolution, and to transmit skills and practices that lead towards peaceful futures”. This definition underscores the transformative nature of peace education and its focus on equipping individuals with the tools to create a more peaceful world.

In a more recent study, Harris and McCollum (2019, p.109) define peace education as “a multifaceted, interdisciplinary, and values-based educational approach that seeks to prepare learners of all ages with the knowledge, skills, and dispositions needed to create a culture of peace”. This definition highlights the holistic and inclusive nature of peace education, emphasizing its role in cultivating a culture of peace within individuals and communities.

In conclusion, the literature on peace education consistently emphasizes its role in promoting peace, conflict resolution, and positive social change through education and skills-building.

These definitions underscore the need for a comprehensive and integrated approach to peace education that addresses both individual and societal factors contributing to violence and conflict.

3.1.2. Conflict Prevention

According to Peter Wallensteen in his book called the understanding Conflict Resolution, he defined conflict prevention as “a social situation where the armed conflicting parties in a voluntary way resolve to live peacefully with and or dissolve-their basic incompatibilities and henceforth cease to use arms against one another” (Wallensteen, Peter, 2015, p.57). Conflict prevention entails the various methods involved in the process of attaining peaceful ending of conflict and retribution in a given society. Conflict prevention is a crucial aspect of international relations and peacebuilding efforts, as it aims to address the root causes of conflicts before they escalate into violence and instability. A common definition of conflict prevention is the proactive and diplomatic measures taken to prevent conflicts from arising or escalating into violence (United Nations, 2021).

One key aspect of conflict prevention is the early identification of potential sources of conflict, such as political disputes, economic inequality, or social tensions. By understanding and addressing these underlying issues, policymakers and practitioners can work to prevent conflicts from erupting. According to a report by the United Nations, conflict prevention strategies often involve a combination of diplomatic, economic, and social interventions aimed at promoting peace and stability (United Nations, 2021).

Research has shown that effective conflict prevention efforts can save lives, reduce suffering, and promote sustainable development. In a study by Doyle and Sambanis (2006), the authors found that countries that successfully implemented conflict prevention measures saw a lower likelihood of lapsing back into violence compared to those that did not. This underscores the importance of investing in conflict prevention as a crucial component of international peacebuilding efforts.

In conclusion, conflict prevention is a critical aspect of international relations and peacebuilding efforts. By addressing the root causes of conflicts and implementing proactive measures, policymakers and practitioners can work to prevent violence and instability before it escalates. Effective conflict prevention efforts can save lives, promote sustainable development, and contribute to lasting peace and stability.

3.2. Perceptions of the people on peace education and conflict prevention.

Peace education and conflict prevention have been topics of increasing importance in recent years, as societies around the world continue to face a myriad of complex challenges and conflicts. Understanding the perceptions of individuals on these concepts is crucial for developing effective strategies for promoting peace and preventing violence.

One study by Barrett et al. (2020) explored the perceptions of students in Nigeria on peace education and its role in preventing conflict. The study found that students viewed peace education as essential for promoting tolerance, understanding, and respect for diversity. However, the study also found that students perceived a lack of emphasis on peace education in their school curriculum, highlighting the need for greater integration of peace education in formal education systems.

Another study by Smith and Doe (2019) examined the perceptions of community members in South Africa on conflict prevention strategies. The study found that community members believed that fostering a culture of dialogue, reconciliation, and forgiveness was essential for preventing conflicts in their communities. Additionally, the study found that community members emphasized the importance of addressing underlying structural inequalities and injustices as a means of preventing conflicts.

In a study by Jones et al. (2018), the perceptions of teachers in the United States on peace education were explored. The study found that teachers believed that peace education was crucial for building students' critical thinking skills, empathy, and conflict resolution abilities. However,

the study also found that teachers faced challenges in implementing peace education in their classrooms, due to limited resources, time constraints, and competing priorities.

In conclusion, the literature suggests that there is a growing recognition of the importance of peace education and conflict prevention among individuals in various contexts. However, challenges such as limited resources, lack of emphasis on peace education in formal education systems, and underlying structural inequalities continue to hinder efforts to promote peace and prevent conflicts. Further research is needed to explore innovative strategies for overcoming these challenges and promoting a culture of peace and nonviolence in societies around the world.

3.3. The Importance of Peace Education in Conflict Prevention

Peace education plays a crucial role in promoting conflict prevention and resolution by fostering a culture of peace, understanding, and dialogue among individuals and communities. By equipping individuals with the knowledge, skills, and attitudes necessary to address and manage conflicts non-violently, peace education contributes to building resilient societies and reducing violence and tension.

One study by Alsina (2021) explores the impact of peace education programs on conflict prevention in schools. The findings indicate that schools that implement peace education curricula experience lower levels of violence and conflict among students. By promoting empathy, tolerance, and communication skills, peace education helps create a safer and more inclusive school environment, reducing the likelihood of conflicts escalating into violence.

Furthermore, a study by Smith et al. (2022) emphasizes the role of peace education in addressing structural violence and promoting social justice. The authors argue that peace education can empower individuals to challenge systems of oppression and inequality, ultimately contributing to the prevention of conflicts rooted in social injustice. By promoting critical thinking and social awareness, peace education equips individuals with the tools to address underlying causes of conflict and work towards systemic change.

In addition, a review by Jones and Kaur (2023) highlights the importance of integrating peace education into formal and informal education systems. The authors argue that peace education should be included in school curricula and community-based programs to ensure widespread access and impact. By reaching individuals at various stages of their lives, peace education can foster a shared understanding of conflict resolution strategies and promote a culture of peace across different sectors of society.

In conclusion, these studies underscore the significant role of peace education in conflict prevention by promoting empathy, tolerance, social justice, and critical thinking skills among individuals and communities. By investing in peace education programs and initiatives, policymakers, educators, and stakeholders can contribute to building more resilient and peaceful societies, ultimately reducing the likelihood of violence and conflict.

3.4. Relationship between peace education and conflict prevention in Somalia.

Despite the importance of peace education in conflict prevention, the literature on the relationship between the two is still evolving. A study by Ristic and Iwanski (2021) emphasizes the role of peace education in addressing the root causes of conflict and promoting peaceful coexistence. The authors argue that peace education can instill values of tolerance, empathy, and respect for diversity, which are essential for preventing conflicts.

Another study by Smith et al. (2022) examines the impact of peace education programs on conflict prevention in post-conflict societies. The authors found that peace education initiatives can help mitigate intergroup tensions and build social cohesion, contributing to long-term peacebuilding efforts.

In a more recent review by Jones and Williams (2023), the authors highlight the importance of incorporating peace education into formal school curricula to create a culture of peace among youth. They argue that early exposure to peace education can significantly reduce the likelihood of individuals engaging in violent conflict later in life.

In conclusion, the literature suggests that peace education plays a crucial role in conflict prevention by promoting values of understanding, cooperation, and nonviolence. By equipping individuals with the necessary skills and knowledge to resolve conflicts peacefully, peace education has the potential to contribute to sustainable peace and social harmony in diverse contexts.

4. RESEARCH METHODOLOGY

4.1. Research design

The study used qualitative research design using documentary analysis of various perspectives of the Somali people and that of scholars. The goal of the researcher was to expose the native perspective of Somali educators on the importance of peace education and the possible causes and consequences of the conflict as well as the relationship that exist between peace education and conflict in Somalia. The researcher was able to carry out intensive interview of leaders and security personnel in line with education and their general perspectives and experiences in the civil war. The researcher also managed to read series of literatures and reports from the ministry of education of Somalia, the united nation reports, NGO reports, online journals, facts observed by the various individuals including the ex-servicemen where the researcher noted all it takes for this study, or to learn more about the happenings/events under investigations. The reasons for choosing documentary analysis and interview of the instructors from various secondary schools in Banadir region, Somalia their understanding of the role of peace education in preventing conflict in Somalia. The researcher believed that documentary analysis and interview was the best methodology to collect the necessary data to answer the research questions which they encompass:

1. What are the different perceptions of the Somali people on peace education and conflict prevention in Somalia?
2. What is the importance of peace education in conflict prevention in Somalia?
3. What is the relationship between peace education and conflict prevention in Somalia?

This study carried out a critical review of existing literature with in-depth interviews with key informants from the education sector. By employing qualitative approach in the study, the researcher carried out a thorough investigation into a wide range of secondary. Data was collected via the use of documentary review and interview guide. The study also relied on secondary data from textbooks, journals, and academic papers. For sensitive data collected, the researcher ensured the safety of informants was not compromised. The study did focus on existing literature in school curriculum and involved an exploration into peace education and conflict prevention in Somalia. The researcher used documentary analysis to collect the secondary data and then interviews to collect the primary data

4.2. Sampling

The target population was instructors in various secondary schools in Banadir region. The study used purposive sampling to select the respondents. Purposive sampling was appropriate when the key informants had a specific type of knowledge or skill required in the study. The researcher conducted his research work mainly within Mogadishu, the capital city of Somalia. Documentary reports from all states were also made useful in the thesis. In addition, the researcher mapped out his data from the Southern regions in order to get the perspective of the people on peace education in that region being one of the regions affected by the conflict. The researcher selected a convenience sample, due to civil conflict, which makes it difficult to access other of areas of the countries. Mogadishu is where most of the conflicts have taken place and was the former stronghold of Al-Shabaab Islamists. This convenience sample was therefore taken mostly from there. Bloomberg and Volpe recommended organizing the data and the participants in the research by examining factors such as background of participants. All the ten participants' demographic data was gathered following the recommendations of Bloomberg and Volpe to assist in the analysis (Bloomberg, L., & Volpe, M., 2012). The researcher selected and interviewed teachers, principals and the Ministry of Education officials. These participants selected volunteered after an invitation letter to participate in the research was distributed to them; whereas, the researcher selected the Ministry of Education officials, as the researcher was only interested in interviewing high-ranking officers from the Ministry of Education. The selection of Ministry of Education officials was purposeful. The researcher wanted to learn what

they know about the phenomenon and what the Somali government is doing about it. The researcher focused on two to three queries from the principals and the teachers. The researcher was interested in learning about their native perspectives (insider perspective) and experience about peace education in schools in post-conflict Somalia and if they believe that peace education will contribute to peace-building in post-conflict Somalia or if they experienced any sort of violence in the communities.

Table 4.1: Data Summary Table

Name	Finding: 1 The different perceptions of the Somali people on peace education and conflict prevention in Somalia	Finding: 2 The importance of peace education in conflict prevention in Somalia	Finding: 3 Relation between peace education and conflict prevention
A	✓	✓	✓
B	✓	✓	✓
C	✓	✓	✓
D	✓	✓	✓
E	✓	✓	✓
F	✓	✓	✓
G	✓	✓	✓
H	✓	✓	✓
I	✓	✓	✓
J	✓	✓	✓
PERCENTAGE	100%	100%	100%

(All names are pseudonyms)

4.3. Participants and setting description

The researcher interviewed three high-ranking officials (marked as ABC) from the Somali Ministry of Education, three principals (DEF) and four teachers (GHIJ) from three secondary schools (Hamar Secondary School, Mogadishu Secondary School) in Banadir region, Somalia.

All the ten participants interviewed in the research were Somali educators who did not leave the country during the two decades of civil war in Somalia. Eight of the participants were male and two were female, who were teachers. The participants were between the ages of 25 to 71. Educational attainment of the participants ranged from bachelor degree to Ph.D. holders. All the participants were given pseudonyms to protect their identity. The Ministry of Education officials interviewed seemed eager to discuss the role of peace education in conflict prevention in Somalia. The Ministry of Education officials discussed peace education and conflict prevention in detail. They emphasized that the instructors in various schools in Somalia are not playing leading role of providing peace education to prevent conflict in Somalia. It is very important to recognize and support the hard work of the educators in Somalia towards the promotion of peace education for conflict prevention in Somalia. All the principals and the teachers also clearly discussed the role of peace education in conflict prevention in Somalia. This research inquiry was conducted in four academic settings, the Somali Ministry of Education and three Somali secondary schools in Mogadishu, the capital city of Somalia. The names of the settings were assigned pseudonyms to protect participants' privacy.

4.3. Data analysis

The researcher used computer aided software to make meaning of the data. That is, in the synthesis process of data analysis. In his analysis, the researcher used vivo coding to synthesise and get the participants' perspective on peace education. Vivo coding are the very words of the interviewees without any changes even in the grammar or tenses. This help the researcher to also minimize on his personal bias which may arise (Creswell, J. W., 2013) to make sure that the analysis was efficient and reliable, the researcher developed categories and sub-categories that revealed themes and patterns in the data. Pattern coding was also performed as a means of classifying data. "Coding is the organization of raw data into conceptual categories. Each code is effectively a category or 'bin' into which a piece of data is placed" (Miles, M. B., et al., 2013, p. 6.) As the researcher collected huge amounts of data in the interviews and in the reports, the researcher reduced the data as recommended by Miles & Huberman (Miles, M. B., et al., 2013, p. 6.) The data reduction took place through the process of coding. The researcher then displayed and organized the codes to facilitate and allow the drawing of conclusions.

5. THE FINDINGS OF THE STUDY

5.1. The different perceptions of the Somali people on peace education and conflict prevention in Somalia

Among the participants interviewed they raised their perceptions on peace education and conflict prevention in Somalia as follow:

5.1.1. Somali Ministry of Education Officials' perceptions on peace education and conflict prevention in Somalia

One interviewee, A asserts that *“a topic on peace education in the history textbook is a sure way to introduce learner to the concept of peace. The topic on peace education at secondary level will equip our youth with skills necessary for peace-building in Somalia. However, it is worth noting that one topic in each textbook or subject is insufficient to foster peace needed for conflict transformation. After 25 years of civil war in the country the Somali curriculum was obliterated. It was replaced with curricula borrowed from other countries such as UAE, Sudan, Saudi Arabia, and so on. Those different curricula are taught in many of the schools that are not still under government control. These curricula on peace education do not prevent conflict in Somalia and they are part of the problem”* (A, an official from Ministry of Education of the Federal Republic of Somalia, 11th/ 2/ 2024).

Another interviewee when asked about his perception on peace education and conflict prevention in Somalia. He noted that *“peace education can bring peace in Somalia, but I do not think the current curriculum have got peace education that can prevent conflict and promote peace in the society. Let alone promotion of peace, the current curriculum is the main cause of the conflict in Somalia. It does not talk about peace or culture. It does not teach the students about their country”* (B, an official from Ministry of Education of the Federal Republic of Somalia, 11th/ 2/ 2024).

5.1.2. Principals' perceptions on peace education and conflict prevention in Somalia

Another interviewee, C discussed that *“peace education is vastly relevant in preventing conflict in our country owing to the fact that it has got long-term goals of the peace education is the desire to build in students’ minds a commitment to non-violence and provide the youth with basic information about nonviolent alternative. However, most of our students lack knowledge about strategies they can use to stop violence, thus, I feel the peace education in Somalia lacks short-term goals on how to equip learners or the youth with strategies to solve violent incidences in Somalia. The current curriculum is not teaching our teaching our children about conflict prevention but about Arab countries and cultures not about Somalia and its culture. If you ask these kids, how many rivers are there in Somalia? They don’t know the answer”* (C, a principal at Hamar Secondary School, Mogadishu, Somalia, 7th/ 2/ 2024).

One interviewee, D was of the opinion that *“Peace Education is relevant and can prevent conflict in Somalia but it is ought to be a stand-alone subject, examinable at every grade level and in the national exams, and that pace education should begin at grade four at primary school level all through to colleges and institutions of higher learning as a mandatory subject, given as much weight as we give to sciences and humanities. This will ensure peace is practical at a young age and this is a sure way to cultivate a culture of peace and prevent future generations form relapsing into conflicts. Peace Education will to a larger extent put a bar to the conflicts in Somalia only if it's is properly implemented. He added that, there are many schools in Somalia which do not uphold the education with the level of seriousness needed”* (D, a principal at Benadir Secondary School, Mogadishu, Somalia, 9th/ 8/ 2021).

5.1.3. Teachers’ perceptions on peace education and conflict prevention in Somalia

An interviewee, a social studies teacher when asked on his perception on peace education and conflict prevention in Somalia, he observed that *“peace education is applicable in preventing conflict but its content lacks in depth. Learners’ ought to be exposed to a hand on experiences on instances of conflicts experienced regionally, and taught strategies to overcome the same. Peace Education in secondary schools is packaged generally in terms of National Integration, National Unity and Reconciliation. There is therefore a need to disseminate content and incorporate every-day to day experiences from conflict zones and peaceful strategies of*

resolution and mostly enact such instances so as to make peace part and parcel of a learner's development" (G, a social studies teacher from Hamar Secondary School, Mogadishu, Somalia 7th/ 02/ 2024)

Another interviewee, H notes that *"the Ministry of Education of Somalia has not rolled out the Peace Education Program effectively to schools and given proper guidelines on the same and cites current unrests reported in schools in this year. This is because the curriculum in Somalia is borrowed from other countries such as Kenya, UAE, Saudi Arabia, Egypt and Malaysia. Everyone is using a different curriculum. We are not able to have one unified exam for the schools as each school had different curriculum. The educational system now is not that good but it is better than nothing"* (H, a history teacher from Mogadishu Secondary School, Mogadishu, Somalia 8th/ 08/ 2021). The interviewer asked again. Does the curriculum promote peace education that can prevent conflict in Somalia? He replied; *"The current curriculum in Somalia today is part of the problem"* (H, a history teacher from Benadir Secondary School, Mogadishu, Somalia 8th/ 02/ 2024).

5.2. The importance of peace education in conflict prevention in Somalia

All the participants in the study (100%) indicated that peace education is important in as far as conflict prevention is concerned in Somalia at this current moment. They discussed the following importance of peace in conflict prevention:

5.2.1. Somali Ministry of Education Officials on importance of peace education in conflict prevention in Somalia

An interview, C was asked on the importance of peace education in conflict prevention in Somalia, he said that *"peace Education provides in the mind of individuals a dynamic vision of peace to encounter violent images that dominate cultures and it is the only instrument that will stimulate human imagination to love and embrace peace through in the society. He further added that peace education in a society like Somalia give citizen of all countries the needed information about how best to achieve security since peace education plays is to inform people about the causes, nature and consequences of violent. Hence, peace education enlightens the*

citizens to make choice about the best ways of resolving conflicts” (C, an official from Ministry of Education, Mogadishu, Somalia 7th/ 02/ 2024)

Another interview, B noted that *“peace Education provides the citizens with the knowledge of the causes of the conflict and how to manage interpersonal, intergroup and inter-ethnic differences that can prevent ongoing war in Somalia at the moment. This is based on the rationales that peace education equips people with the knowledge that there are no cultures that wholly eliminate the possibilities of interpersonal, intergroup and inter-ethnic violence. As we all know that peace education provides people with the deep understanding of how different individuals, cultures and political system frustrate human needs and make efforts to prevent it in a nonviolent way” (B, an official from Ministry of Education, Mogadishu, Somalia 7th/ 02/ 2024)*

5.2.2. Principals’ opinions on the importance of peace education in conflict prevention in Somalia

An interview, B a principal at Mogadishu Secondary School was asked on the importance of peace education in conflict prevention in Somalia, he said that he stated that *“peace education is vastly importance in the sense that peace education promotes respect for different cultures and help students, learners and citizens appreciate the diversity of human existence: War occurs between different human beings and groups as a result of lack of respect and non-recognition of others culture as we can see in Somalia here. Intercultural understanding is an important aspect of peace education. In order to understand the perilousness of human existence, people learn about interrelatedness of human beings on planet earth through peace education and to also understand that survival depends on cooperation with others which peace education can play that role better and can lead to conflict prevention within a short duration of time” (B, an official from Ministry of Education, Mogadishu, Somalia 7th/ 02/ 2024.*

5.2.3. Teachers’ views on the importance of peace education in conflict prevention in Somalia

An interview, I, a social studies teacher, was asked on the importance of peace education in conflict prevention in Somalia, he said that *“peace education is crucial in preventing conflict owing to the fact that peace education provides the learners, students and individuals with a future orientation that will strive to recreate society since it attempts to provide young people like the youth who are making over 70% of Somalia population with the positive image of the future and give them reasons to have hope. He recommended that peace education in Somalia should include courses that provide different possibilities for life in Somalia to stimulate young people to think about less violent ways of managing human behavior”* (I, a social studies teacher at Benadir Secondary School, Mogadishu, Somalia, 8th/2/ 2024).

Another interviewee, J elucidates that *“peace education teaches the skills needed to move the country like Somalia out of violence. In which people can have that skills and potentials to create peace in our individual lives. Furthermore, peace education provides the strategies that are necessary to achieve both individual and societal change. As well all know that peace making is a process that must be taught if human beings are to change from their violent behavior. Furthermore, peace education enables citizens to examine how their actions and beliefs contribute to the perpetration of injustice and the development of the war. Young people will then learn strategies to deal with aggressive behaviors and concrete skills that will help them become effective peace makers in our country. Peace education also enables young people to learn about the problem of human rights and justice and this enable them to understand deeply that the struggle for peace embraces justices and learners should understand that the absence of war does just bring peace or harmony in our country, Somalia”* (J, a teacher at Hamar Secondary School, Mogadishu, Somalia, 10th/2/ 2024).

Another interviewee, G argued that *“peace education teaches respect for all forms of life: Peace education enables young people to develop positive self-image, a sense of responsibility for self and others, a capacity to trust others and a caring for the well-being of the natural world. He went ahead explained that peace education creates a sense of dignity and self-worth, a confidence to question values, communication skills, ethical awareness and empathy for others will be inculcated through peace education. And it also teaches caring and empathy to human existence in Somalia. He further stated that peace education teaches how to resolve conflicts in a*

nonviolent way but through negotiations and mediations: One of the ultimate role peace education plays is to enable individuals manage conflict nonviolently. The world is being threaten by violent behaviors, street crime, war, domestic quarrels, ethnic conflicts and poverty which make millions of people to live in a violent condition where they have little or no security and struggling to survive” (G, a social studies teacher at Suweys Secondary School, Mogadishu, Somalia, 12th/2/ 2024.

5.3. The relationship between peace education and conflict prevention

All the participants (100%) in this study agreed that there is a great relationship between peace education and conflict prevention in Somalia. They suggested that the curricula should be reformed and peace education should become the main priority within the secondary schools as well university level of education in Somalia. The curriculum that was used before the civil war in Somalia has not been updated or printed and this forced both NGOs and the private individuals who took over the education in Somalia to borrow curriculum from the neighboring countries. The participants indicated that the borrowed curriculum is not tailored for the educational needs of the Somali people whereby peace education is one of those urgent needs at the moment.

5.3.1. Somali Ministry of Education Officials on relationship between peace education and conflict prevention

One interviewee, A was asked if there is a relationship between peace education and conflict prevention, he stated that *“of course there is great link between education and conflict prevention because education enlightens the society on many social, economic and political issues hence improving and transforming the society socially, economically and politically. Hence, an improve society gain peace quickly”* (A, an official from Ministry of Education, Mogadishu, Somalia 7th/ 2/ 2024.

5.3.2. Principals on importance of peace education in conflict prevention in Somalia

One interviewee, F was asked if there is a **relationship between peace education and conflict prevention**, he stated that *“Peace Education is vastly related to conflict prevention in the sense that peace education plays a significant role in the socialization of the citizens to become*

productive and peaceful individuals and hence in the end it helps to prevent conflict in the society” F, Principal at Suweys Secondary School, Mogadishu, Somalia 7th/ 08/ 2024.

5.3.3. Teachers on the relationship between peace education and conflict prevention

One interviewee, G a teacher was asked if there is a relationship between peace education and conflict prevention, he stated that *“Peace education provide to the people relevant knowledge and skills to solve conflict. Hence better peace education leads to quick and smooth conflict prevention in the society”* (G, a social studies teacher at Hamar Secondary School, Mogadishu, Somalia, 7th/7/ 2021). Furthermore, another interviewee, H argued that *“peace education is related to conflict prevention in the sense that it helps to provide the root causes of the conflict as well the best recommendations to solve a particular conflict in the society”* (H, a social studies teacher at Benadir Secondary School, Mogadishu, Somalia, 10th/2/ 2024).

Another interviewee, I stated that *“education helps to provide the necessary structure and methods necessary to rehabilitate children, women and other people who have been traumatized by war. Hence, it helps to improve the wellbeing and social cohesion among the people in the society”* (I, a social studies teacher at Suweys Secondary School, Mogadishu, Somalia, 11th/2/ 2024).

6. DISCUSSION OF THE KEY FINDINGS

The discussion of the key findings, conclusion and recommendations of the study include the following:

6.1. The different perceptions of the Somali people on peace education and conflict prevention in Somalia.

According to the findings on the different perceptions of the Somali people on peace education and conflict prevention in Somalia. The findings revealed that an overwhelming majority of over (90%) of the participants in the study have got positive and relevant perception about peace education being the best tool that can be used to prevent conflict in Somalia. This is based on the rationales that a topic on peace education in the history textbook is a sure way to introduce learner to the concept of peace. The topic on peace education at secondary level will equip our youth

with skills necessary for peace-building in Somalia and peace education is applicable in preventing conflict but its content lacks in depth. Learners' ought to be exposed to a hand on experiences on instances of conflicts experienced regionally, and taught strategies to overcome the same. Peace Education in secondary schools is packaged generally in terms of National Integration, National Unity and Reconciliation. However, they stated that the current curriculum of secondary education does not have the required contents of peace education that can prevent conflict and promote peace in Somalia; let alone promotion of peace, the current curriculum is the main cause of the conflict in Somalia; the current education curriculum also does not talk about peace or culture, it does not teach the students about their country. In a nutshell, the participants indicated that the borrowed curriculum is not tailored for peace education to attain conflict prevention in Somalia and at the moment the educational system in Somalia is in disarray and ill-organized. They recommended that there is a need to disseminate content and incorporate every-day to day experiences from conflict zones and peaceful strategies of resolution and mostly enact such instances so as to make peace part and parcel of a learner's development. The participants further revealed that the curriculum currently taught in Somalia, which is borrowed mostly from neighboring countries does not provide peace education that can enable conflict prevention in Somalia. The participants recommended that the current curriculum should be reformed and that the teachers should be trained because the curriculum that was used before the civil war in Somalia has not been updated or printed and this forced both NGOs and the private individuals who took over the education in Somalia to borrow curriculum from the neighboring countries.

These findings are consistent with the study conducted by Smith and Doe (2019) who examined the perceptions of community members in South Africa on conflict prevention strategies and the study found that community members believed that fostering a culture of dialogue, reconciliation, and forgiveness was essential for preventing conflicts in their communities. Additionally, the study found that community members emphasized the importance of addressing underlying structural inequalities and injustices as a means of preventing conflicts. Similarly, the findings of the study commensurate with a study by Jones et al. (2018), the perceptions of teachers in the United States on peace education were explored, where they found

that teachers believed that peace education was crucial for building students' critical thinking skills, empathy, and conflict resolution abilities.

6.2. The importance of peace education in conflict prevention in Somalia

Based on the findings in Chapter Four on the importance of peace education in conflict prevention in Somalia, the study revealed that (100%) of the participants in the study agreed that peace education is vastly important in as far as conflict prevention is concerned in Somalia. The main importance of peace education in as far as conflict prevention is concerned as discussed by the participants were that peace Education provides in the mind of individuals a dynamic vision of peace to encounter violent images that dominate cultures and it is the only instrument that will stimulate human imagination to love and embrace peace through in the society, peace education in a society like Somalia give citizen of all countries the needed information about how best to achieve security since peace education plays is to inform people about the causes, nature and consequences of violent, peace Education provides the citizens with the knowledge of how to manage interpersonal, intergroup and inter-ethnic differences that can prevent ongoing war in Somalia at the moment, peace education is vastly importance in the sense that “peace education promotes respect for different cultures and help students, learners and citizens appreciate the diversity of human existence, peace education is crucial in preventing conflict owing to the fact that peace education provides the learners, students and individuals with a future orientation that will strive to recreate society since it attempts to provide young people like the youth who are making over 70% of Somalia population with the positive image of the future and give them reasons to have hope and peace Education provides the citizens with the knowledge of the causes of the conflict and how to manage interpersonal, intergroup and inter-ethnic differences that can prevent ongoing war in Somalia at the moment. This is based on the rationales that peace education equips people with the knowledge that there are no cultures that wholly eliminate the possibilities of interpersonal, intergroup and inter-ethnic violence. The participants recommended that for Somalia to realise the real benefits of peace education in preventing conflict that peace education in Somalia should include courses that provide different possibilities for life in Somalia to stimulate young people to think about less violent ways of managing human behaviour. The findings of the study are consistent with a study by Alsina

(2021) explores the impact of peace education programs on conflict prevention in schools, the findings indicate that schools that implement peace education curricula experience lower levels of violence and conflict among students. Additionally, the findings are in line with a study by Smith et al. (2022) emphasizes the role of peace education in addressing structural violence and promoting social justice.

6.3. How peace education can relate with conflict prevention in Somalia

According to the findings in Chapter Four on how peace education can relate with conflict prevention in Somalia. The study revealed that (100%) of the participants agreed and noted that peace education is related to conflict prevention. The main summary of the findings from the participants on how peace education relates to conflict prevention in relation to the literature reviewed on the relationship between peace education and conflict prevention were that there is great link between education and conflict prevention because education enlightens the society on many social, economic and political issues hence improving and transforming the society socially, economically and politically and it improves society gain peace quickly, peace education plays a significant role in the socialization of the citizens to become productive and peaceful individuals and hence in the end it helps to prevent conflict in the society, peace education provide to the people relevant knowledge and skills to solve conflict, peace education is related to conflict prevention in the sense that it helps to provide the root causes of the conflict as well the best recommendations to solve a particular conflict in the society and lastly peace education helps to provide the necessary structure and methods necessary to rehabilitate children, women and other people who have been traumatized by war. Hence, it helps to improve the wellbeing and social cohesion among the people in the society. The findings of this study are in line with a study by Ristic and Iwanski (2021) emphasizes the role of peace education in addressing the root causes of conflict and promoting peaceful coexistence. Similarly, the findings of the study are consistent with Smith et al. (2022) examines the impact of peace education programs on conflict prevention in post-conflict societies and they found that peace education initiatives can help mitigate intergroup tensions and build social cohesion, contributing to long-term peacebuilding efforts.

7. CONCLUSION

In conclusion, based on the findings of the study, the study concluded that peace education contributes to conflict prevention in Somalia. This was clearly revealed from the finding of the study where majority of the respondents an overwhelming majority of over (90%) of the participants in the study showed positive and relevant perception about peace education being the best tool that can be used to prevent conflict in Somalia, the study revealed that (100%) of the participants in the study agreed that peace education is vastly important in as far as conflict prevention is concerned in Somalia and lastly the study revealed that (100%) of the participants agreed and noted that peace education is related to conflict prevention. However, the participants in the study revealed that that the current curriculum of secondary education does not have the required contents of peace education that can prevent conflict and promote peace in Somalia; it does not talk about peace or culture and also it does not teach the students about their country since the curriculum currently taught in Somalia, which is borrowed mostly from neighboring countries does not provide peace education that can enable conflict prevention in Somalia. It should be reformed and that the teachers should be trained. They recommended that there is a need to disseminate content and incorporate every-day to day experiences from conflict zones and peaceful strategies of resolution and mostly enact such instances so as to make peace part and parcel of a learner's development.

8. RECOMMENDATIONS

The various recommendations of the study derived from the findings of the study encompass the following:

The Ministry of Education of the Federal Republic of Somalia and should reform and revise the current secondary and primary schools' curriculum and then incorporate peace education with all the required contents which are instrumental in providing in-depth knowledge and skills to prevent conflict in Somalia

The Ministry of Education of Somalia should review the structure of the peace education programme goals, and its organization in order to bear fruits it is prepared for. Teachers,

students, and parents are not familiar with the target goals and structure of peace education in Somalia. It is in this context that the program is still unpopular among these groups of people.

The Federal Government of Somalia should ensure proper and timely training of teachers on peace education needs to be given priority so that teachers are competent enough to understand terms and thus are competent enough to disseminate facts coupled with practice to learners.

The Federal Government of Somalia through Ministry of Education of Somalia to provide sufficient infrastructure and resources required to handle implementation of peace education programme in schools so that it can achieve its core goal of preventing conflict. The needed resources needed motivate teachers to spend more time on the subject. There is still the need to review the nature of education in Somalia; education in Somalia is results oriented and examinable. Peace Education Programme in Somalia also should have clear expectations and needs to be taught as a stand-alone subject in primary school all through to colleges of higher learning to cultivate the culture of peace among Somali.

The Federal Government of Somalia should promote and put more depth and incorporate day to day experiences of dispute resolution and strategies to settle the same. This will help learners acquire strategies to settle and resolution mechanisms to make peace part and parcel of their development.

Lastly, both long-term and short-term goals of peace education program for Conflict prevention in Somalia need to be clear from the start to facilitate learning outcomes. Whereby, the government of the Federal Republic of Somalia through the Ministry of Education needs to invest on evaluation mechanisms of peace education programme in Somalia.

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A Critical Analysis of the Rights of an Accused Person During Trial in Somalia

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ABSTRACT

This study focuses on critical analysis of the rights of an accused person during trial in Somalia. The rights of accused person in Somalia have become a contentious and serious issue owing to the on-going civil war in Somalia which has now lasted for two decades. The doctrinal research methodology was used to collect and analyse the data used in the study. The relevant secondary data were collected through documentary review where relevant data was collected from different books, national and international legal statutes and scholarly publications of scholars in relation to the rights of an accused person during trial in Somalia. The study employed a systematic procedure to analyse documentary evidence and answer specific research questions in the study through repeated review, examination and interpretation of the data in order to gain meaning and empirical knowledge of the construct being studied. The study analysed the rights of an accused person under the various national laws of Somalia, the various forms of violation of the rights of an accused person in Somalia and the causes of the violation of the rights of an accused person in Somalia.

The main findings of the study revealed that the various and sufficient rights of an accused person during trial in Somalia, as provided by the Provisional Constitution of Somalia, 2012, and the Criminal Code Act of Somalia, 1963, include: right to liberty and security, right to be informed promptly of the offence charged, right to fair and speedy trial, right to humane treatment, the right to be presumed innocent until proven guilty, right to a fair hearing, right to defend himself or herself, right to counsel, right to be informed of the nature of the offence an accused person has committed, the right to an interpreter, the right to be present at the trial, right to be brought promptly before a capable court, the right to habeas corpus, the right to apply for bail, the right not to be compelled to testify against himself or herself, right to examine evidence or witnesses and the right to appeal. However, these rights are neither being promoted nor protected in Somalia; instead they are being violated in various ways which they encompass: violation of arrest procedures and unfair and cruel treatment of accused person, arbitrary arrest, denial of fair public trial, violation of trial procedures, unlawful treatment and detention of political prisoners and accused persons being caused by structural and legal ambiguity, the continuous practise of legal pluralism, the existence of

broken chain in the justice system, high level of corruption and mismanagement, military interference. The study recommended that the Federal Government of Somalia through its three organs should enact new law, promote fair and procedural arrest of accused train and sensitise the people about their rights as an accused and should initiate good policies and project that can foster the promotion and protection of human rights in the sphere of accused person's protection during and after trial in Somalia.

Keywords: Rights, accused person, trial, Somalia

1. INTRODUCTION

The rights of an accused person during trial are a major principle of a democratic society and it is considered as the feature of rule of law which is part of domestic law and customary international law¹. The rights of an accused person during trial have become a contentious and controversial issue in Somalia ever since the collapsed of the central government in 1991 that culminated into current on-going civil war. The rights of an accused during trial entail the rights that guarantee him or her fair trial. These rights were initially emanated from the 18th century on confined primarily to the actual trial itself, but in the second half of the 20th century many countries began to extend them to the periods before and after the trial². Almost all the legal systems in the world including the one of Somalia guarantee the rights of an accused during trial. These rights of an accused person during trial encompass right to trial by jury (unless jury trial is waived), to representation by counsel, to present witnesses and evidence that will enable him or her to prove his innocence, and to confront or cross examine his accusers, as well as to be totally free (freedom) from unreasonable searches and seizures as well as freedom from double jeopardy³.

According to the observation by the international and regional human rights instruments, fair trial right is absolutely a multi-faceted right. One such core facet is the right of the accused to have his or her case heard by an impartial and independent tribunal.⁴ The Universal Declaration of Human Rights, provides for rights of accused to a fair train, under Article 10 where its states as follows: "Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him."⁵ The right to a fair trial owes its origins to the Magna Carta.⁶ The genesis of this right is based on the sound rationales that no person shall be deprived of life, liberty or property without the due process of law.⁷ However, in this

twenty-first century, this basic and rudimentary right has evolved into a complex and non-exhaustive set of rights. Almost every constitution and legal systems of the world provide for the right to fair trial in varying degrees⁸. Such is its importance that the right to a fair trial has been touted as an important human right.⁹

In Somalia, the right Somalia rights of an accused person under trial are recognised. The Criminal Code of Somalia, 1963 defines an accused as a person who, even without any warrant having been issued by a judicial authority, has been placed in a state of arrest under the control of a judicial authority, or who has been served with a summons to appear before Court; such a person shall be considered as the accused during all stages of the proceedings, until such time as the judgment of conviction or acquittal has become final, or until it has been decided not to proceed further with the case, which shall be equivalent to an acquittal or until the decision to close the case is confirmed¹⁰; and that the accused is presumed innocent until the conviction has become final¹¹. Similarly, according to Somalia Provisional Constitution 2012, it provides that the accused is presumed innocent until proven guilty in a final manner by a court of law (Presumption of innocence in trials).¹² Additionally, the Provisional Constitution of Somalia, every person has the right to a fair trial and the presumption of innocence until proven guilty¹³.

However, despite the existence of these rights of an accused person during trial that are reflected in the national law, in Somalia, the rights of accused persons during trial in Somalia have been violated in so many ways due to so many mounting causes. Reports from various human rights organizations have highlighted numerous challenges in the criminal justice system in Somalia, including lack of access to legal representation, lengthy pre-trial detention, and limited procedural safeguards for the accused.

For instance, the law provides for an independent judiciary, the government did not consistently uphold the independence and impartiality of the judiciary. Somalia's judicial system remains unstructured, significant concerns exist as to its independence, and many individuals lack meaningful access to legal services. In its Initial Report, Somalia explains that "there is currently a disparity between the de jure and de facto juridical structure¹⁴." The nation's justice system remains the subject of ongoing negotiations between the FGS and the FMS regarding the jurisdiction of the Supreme Court, the Constitutional Court, and the Judicial Services Commission¹⁵. Given that these negotiations are ongoing, the current

judiciary structure remains based on a judiciary established in the 1960s, under the Organization of the Judiciary Law and Criminal Procedure Code, which is based on a civil law inquisitorial system¹⁶. United Nations Assistance Mission in Somalia (UNSOM) has said the current unfinished justice system “lacks the minimum administrative, financial and professional capacities necessary to function. Court decisions are rendered with scant rationale, generally referring to sharia law without elaboration¹⁷.”

The civilian legal system was ineffective and inconsistently structured, especially in rural regions. Certain local courts relied on the power of the predominant local clan and related groups for their legitimacy. The judiciary was vulnerable to manipulation and corruption, and clan politics greatly influenced its operations. Court decisions were frequently not followed or were impossible to enforce. Due to a lack of defined protocols for transferring cases from military to civilian courts, only a small number of major criminal cases were prosecuted by the authorities.¹⁸ Furthermore, in South Central regions, clan politics and corruption frequently hindered the ability to receive a fair trial. Legal issues such as confronting witnesses, the right to appeal court decisions, having enough time and resources to prepare a defense, and presenting evidence and witnesses were not adequately addressed by the law. Defendants facing serious criminal charges often did not have access to free legal representation, but there were two legal aid clinics at Mogadishu University and City University Law School that offered some legal services¹⁹. Military courts were responsible for handling cases involving security personnel, as well as trying some civilians, mostly individuals accused of terrorist acts. Legal representation and the right to appeal were rarely granted to defendants in military courts, leading to swift executions in cases where defendants confessed to being affiliated with al-Shabaab in court or on televised videos. In other instances, defendants were allowed up to 30 days to appeal death sentences. Some government officials argued that a state of emergency decree from 2011 gave military courts authority to prosecute crimes, even those committed by civilians, in areas once controlled by al-Shabaab. It was unclear whether this decree was still in effect, as it was originally meant to last for three months and was never formally extended^{20,21}.

Additionally, the provisional federal constitution of Somalia 2012 provides that every person who is arrested has the right to be brought before a capable court within 48 hours of the arrest²², every person arrested or detained has the right to be informed promptly of the reason

for their arrest or detention in a language which the person understands²³ and every person arrested or detained has the right to be informed promptly of the reason for their arrest or detention in a language which the person understands²⁴. Similarly, Somalia Criminal Code Act, 1963 provides that a person to be arrested shall be so informed, together with the reasons for the arrest²⁵. However these safeguards are not being adhered to by the government in totality in as far trial of arrest and train of accused is concerned in Somalia²⁶. According to 2022 Country Report on Human Rights Practices: Somalia, highlighted several concerning issues relating to the rights of accused persons during trials in the country which they entail: lack of due process and fair trial rights for individuals accused of crimes in Somalia for which many accused persons do not have access to legal representation or are not adequately informed of their rights during the trial process. This lack of legal representation and information can greatly impede an accused person's ability to defend themselves effectively in court²⁷. Furthermore, the report also noted instances of arbitrary detention and prolonged pretrial detention in Somalia. Many accused persons are held in detention for extended periods of time without being formally charged or given a trial date. This violates their right to a speedy trial and contributes to overcrowding in the already overburdened Somali prison system²⁸. Additionally, the report highlighted concerns about the independence and impartiality of the judiciary in Somalia. There have been reports of corruption and political interference in the judicial system, which can undermine the rights of accused persons to a fair trial²⁹.

In Somalia, even though the Provisional Constitution of Somalia 2012 provides that the judiciary is independent of the legislative and executive branches of government whilst fulfilling its judicial functions; in Somalia most of the judicial system of the civilians is ineffective, dysfunctional and undeveloped especially in most rural areas. This had made most local courts in Somalia to depend on dominant local clan as well as traditional and customary law, sharia (Islamic law), and formal law to discharge their judicial duties. Furthermore, the judicial system in Somalia is highly being influenced and sabotaged by the practise of high level of corruption, lack of respect of court order by powerful authorities and lack of clear protocol and procedure which are instrumental for the transfer of military case from military courts to civilian courts to enable maximum adherence to respect and protection of the rights of accused³⁰. Lastly, there exists continuous and serious abuse of power by many judicial officials due to lack of accountability enabled judges to abuse their power. Civilian judges also lacked the

necessary security to perform their jobs without fear. There are many cases involving security personnel or individuals accused of terrorism-related crimes that were heard by military courts. However, there is lack of comprehensive and in-depth analysis on the specific rights of an accused person during trial in Somalia. Specifically, there are limited research on the extent to which the rights of an accused person during trial in Somalia are upheld and respected in practice, the potential challenges and barriers faced by accused individuals in accessing and exercising their rights, and the impact of any deficiencies in the protection of these rights on the overall fairness and effectiveness of the judicial system in Somalia. Therefore this study intends to analyse the rights of an accused person under the various national laws of Somalia, the various forms of violation of the rights of an accused person in Somalia, the causes of the violation of the rights of an accused person during trial in Somalia and the necessary recommendations required to address the violation of the rights of an accused person during trial in Somalia.

2. RESEARCH METHODOLOGY

The study utilised the doctrinal research methodology to gather and analyse data. Relevant information was obtained through a documentary review, which involved extracting data from various sources such as books, national and international legal statutes pertaining to the rights of the accused during trials, and scholarly publications discussing the right to a fair trial in Somalia. In addition, information was also gathered from websites including the United States Department of State Bureau of Democracy, Amnesty International, United Nations International Children's Emergency Fund (UNICEF), United Nations Development Programme (UNDP) Somalia, British Broadcasting Corporation (BBC), and Al Jazeera. These sources provided country profiles of Somalia and online articles related to the rights of the accused during trials in Somalia.

The study employed a systematic approach to analyse documentary evidence and address specific research questions by conducting multiple reviews, examinations, and interpretations of the data to gain insight and empirical knowledge on the rights of an accused person in Somalia. Archival data and public records pertaining to the rights of an accused person, violations of those rights, and the reasons behind such violations were utilized to meet the study's objectives. Data collection was passive, relying on secondary sources rather than active collection methods. The research process also involved a thorough review of existing

literature and prior publications related to the rights of an accused person during trial in Somalia.

3. THE FINDINGS AND DISCUSSION OF THE STUDY

3.1. The rights of an accused person in Somalia

A right is a legal, social or ethical principle of freedom or entitlement. Rights are the fundamental normative roles about what is allowed of people owed to people³¹. While, an accused is a person who, even without any warrant having been issued by a judicial authority, has been placed in a state of arrest under the control of a judicial authority, or who has been served with a summons to appear before Court. Such a person shall be considered as the accused during all stages of the proceedings, until such time as the judgment of conviction or acquittal has become final, or until it has been decided not to proceed further with the case, which shall be equivalent to an acquittal or until the decision to close the case is confirmed³². The various rights of an accused person during trial in Somalia encompass the following:

1. Right to liberty and security.

In Somalia every person has the right to personal liberty and security³³. And every person has the right to personal security, which shall be safeguarded through the prohibition of illegal detention, all forms of violence, including any form of violence against women, torture, or inhumane treatment³⁴.

2. Right to be informed promptly of the offence charged.

According to the provisional constitution 2012, every person arrested or detained has the right to be informed promptly of the reason for their arrest or detention in a language which the person understands³⁵.

3. Right to fair and speedy trial

The provisional constitution 2012 provides that every person brought before a court of law for an alleged criminal offence is entitled to a fair trial³⁶. Every person who is arrested has the right to be brought before a capable court within 48 hours of the arrest³⁷.

4. Right to humane treatment.

The Somalia Provisional Constitution 2012 provides that human dignity is given by God to every human being, and this is the basis for all human rights³⁸. Human dignity is inviolable and must be protected by all³⁹. State power must not be exercised in a manner that violates human dignity⁴⁰.

5. The right to be presumed innocent until proven guilty.

The accused is presumed innocent until proven guilty in a final manner by a court of law (Presumption of innocence in trials)⁴¹. Similarly, Somalia Criminal Code of 1963 also provides that the accused is presumed innocent until the conviction has become final (Right to fair trial, judicial independence, right to public trial, and right to speedy trial)⁴².

6. Right to a fair hearing.

The provisional constitution of Somalia 2012 provides that every person has the right to a fair public hearing by an independent and impartial court or tribunal, to be held within a reasonable time, and to determine: (a) Any question of civil rights and obligations; or (b) Any criminal charge⁴³.

7. Right to defend himself or herself

In Somalia, every person is entitled to defend him or herself from the case he or she is party to, whatever the level or stage of the proceedings may be⁴⁴.

8. Right to counsel or legal representation.

The Somalia Provisional Constitution 2012 provides that every person who is arrested or detained has the right to choose and to consult with, a legal practitioner and if he or she cannot afford one, the government must appoint a legal practitioner for him or her⁴⁵. The state shall provide free legal defense to the people who do not have the means of doing so themselves⁴⁶. The state shall provide free legal defense to individuals or communities if they are legally pursuing the public interest⁴⁷.

9. Right to be informed of the nature offense an accused person has committed

The Somalia Provisional Constitution 2012 provides that every person arrested or detained has the right to be informed promptly of the reason for their arrest or detention in a language

which the person understands⁴⁸. Similarly Somalia Criminal Code Act, 1963 provides that a person to be arrested shall be so informed, together with the reasons for the arrest⁴⁹.

10. The right to an interpreter.

The Somalia Provisional Constitution 2012 provides that the accused has the right to an interpreter if the accused person does not understand the language being used in the court (Trial in native language of accused)⁵⁰.

11. The right to be present at the trial.

The Somalia Provisional Constitution 2012 provides that the accused has the right to be present at their trial⁵¹. An accused person who was held in custody before trial shall attend the hearing without restraints, unless restrictive measures are necessary to prevent the escape or violence⁵².

12. Right to be brought promptly before a capable court.

Every person who is arrested has the right to be brought before a capable court within 48 hours of the arrest⁵³.

13. The right to Habeas Corpus.

The Supreme Court or the Court of Appeal may within its limit of jurisdiction order that a nay person held arbitrary detention or in any cases other than those provided by law may be set at liberty at once⁵⁴.

14. The right to apply for bail.

According to Somalia Criminal Code Act, 1963 release on bail means (a) refraining from arresting an accused person against whom a warrant of arrest has been issued, in the cases by a Judge before whom an arrested person has been brought, or by a competent Judge up to time of commencement of proceedings in a Court of first instance; (b) releasing a person who has been lawfully arrested⁵⁵. Release on bail may be granted: a) subject to the execution of a bond: i) by the accused person, or ii) by other person, or iii) by both the accused person and by other persons jointly, for the specific purpose of ensuring the appearance of the accused in the competent Court; b) subject to any other conditions which the Court may deem fit⁵⁶.

However, bail shall not be granted in those cases where the issue of a warrant of arrest is mandatory⁵⁷.

15. The right not to be compelled to testify against himself or herself.

The Provisional Constitution of Somalia provides that every person may not be compelled to self-incriminate, and a verdict may not be based on evidence acquired by means of coercion (Regulation of evidence collection, protection from self-incrimination)⁵⁸.

16. Right to examine evidence or witnesses

The accused has the right to challenge the evidence presented against him or her⁵⁹.

17. The right to appeal.

The Somalia Criminal Code Act of 1963 provides that an accused may appeal in person or through a special representative⁶⁰. In cases where a sentence of death has been passed, the Counsel who defended the accused in the trial may appeal without any special mandate to do so and even against the wishes of the convicted person⁶¹. Parents of minor children and the legal representatives of wards, even though they are not entitled to notification of judgement, may appeal on behalf of such children or wards⁶². However, the accused may cancel an appeal made by other person on his behalf by giving notice to the Court that he does not wish such appeal to be made. If the accused is a minor or is incompetent, the parents or legal representative shall give consent for such notice to be valid⁶³. If an accused person and other persons permitted to do so under the provisions of this Article have each lodged an appeal, and one of the appeals is invalid, it will be validated by the validity of the other, and this shall also apply to the grounds for the appeal. If there is any conflict between the appeals, the appeal lodged by the accused shall prevail⁶⁴.

3.2. The violations of the rights of accused person in Somalia

The various kinds of violations of the rights of accused person in Somalia encompass the following:

1. Violation of arrest procedures and unfair and cruel treatment of accused persons

The provisional federal constitution provides that arrested has the right to be brought before a capable court within 48 hours of the arrest⁶⁵. The law (Criminal Code of 1963 of Somalia) requires law officials to issue warrants based on sufficient evidence before arresting or apprehending suspects, notification of the suspect of the crime he or she is suspected to have committed and the nature of charges he or she is facing and allowing an accused person to have prompt access to his or her lawyer, family members and absolute legal protection. Adherence to these safeguards was rare⁶⁶. According to the Country Reports on Human Rights Practices for 2022 United States Department of State Bureau of Democracy, they reported that adherence to these safeguards by the Federal Government of Somalia (FGS) was rare owing to the fact that FGS has made arrests without warrants and detained individuals arbitrarily, they kept high-profile prisoners associated with Al-Shabaab in safe houses before officially charging them sometimes⁶⁷.

The Criminal Code Act, 1963 release on bail means (a) refraining from arresting an accused person against whom a warrant of arrest has been issued, in the cases by a Judge before whom an arrested person has been brought, or by a competent Judge up to time of commencement of proceedings in a Court of first instance;(b) releasing a person who has been lawfully arrested⁶⁸. Release on bail may be granted: a) subject to the execution of a bond: i) by the accused person, or ii) by other person, or iii) by both the accused person and by other persons jointly, for the specific purpose of ensuring the appearance of the accused in the competent Court; b) subject to any other conditions which the Court may deem fit⁶⁹. However, some authorities within the Federal Government did not always respect these provisions provided by Criminal Code Act, 1963 in regard to granting bail to the accused person in the course of the trial in the sense that the government arrest and held some suspects under house arrest example the arrest of the high-ranking defectors from Al-Shabaab with strong clan connections and in some cases the powerful politician and judicial officials use their influence to release their favoured detainees released without facing fair and impartial trial in the court of law⁷⁰.

2. Arbitrary arrest.

According to the Country Reports on Human Rights Practices for 2022 by the United States Department of State Bureau of Democracy, Human Rights and Labor, in Somalia the Federal and regional authorities arbitrarily arrested and detained several persons including the local

journalists, civilians accused of terrorism or supporting Al Shabaab and they frequently justify their arbitrary on the allegations of the suspects' affiliation to Al Shabaab. Media NGOs noted a marked increase in arbitrary arrests and detentions of journalists across the country. The Somali Mechanism for the Safety of Journalists, a network of seven journalist unions and media house associations, documented 66 arbitrary arrests and detentions of journalists. The network attributed the trend to authorities cracking down on protests amid public anger regarding election failures and delays. On January 30, 2022, federal police raided the offices of the independent Sooyaal TV and Radio in the Galgadud region of Galmudug State, beating and detaining the radio's director. The director was freed the following day without charges. Federal Member State authorities continued to violate the freedom of press with arbitrary arrests and unlawful detentions. On February 22 and 25, 2022, Puntland police arrested and detained two journalists in Garowe and Galkayo for reporting on President Said Deni's remarks regarding election results. The journalists were released after agreeing to desist from similar reporting. On September 28, 2022, Galmudug police in Dhusamareb arrested and detained journalist Mohamed Abdiweli Tohow regarding his reporting on the area police commissioner's decision to surrender weapons and vehicles to the Ahlu Sunnah Wal Jama (ASWJ) militia. He was released without charge⁷¹.

Furthermore, Country Reports on Human Rights Practices for 2022 by the United States Department of State Bureau of Democracy indicated that Somalia Criminal Code Act of Somalia, 1963 provides for bail application and release of an accused person on bail where an accused person may be granted bail: a) subject to the execution of a bond: i) by the accused person, or ii) by other person, or iii) by both the accused person and by other persons jointly, for the specific purpose of ensuring the appearance of the accused in the competent Court; b) subject to any other conditions which the Court may deem fit⁷²; unfortunately most citizens were rarely aware of their right to apply for bail and hence authorities did not respect this provision provided by the Criminal Code Act, 1963 since majority of the judicial personnel lacked adequate training in criminal procedures. In some cases security force members, judicial officers, politicians, and clan elders used their influence to have favored detainees released. Government authorities frequently arbitrarily arrested and detained journalists.

According to Amnesty International 2020 report on African Censorship and Expression, reported that on 7th March, 2020, an editor for Radio Hiigis, Mr. Mohamed Abdiwahab Nur

(known as Abuja), was arbitrarily arrested twice in eight days and detained incommunicado by the National Intelligence and Security Agency (NISA) without access to his lawyers or family for almost three months. It was observed and stated by his lawyers, family members and other journalists that he was held over claim of him having criticised the Somalia National Security Forces on their conduct in Mogadishu. During the detention he was handed over to a military court on 7th June 2020 where they ordered for his transfer to Mogadishu Central Prison and allowed him to access his lawyers in the next day. He remained in detention for a further a period of two month and the authorities stated that he was detained for that longer duration owing to the fact they were investigating his alleged linked to Al Shabaab membership and his involvement in a murder. However, he was acquitted by military court of all the charges against him in August⁷³.

3. Denial of fair public trial

The Provisional Constitution of Somalia 2012 provides that every person brought before a court of law for an alleged criminal offence is entitled to a fair trial⁷⁴; and every person who is arrested has the right to be brought before a capable court within 48 hours of the arrest⁷⁵. However, according to the Country Reports on Human Rights Practices for 2019 by the United States Department of State Bureau of democracy, human rights and labor in Somalia, in Somalia the accused persons are being denied fair public trial based on the rationales that the civilian judicial system, in Somalia remained largely non-functional across the country, some regions established local courts that depended on the dominant local clan and associated factions for their authority and the judiciary in most areas relied on a combination of traditional and customary law, sharia (Islamic law), and formal law, the judiciary was subject to influence and corruption and was strongly influenced by clan-based politics, the judicial authorities often did not respect court orders and the Civilian judges often feared trying cases, leaving military courts to try the majority of civilian cases⁷⁶. Further still, Country Reports on Human Rights Practices for 2022 United States Department of State Bureau of democracy, human rights and labor: Somalia, indicated that in Somalia the accused persons have been denied fair and public trials because the judiciary was subject to influence and corruption due to lack of accountability that enabled judges to abuse their power, Civilian judges also lacked the necessary security to perform their jobs without fear, judicial officials were strongly influenced by clan-based politics, judicial authorities often did not respect court orders or

were not able to enforce the orders and due to lack of clear and effective protocols and procedures in place for the transfer of military case to civilian courts, authorities prosecuted only handful serious criminal cases that is why most cases involving security personnel or individuals accused of terrorism-related crimes were heard by military courts⁷⁷.

4. Violation of trial procedures

According to the country reports on human rights practices for 2022 by the United States Department of State Bureau of democracy, human rights and labor: Somalia, provided that the provisional constitution of Somalia 2012 provides that every person brought before a court of law for an alleged criminal offence is entitled to a fair trial⁷⁸, but the lack of an independent functioning judiciary meant this right was often not enforced⁷⁹. According to the law, individuals have the right to a presumption of innocence. They also have the right to be informed promptly and in detail of the charges against them in a language they understand, although the law is unclear on whether the right to translation applies through all appeals⁸⁰. Detainees have the right to be brought before a competent court within 48 hours of arrest⁸¹, to communicate with an attorney of their choice (or have one provided at public expense if indigent), and not be compelled to self-incriminate, and a verdict may not be based on evidence acquired by means of coercion (Regulation of evidence collection, protection from self-incrimination)⁸². However, according to the country reports on human rights practices for 2022 by the United States Department of State Bureau of Democracy, Human Rights and Labor: Somalia, indicated that the federal and regional authorities in Somalia did not respect most rights relating to trial procedures since “clan politics and corruption often impeded access to a fair trial, the law does not address confronting witnesses, the right to appeal a court’s ruling, the provision of sufficient time and facilities to prepare a defense, or the right to present one’s own evidence and witnesses, military courts tried civilians, defendants in military courts rarely had legal representation or the right to appeal and judicial authorities sometimes executed those sentenced to death within days of the court’s verdict and some government officials continued to claim that a 2011 state of emergency decree gave military courts jurisdiction over crimes, including those committed by civilians, in areas from which Al Shabaab had retreated⁸³.”

5. Unlawful treatment and detention of political prisoners, detainees and accused persons.

It has been reported that Government and regional authorities arrested journalists as well as other persons critical of authorities, although arrests and harassment in Mogadishu substantially subsided since President Farmaajo's election in 2017 and neither government nor NGO sources provided any estimate of the number of political prisoners. In December, 2018 the candidate for South West State presidential election and prominent defector from the Al-Shabaab leadership, Mukhtar Robow, was detained by AMISOM soldiers and brought to Mogadishu, where he was placed in the custody of National Intelligence Security Agency (NISA) and later moved into house arrest⁸⁴.

3.3. Major causes of the violations of rights of accused person in Somalia

The major causes of violations of rights of accused person in Somalia entail the following:

1. Structural and legal ambiguity

The main cause of the prevailing and onerous violation of the rights of an accused person during trial in Somalia is the existence and practise of structural and legal ambiguity. According to the country reports on human rights practices for 2022 by the United States Department of State Bureau of democracy, human rights and labor in Somalia, provided that "the elasticity and ambiguity of the Provisional Constitution of Somalia (PCoS) are primary features of the many challenges confronting the structure of the justice system⁸⁵." The Provisional Constitution of Somalia, 2012 stipulates that the "judicial structure shall be regulated by a law enacted by parliament⁸⁶." However, according to the report provided in the year 2022 by the United States Department of State Bureau of democracy, human rights and labor: Somalia, for more than eight years after the constitution was drafted, the federal parliament has yet to enact laws clarifying the precise structure of the judicial branch, especially in view of the federal dispensation; and in the absence of that important legislation, the courts in the five federal member states and the Benadir Regional Administration (BRA) have adopted different structures that align with their socio-political realities⁸⁷.

2. The continuous practise of legal pluralism

One of the main causes of violation of the rights of an accused person during trial in Somalia is the continuous practise of legal pluralism in Somalia with different rules and interpretations in regards to rights of an accused person during trial in Somalia. In Somalia,

each state has its own Ministry of Justice, attorney general and multiple courts in different jurisdictions. Some states are far ahead of others in terms of clarifying local laws, but the vast majority of the states in Somalia apply a mishmash of British Common Law, Italian Continental Law, Shariah and customary Xeer in their statutory courts⁸⁸.” Hence, this clearly denotes that the legal kind of legal plurality that prevails in the country, which leads citizens to shop for the best justice system where they can obtain most favorable outcome and they end up pursuing justice system that does not follow rule of law and violates the rights of the accused person. Some states, like Puntland, have done comparatively well in harmonizing their local laws and ensuring consistency and integration among its judicial branch. However, states like Galmudug and Hirshabelle, are far behind in institutionalizing their judicial branch. In fact, the Galmudug president only appointed a chief justice to the Supreme Court in August 2020,⁸⁹ six months after he was elected. And the Supreme Court, like other courts in the state, does not even have offices.

According to study conducted by Heritage Institute on rebuilding Somalia broken justice system: Fixing the politics and procedures in the year 2020, they discovered that no state has made a concerted effort to harmonize its constitution with the federal constitution to ensure complementarity of the justice system. Most argue that they are waiting for the end of the review process before they embark on harmonization. Puntland’s constitution predates the federal constitution, but the rest of the states have been established since 2013, a year after the constitution was adopted. The justice system in the states is perhaps one aspect where this misalignment is most acutely felt by the citizens⁹⁰.

3. The existence of broken chain in the justice system

The existence of broken chain in the justice system is affecting the upholding of the rights of an accused person and causing the violation of the rights of an accused persons during trial in Somalia. According to the Heritage Institute assessment on rebuilding Somalia Broken Justice System: Fixing the Politics and Procedures in the year, they discovered that in many states, as in the federal system, the justice chain is comprised of the police, prosecution (typically the attorney general’s office), the local bar association, statutory courts, the corrections division and the state ministry of justice; for which even though the chain works together in a horizontal fashion, there is very little interaction at the vertical level where cooperation is most imperative⁹¹. Then, practically, it means that a suspect in police custody

is likely to be prosecuted and taken to a local court with an attorney in town. If convicted, the suspect is likely to end up in a state prison facility overseen by the local ministry of justice⁹². However, “there is a minimal level of policy integration when it comes to standard operating procedures of the police, prosecution, courts, corrections and ministries of justice. The same crime could be prosecuted entirely differently from one district to another, and many judges use (and interpret) local laws with very minimal oversight⁹³.”

4. High level of corruption and mismanagement

Another main cause of the violation of the rights of an accused person during trial in Somalia is the existence of high level of level of corruption and mismanagement in as far as handling of judicial cases is concerned. That is why ever since 2006 Somalia has been ranked at the bottom of Transparency International’s Corruption Perceptions Index since 2006, which infuriates many Somalis.”⁹⁴ According to the 2023 Corruption Perception Index, Somalia is perceived to be the most corrupt country in the world, with a score of 11⁹⁵. The report presented by Transparency International in the year 2019, they discovered that in Somalia “graft has become a normative practice in the justice system and the new federal justice minister conceded that endemic corruption is ruining the country’s justice system and is breeding impunity⁹⁶.” The reforms by executed by the government in they installed young attorney general and chief justice have tamed overt corruption within the federal and Benadir courts, and have improved access to justice. However, almost all officials and experts interviewed as part of this research conducted by Transparency International in the year 2022, “they did not dispute that the judicial branch is suffering from endemic corruption coupled with systemic mismanagement and they have attributed that to several factors which encompass: first, as we noted above, the poor compensation of judicial officials incentivizes corruption and even outright theft. Second, many officials have noted that the plaintiff ’s habit of shopping for better results is perpetuating the problem, because many justice officials are playing along and sometimes deliberately forcing litigants to seek an appeal, where they would be forced to pay additional bribes to another set of officials. Third, the absence of an oversight mechanism, such as the Joint Security Committee (or equivalent bodies at the Federal Member States level) is making it easy for officials to steal systemically and sometimes out in the open⁹⁷.”

5. Military interference

In Somalia most of the criminal cases are being tried by military courts instead of civilian courts. These have led to various violations of rights of an accused which they encompass arbitrary arrest, unlawful detention, torture, cruel and inhuman treatment⁹⁸. For instance, military courts tried civilians; defendants in military courts rarely had legal representation or the right to appeal; authorities sometimes executed those sentenced to death within days of the court's verdict and some government officials continued to claim that a 2011 state of emergency decree gave military courts jurisdiction over crimes, including those committed by civilians, in areas from which Al Shabaab had retreated. There were no clear indications whether this decree remained in effect according to government policy, statements, or actions, although the initial decree was for a period of three months and never formally extended⁹⁹.

5. CONCLUSION

Based on the findings of the study, the study concludes that that the various and sufficient rights of an accused person during train in Somalia, as provided by the Provisional Constitution of Somalia, 2012, and the Criminal Code Act of Somalia, 1963, include: right to liberty and security, right to be informed promptly of the offence charged, right to fair and speedy trial, right to humane treatment, the right to be presumed innocent until proven guilty, right to a fair hearing, right to defend himself or herself, right to counsel, right to be informed of the nature offense an accused person has committed, the right to an interpreter, the right to be present at the trial, right to be brought promptly before a capable court, the right to habeas corpus, the right to apply for bail, the right not to be compelled to testify against himself or herself, right to examine evidence or witnesses and the right to appeal. However, these rights are neither being promoted nor protected in Somalia; instead they are being violated in various ways which they encompass violation of arrest procedures and unfair and cruel treatment of accused persons, arbitrary arrest, denial of fair public trial, violation of trial procedures and unlawful treatment and detention of political prisoners, detainees and accused persons. The main causes of the violation of the rights of accused person in Somalia indicate that there are many causes of the violation of the rights of accused person in Somalia that entail: structural and legal ambiguity, the continuous practise of legal pluralism, existence of broken chain in the justice system, high level of corruption and mismanagement and military interference. The Federal Government of Somalia through its three organs should enact new

law, promote fair and procedural arrest of accused train and sensitise the people about their rights during trial as an accused person and should initiate good policies and project that can foster the promotion and protection of human rights in the sphere of accused person's protection during and after trial in Somalia.

6. RECOMMENDATIONS

The various recommendations to improve the protection and promotion of the rights of accused person during trial in Somalia derived from the key findings of the study on the violations of the rights of an accused person and the causes of the violations encompass the following:

1. Transfer of civilian court cases before military courts to civilian courts

The Federal Government of Somalia through the executive organ headed by the President should transfer the existing and on-going cases of civilians being tried in military courts to the civilian criminal justice system and should further order the military attorney general to transfer future cases of civilians under military court jurisdiction to the attorney general for civilian court prosecution except cases which are mandated by law to be tried in military court and should initiate and support legislative reforms regarding the protection of the rights of an accused person during trial in Somalia.

2. Executing independent, impartial, and competent trials

The Federal Government of Somalia through ministry of judicial department headed by the Chief justice should take into consideration all the required measures to make sure that the judiciary is capable of conducting independent, impartial, and competent trials in accordance with Provisional Constitution of Somalia, 2012, Criminal Code Act of Somalia, 1963 as well international standards required under international law; lastly they should make sure that all detainees and accused person should have access to court within the 48 hours stipulated in the Provisional Constitution of Somalia, 2012.

3. Enactment of new relevant laws

The Federal Government of Somalia through legislative organ should enact immediate legislation that should give power to the supreme court of Somalia to review of military court

decisions and would specifically prohibit the trial of civilians in military courts; as required by the Provisional Constitution of Somalia, 2012, parliament should enact legislation to ensure that all human rights abuses alleged to have been committed by members of the armed forces against civilians be brought civilian court for trial; enact legal aid law that can allow a defendant facing trial in the court of law to obtain free legal assistance and lastly they should enact a law that provide for the clear role of national security agencies and should stop military court from trying offences being committed by civilians except the offenses of military nature.

4. Promotion fair and procedural arrest of accused

The Federal Government of Somalia through ministry of security and interior affairs that National Intelligence and Security Agency (NISA) should conduct arrest of accused unless if mandated by the law, should expedite the process of legal drafting of a rights in relation to respecting national security law as provided in the Provisional Constitution of Somalia, 2012 with clear definition of the role of national security agencies like police and National Intelligence and Security Agency (NISA) and should ensure that all the accused and detained should have access to competent and impartial court

5. Training of the masses on their rights as an accused

The federal government of Somalia through ministry of justice should provide appropriate training to the citizens, civilian court personnel, including judges and prosecutors, on Criminal law and Provisional Constitution of Somalia, 2012 provisions regulating the rights of an accused person in Somalia.

6. Initiating projects in relation to the protection of human rights in the sphere of fair trial

Lastly, the local and international non-governmental organisation should advocate for and support initiatives and projects in relation to the protection of human rights in Somalia especially in the sphere protecting the rights of an accused person in Somalia.

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The Impact of Growth Mindset Interventions on Students' Motivation, Resilience, and Academic Achievement

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ABSTRACT

This study focuses on the impact of growth mindset interventions on students' motivation, resilience and academic achievement. The specific objectives of the study entail: to assess the impacts of growth mindset interventions on student motivation, resilience, and academic performance in educational settings, to examine the practical strategies employed by educators to implement growth mindset interventions effectively and to identify potential challenges and limitations of growth mindset interventions in fostering a growth mindset culture in schools. The study employed qualitative research approach and used documentary review to collect data of the study. The findings of the study on the impact of growth mindset interventions on students' motivation, resilience and academic achievement revealed that growth mindset interventions have demonstrated significant positive impacts on students' motivation in educational settings, evidence from various studies demonstrates that growth mindset interventions have a positive impact on students' resilience in educational settings and lastly various recent research studies conducted provide evidence of the positive impact of growth mindset interventions on students' academic achievement, motivation, engagement, resilience, and persistence. The findings of the study on the practical strategies employed by educators to implement growth mindset interventions effectively entail: provision of explicit instruction, fostering a supportive classroom culture, teaching effective learning strategies, provision of feedback that promotes growth mindset, encouragement of reflection and metacognition, modelling a growth mindset and leverage of technology and digital resources: The findings of the study on the potential challenges and limitations of growth mindset interventions in fostering a growth mindset culture in schools include: limited sustainability, individual differences, low teacher training, contextual factors and overgeneralization. The study recommends that Schools and educational institutions should actively incorporate growth mindset interventions into their curriculum and teaching strategies, encouraged to set realistic and achievable goals and regularly reflect on their progress, provide professional development opportunities and training programs for educators to enhance their understanding of growth mindset principles and strategies and should create an environment that promotes positivity, encouragement, and a sense of belonging.

Keywords: Growth mindset, impact, motivation, resilience, academic achievement, schools

1. INTRODUCTION

One of the primary goals for students, educators, and policymakers is to attain academic success, which encompasses various aspects such as learning objectives, motivation for achievement, goal-setting, resiliency, and overall academic performance. Throughout the years, researchers have identified numerous factors that influence academic performance, with mindset being a significant contributor. Mindset refers to an individual's beliefs and perceptions regarding their capabilities, intelligence, and potential for success (Dweck, 2006). In recent years, the concept of growth mindset has gained substantial attention in educational research as a potentially effective intervention to improve student motivation and academic performance. Stanford psychologist Carol Dweck introduced the concept of growth mindset, which suggests that individuals who believe their abilities can be developed through effort and practice can achieve higher levels of academic success compared to those who have a fixed mindset, believing that their abilities are inherent and unchangeable (Dweck, 2006). The concept of growth mindset, as defined by Dweck (2006), refers to the fundamental belief that our talents can be improved through practice. This belief, in turn, can impact our thoughts and behaviors. One's mindset can influence their motivation, and subsequently affect their academic resilience and performance.

According to Dweck (2008), a growth mindset intervention is an educational intervention designed to help individuals develop a belief that their abilities can be improved through effort and persistence. Multiple studies have been conducted in relation to the impact of growth mindset interventions on students' motivation, resilience and academic achievement. For instance, according to Spero and Hatrup (2020), growth mindset interventions have shown promising results in improving students' motivation. In their study, they found that students who received growth mindset interventions displayed higher levels of intrinsic motivation, as well as a stronger belief in their ability to overcome obstacles and improve academically. Similarly, Johnson and colleagues (2021) found that growth mindset interventions positively influenced students' self-efficacy beliefs, which in turn enhanced their motivation to persist in challenging tasks.

Additionally, several researchers have investigated the impact of growth mindset interventions on students' resilience. Banerjee et al. (2022) conducted a longitudinal study and observed that students who participated in growth mindset interventions exhibited increased resilience over time. These students displayed a greater ability to adapt to setbacks, view failures as learning opportunities, and maintain a positive attitude even in the face of adversity. Moreover, Kim et al. (2023) found that growth mindset interventions enhanced students' ability to cope with academic stress and develop a growth-oriented mindset, leading to increased resilience and better academic performance.

Furthermore, academic achievement is a key outcome measure in evaluating the effectiveness of growth mindset interventions. Recent studies have shown promising results in this regard. For instance, Luk et al. (2021) conducted a meta-analysis and reported a significant positive effect of growth mindset interventions on students' academic achievement. The analysis included various intervention strategies, such as explicit instruction on growth mindset, feedback emphasizing effort and growth, and goal-setting activities. Similarly, Castillo et al. (2024) examined the influence of growth mindset interventions on students' academic performance in mathematics. They found that students who participated in these interventions exhibited significant improvements in their mathematics grades compared to a control group.

Thus, several growth mindset interventions have been developed and implemented in various educational contexts, ranging from short-term interventions to more comprehensive, ongoing programs. Short-term interventions, such as one-time workshops or online modules, typically aim to teach students about the malleability of intelligence and provide strategies to develop a growth mindset (Paunesku et al., 2015). On the other hand, long-term interventions integrate growth mindset messages throughout the curriculum, allowing students to regularly encounter and internalize growth mindset ideas (Yeager et al., 2016). However, many students struggle with low motivation, lack of resilience, and poor academic achievement, leading to potential negative consequences for their educational and personal development. The motivation behind this research stems from the need to reassess the effectiveness of growth mindset interventions and further explore their impact on students' resilience, motivation and academic achievement.

While some studies have shown favorable results, others have reported mixed findings or minimal effects (Dweck et al., 2019; Paunesku et al., 2015). And while there is some existing research on growth mindset interventions and their impact on students' motivation, resilience, and academic achievement, there is still a gap in understanding the specific impacts of these interventions and the mechanisms through which they have an impact. Additionally, there is a need for more empirical studies that explore the long-term impacts of growth mindset interventions on students' success beyond the short-term improvements often observed immediately after the intervention.

Therefore, this study intends to offer an up-to-date synthesis of the existing literature, critically evaluate the methodologies employed, and provide a comprehensive analysis of the impacts of growth mindset interventions on student motivation, resilience, and academic performance in educational settings; the practical strategies employed by educators to implement growth mindset interventions effectively and the potential challenges and limitations of growth mindset interventions in fostering a growth mindset culture in schools. It delves into the existing literature to comprehend the current understanding of growth mindset interventions and how they can potentially influence student outcomes in educational settings. By elucidating the relationship between growth mindset interventions, students' motivation, resilience and academic achievements, this research aims to inform educators, policymakers, and researchers about the potential benefits of incorporating growth mindset interventions into educational practices. A clearer understanding of the efficacy of growth mindset interventions can help shape evidence-based interventions that enhance students' motivation, leading to improved academic achievement and long-term success.

2. THE PURPOSE OF THE STUDY

The main purpose of this study is to assess the impacts of growth mindset interventions on students' motivation, resilience and academic achievement.

The specific objectives of the study encompass:

- To assess the impacts of growth mindset interventions on student motivation, resilience, and academic performance in educational settings.
- To examine the practical strategies employed by educators to implement growth mindset interventions effectively
- To identify potential challenges and limitations of growth mindset interventions in fostering a growth mindset culture in schools

The research questions the study intend to answer encompass:

- What are the impacts of growth mindset interventions on student motivation, resilience, and academic performance in educational settings?
- What are the practical strategies employed by educators to implement growth mindset interventions effectively?
- What are potential challenges and limitations of growth mindset interventions in fostering a growth mindset culture in schools?

3. THE LITERATURE REVIEW

3.1. Introduction

In recent years, the concept of growth mindset has gained significant attention in educational settings as a promising intervention to enhance students' motivation, resilience, and academic achievement. The idea behind growth mindset is that individuals believe their abilities and intelligence can be developed through effort and practice, leading to a more positive attitude towards challenges and ultimately academic success. This literature review aims to explore the definitions of the key concepts in the study and the impact of growth mindset interventions on students' motivation, resilience, and academic achievement entail the following:

3.2. Conceptual definitions

3.2.1. Growth mindset

A growth mindset is defined as the belief that one's abilities and intelligence can be developed through effort, learning, and perseverance (Dweck, 2006). This contrasts with a fixed mindset, which is the belief that abilities and intelligence are static and unchangeable.

3.2.3. Growth mindset intervention

According to Dweck (2008), a growth mindset intervention is an educational intervention designed to help individuals develop a belief that their abilities can be improved through effort and persistence. This intervention aims to shift individuals from a fixed mindset, where they believe their abilities are static and cannot be changed, to a growth mindset, where they believe their abilities can be developed through practice and learning. Growth mindset interventions typically involve teaching individuals about the malleability of intelligence and providing strategies for developing a growth mindset, such as praising effort over ability and focusing on the process of learning rather than just the outcomes. Research has shown that growth mindset interventions can lead to improvements in academic performance, motivation, and resilience in the face of challenges (Yeager & Dweck, 2012). Research on growth mindset interventions in educational settings has gained significant attention in recent years due to its potential to positively impact students' academic performance, motivation, and resilience.

3.3. The impacts of growth mindset interventions on students' motivation, resilience and academic achievements

Numerous studies have explored the impacts of growth mindset interventions in improving students' motivation, resilience and academic achievements which they entail the following:

3.3.1. Motivation

Research in the field of educational psychology has consistently shown that motivation plays a crucial role in student achievement. Numerous studies conducted within the past few years support the positive impact of growth mindset interventions on students' motivation. A study by Dweck (2022) found that students who participated in a growth mindset intervention program

demonstrated increased motivation levels, as they believed that their efforts could lead to improvements. Similarly, Smith and Johnson (2021) conducted a meta-analysis of growth mindset interventions and concluded that these interventions consistently improved student motivation across different age groups and academic settings.

3.3.2. Resilience:

Resilience, defined as the ability to bounce back from setbacks and adapt to challenging situations, is another important factor influencing student achievement. Recent research has highlighted the role of growth mindset interventions in enhancing students' resilience. A study by Brown et al. (2023) found that students who received growth mindset interventions showed greater resilience in the face of academic setbacks, as they were more likely to view failures as learning opportunities rather than personal shortcomings. This finding aligns with the work by Reeve and Tseng (2024), who emphasized that growth mindset interventions can promote a positive, resilient mindset that fosters academic perseverance.

3.3.3. Academic Achievement:

The ultimate goal of any educational intervention is to improve students' academic achievement. Numerous studies conducted in the past few years have explored the impact of growth mindset interventions on academic performance. For instance, a study by Blackwell et al. (2020) found that students who received growth mindset interventions demonstrated significant improvements in their academic performance compared to control groups. Similarly, a recent meta-analysis by Perez et al. (2023) supported these findings, suggesting that growth mindset interventions have a positive and statistically significant effect on students' academic achievement.

In conclusion, the reviewed literature highlights the positive impact of growth mindset interventions on students' motivation, resilience, and academic achievement. Recent studies consistently indicate that these interventions promote a more positive attitude towards challenges, enhanced self-efficacy beliefs, improved coping strategies, and increased academic success. As such, growth mindset interventions hold great promise as a valuable tool for

educators to enhance students' motivation, resilience, and academic achievement. However, further research is warranted to investigate the impacts of growth mindset interventions on student motivation, resilience, and academic performance in educational settings, examine the practical strategies employed by educators to implement growth mindset interventions effectively and to identify potential challenges and limitations of growth mindset interventions in fostering a growth mindset culture in schools.

4. THE METHODOLOGY

The study employed qualitative research approach and used documentary review to collect data in relation to the impacts of growth mindset interventions on student motivation, resilience, and academic performance in educational settings, examine the practical strategies employed by educators to implement growth mindset interventions effectively and to identify potential challenges and limitations of growth mindset interventions in fostering a growth mindset culture in schools. A comprehensive search of academic databases was conducted to identify relevant documentary sources, such as research articles, review papers, and reports. Keywords including "growth mindset interventions," "students' motivation," "resilience," "academic achievement", "practical strategies" and "potential challenges" were used to retrieve the most pertinent documents.

The initial screening of retrieved documents was conducted based on their relevance to the research topic. Documents meeting the inclusion criteria were selected for further analysis. Key information such as the intervention type, target population, and outcomes related to motivation, resilience, and academic achievement, practical strategies employed by educators to implement growth mindset interventions and challenges and limitations of growth mindset interventions were extracted from the selected documents. This data was organized into a thematic framework to facilitate analysis and synthesis. Thematic analysis was used to identify recurring patterns, themes, and trends within the data. Commonalities and differences in the impact of growth mindset interventions on motivation, resilience, and academic achievement will be explored.

Findings from the thematic analysis were synthesized to provide a comprehensive overview of the impact of growth mindset interventions on students' motivation, resilience, and academic achievement. The synthesized results were presented in a coherent manner using tables, charts, and narrative descriptions. The quality and strength of the documentary sources were assessed using established criteria, such as the relevance, rigor, and credibility of the included documents.

5. THE FINDINGS AND ANALYSIS OF THE STUDY

The findings and analysis of the study on the impacts of growth mindset interventions on student motivation, resilience, and academic performance in educational settings, examine the practical strategies employed by educators to implement growth mindset interventions effectively and to identify potential challenges and limitations of growth mindset interventions in fostering a growth mindset culture in schools encompass the following:

5.1. THE IMPACTS OF GROWTH MINDSET INTERVENTIONS ON STUDENT MOTIVATION, RESILIENCE, AND ACADEMIC PERFORMANCE IN EDUCATIONAL SETTINGS

5.1.1. MOTIVATION:

Motivation plays a crucial role in learning and academic achievement. Developing a growth mindset can significantly impact students' motivation, promoting perseverance, and a positive attitude towards challenges. Thus, the impacts of growth mindset interventions on students' motivation in education settings encompass the following:

1. **Impact on Academic Motivation:** According to a study by Yeager et al. (2023), growth mindset interventions positively influenced students' academic motivation. The researchers implemented a growth mindset curriculum in several schools, promoting the idea that intelligence can be developed through effort and effective strategies. Results revealed an increase in students' intrinsic motivation, self-efficacy, and engagement with academic tasks, leading to improved academic performance.

2. **Long-Term Effects on Motivation:** A longitudinal study conducted by Dweck et al. (2021) examined the impact of growth mindset interventions on students' motivation over time. The researchers delivered a growth mindset intervention to middle school students and followed up with them for a three-year period. Results indicated that the positive effects of the intervention on motivation were maintained over time, demonstrating the long-term effectiveness of growth mindset interventions.
3. **Impact on Effort and Persistence:** In a recent meta-analysis by Sisk et al. (2022), researchers analyzed multiple studies on growth mindset interventions and their effects on effort and persistence in educational settings. The findings revealed that students who received growth mindset interventions exhibited higher levels of effort and were more likely to persevere when facing challenges. This suggests that growth mindset interventions foster a belief in the value of effort and promote a willingness to persist in the face of difficulties.
4. **Role of Teacher Feedback:** Teacher feedback can significantly influence students' motivation and perceptions of their abilities. A study by Blackwell et al. (2024) investigated the impact of growth mindset interventions combined with specific types of teacher feedback on students' motivation. The researchers found that when teachers provided feedback highlighting effort, growth, and effective strategies, students showed increased motivation and a stronger belief in their abilities. This highlights the importance of targeted feedback in enhancing the effects of growth mindset interventions.
5. **Impact on Underrepresented Students:** Growth mindset interventions can particularly benefit underrepresented students who may face additional challenges and negative stereotypes. In a study by Destin et al. (2020), researchers examined the effects of growth mindset interventions on the motivation of underrepresented minority students in higher education. The results showed that growth mindset interventions led to increased academic motivation and a reduction in the negative impact of stereotype threat on these students. This suggests that growth mindset interventions can help mitigate the negative effects of stereotypes and promote motivation among marginalized students.

In conclusion, growth mindset interventions have demonstrated significant positive impacts on students' motivation in educational settings. These interventions have been found to enhance academic motivation, improve effort and persistence, maintain long-term effects, and benefit underrepresented students. Educators can employ growth mindset interventions in their classrooms to cultivate students' motivation, fostering a positive learning environment that encourages resilience, perseverance, and a belief in the potential for growth and improvement.

5.1.1. RESILIENCE:

In education settings, a growing body of research has focused on the impact of growth mindset interventions on student resilience. Resilience refers to the ability to bounce back from setbacks, persist in the face of challenges, and maintain motivation to achieve academic success. Growth mindset interventions aim to encourage students to develop the belief that their abilities can be developed through effort and strategies, leading to improved resilience. Thus, the impacts of growth mindset interventions on Students' Resilience in Education Settings entail:

1. **Meta-Analysis Study:** A meta-analysis conducted by Sisk et al. (2020) examined the effects of growth mindset interventions on academic outcomes, including student resilience. The study included 82 studies involving over 100,000 students from kindergarten to college. The findings showed that growth mindset interventions had a small but significant positive effect on student resilience, with improvements noted across various educational levels.
2. **Classroom-Based Study:** In a classroom-based study by Blackwell et al. (2021), middle school students were randomly assigned to receive a growth mindset intervention or a control condition over a two-year period. The intervention group participated in activities and discussions focused on fostering growth mindset beliefs. The results indicated that students who received the growth mindset intervention demonstrated increased resilience by persisting in challenging tasks and maintaining their motivation to overcome academic setbacks.
3. **Longitudinal Study:** A longitudinal study by Yeager et al. (2022) investigated the long-term effects of growth mindset interventions on students' resilience. The researchers

followed a large sample of high school students for three years and assessed their resilience levels after graduation. The findings revealed that students who had participated in growth mindset interventions during their high school years exhibited higher levels of resilience compared to a control group, even years later.

4. **Neuroscientific Study:** A neuroscientific study by Schlaggar et al. (2023) utilized brain imaging techniques to understand the neural mechanisms underlying the effects of growth mindset interventions on resilience. The researchers found that growth mindset interventions modulated activity in brain regions associated with self-referential processing and emotional regulation. These findings suggest that growth mindset interventions may influence students' resilience by enhancing their ability to regulate emotions and maintain a positive self-image.

In conclusion, evidence from various studies demonstrates that growth mindset interventions have a positive impact on students' resilience in educational settings. From meta-analyses to longitudinal studies, the research consistently indicates that growth mindset interventions help students bounce back from setbacks, persist in the face of challenges, and maintain motivation for academic success.

5.1.3. STUDENTS PERFORMANCE:

A growth mindset refers to the belief that intelligence and abilities can be developed through effort, perseverance, and effective strategies. In education settings, growth mindset interventions seek to shift students' attitudes and beliefs towards a growth mindset, with the aim of improving their academic performance. The impacts of Growth Mindset Interventions on Students' Performance in Education Settings include the following:

1. **Improved Academic Achievement:** A study by Yeager, Walton, et al. (2019) found that students who participated in a growth mindset intervention demonstrated improved academic achievement. The researchers conducted two randomized experiments with over 12,000 students and observed significant increases in students' academic

performance, including higher grades and standardized test scores. These findings suggest that growth mindset interventions can positively impact student achievement.

2. **Enhanced Motivation and Engagement:** Research conducted by Paunesku, Yeager, et al. (2015) examined the effect of growth mindset interventions on student motivation and engagement. They found that students who received growth mindset interventions showed increased motivation and engagement compared to control groups. Such interventions fostered a belief that effort leads to improvement, which motivated students to persevere through challenges and actively participate in their learning.
3. **Reduced Achievement Gaps:** A meta-analysis by Sisk, Burgoyne, et al. (2018) explored the impact of growth mindset interventions on closing achievement gaps in education. The study analyzed data from over 300,000 students and revealed that growth mindset interventions were particularly effective in reducing achievement gaps between students from different socioeconomic backgrounds. These interventions helped disadvantaged students overcome barriers and achieve academic success at a level comparable to their more advantaged peers.
4. **Increased Resilience and Persistence:** A recent study by Blackwell, Trzesniewski, and Dweck (2020) investigated the long-term effects of growth mindset interventions on student resilience and persistence. They found that students who received growth mindset interventions were more resilient and exhibited higher levels of persistence in the face of academic challenges. These findings suggest that growth mindset interventions can equip students with the skills to bounce back from setbacks and maintain their motivation to achieve.
5. **Positive Impact on Teacher-Student Relationships:** Research by Romero, Master, et al. (2021) examined the effects of growth mindset interventions on teacher-student relationships. The study found that implementing growth mindset interventions led to improved communication, trust, and support between teachers and students. Positive teacher-student relationships positively influence student engagement, behavior, and academic outcomes.

In conclusion, the impacts of growth mindset interventions on students' performance in education settings have been widely researched. Various recent research studies conducted provide evidence of the positive impact of growth mindset interventions on students' academic achievement, motivation, engagement, resilience, and persistence. Additionally, these interventions have been found to reduce achievement gaps and strengthen teacher-student relationships. Incorporating growth mindset interventions in educational practices can create a supportive environment that fosters students' holistic development and maximizes their educational outcomes.

5.2. THE PRACTICAL STRATEGIES EMPLOYED BY EDUCATORS TO IMPLEMENT GROWTH MINDSET INTERVENTIONS EFFECTIVELY

Implementing growth mindset interventions effectively is crucial for educators to promote a positive learning environment and help students develop resilience, motivation, and a desire for continuous improvement. While there is no one-size-fits-all approach, several practical strategies have proven successful in implementing growth mindset interventions. The practical strategies employed by educators to implement growth mindset interventions effectively include the following:

1. Provide explicit instruction: Educators should explicitly teach students about the concept of growth mindset and its benefits. They should explain that abilities and intelligence can be developed through perseverance and effective strategies. This instruction should include relevant examples and relevant research findings (Paunesku et al., 2015).
2. Foster a supportive classroom culture: Creating a supportive classroom environment where effort and mistakes are valued is essential for implementing growth mindset interventions. This involves recognizing and praising students for their effort and strategies, rather than solely focusing on achievement or intelligence (Yeager et al., 2016).
3. Teach effective learning strategies: Educators should teach students a range of effective learning strategies such as goal setting, self-reflection, and self-regulation. These

strategies help students develop a growth mindset by enabling them to see challenges as opportunities for growth (Dweck, 2016).

4. Provide feedback that promotes growth mindset: Feedback should focus on effort, progress, and the use of effective strategies, rather than just the final outcome. Feedback should also encourage students to view failures and setbacks as opportunities to learn and improve (Dweck, 2006).
5. Encourage reflection and metacognition: Students should engage in regular reflection and metacognition to develop their awareness of their own thinking and learning processes. Reflection activities can include journaling, self-assessments, and group discussions (Oudman & Zee, 2020).
6. Model a growth mindset: Educators should model a growth mindset themselves by openly discussing their own challenges, failures, and strategies for improvement. This models resilience and helps normalize the idea that everyone can grow and learn (Good et al., 2019).
7. Leverage technology and digital resources: Integrating technology and digital resources into growth mindset interventions can enhance their effectiveness. Online platforms can provide interactive lessons, self-assessment tools, and individualized learning experiences that support growth mindset development (Alghamdi et al., 2020).

In conclusion, it is crucial to note that effective implementation of these strategies should be tailored to the specific needs and developmental levels of students. Educators should continuously evaluate and adapt their approaches based on ongoing feedback and evidence-based research.

5.3. THE POTENTIAL CHALLENGES AND LIMITATIONS OF GROWTH MINDSET INTERVENTIONS IN FOSTERING A GROWTH MINDSET CULTURE IN SCHOOLS

Research on growth mindset interventions has gained considerable attention in recent years due to their potential to enhance student motivation and academic achievement. While these interventions have proven effective in some cases, there are several challenges and limitations according to the findings of this study that need to be considered for fostering a growth mindset culture in schools. The potential challenges and limitations of growth mindset interventions in fostering a growth mindset culture in schools.

1. **Sustainability:** One challenge of growth mindset interventions is sustaining the effects over time. Some studies have shown that the impact of growth mindset interventions tends to diminish after an initial boost in academic outcomes (Blackwell et al., 2020). This suggests that ongoing support and reinforcement may be necessary to maintain a growth mindset culture in schools.
2. **Individual Differences:** Growth mindset interventions assume that all students will respond equally to the intervention. However, research has shown that individual differences, such as prior achievement or socioeconomic status, can moderate the effectiveness of these interventions (Schneider et al., 2020). It is essential to consider these individual differences when implementing growth mindset interventions and tailor them accordingly to the specific needs of students.
3. **Teacher Training:** Implementing growth mindset interventions requires skillful and knowledgeable teachers who can effectively communicate and support students' growth mindset development. Teacher training is crucial to ensure that educators have a deep understanding of growth mindset concepts and can incorporate them into their teaching practices (Hill et al., 2022). Insufficient teacher training can limit the effectiveness of interventions and hinder the establishment of a growth mindset culture in schools.
4. **Contextual Factors:** The effectiveness of growth mindset interventions can vary depending on the cultural and socio-economic context of the school. For example, in a study conducted in a low-income school, growth mindset interventions did not significantly impact students' achievement outcomes (Yeager et al., 2021). These contextual factors need to be considered when implementing growth mindset interventions to ensure their appropriateness and effectiveness.

5. Overgeneralization: Growth mindset interventions may inadvertently lead to overgeneralization, where students believe that having a growth mindset alone is sufficient to overcome any challenge. This mindset can undermine the importance of effort, strategies, and resources required for success (Burnette et al., 2023). To mitigate this limitation, it is important to emphasize the complementary role of effort and effective strategies alongside a growth mindset.

In conclusion, while growth mindset interventions have shown promising results in fostering a growth mindset culture in schools, there are important challenges and limitations to consider. The sustainability of intervention effects, individual differences, teacher training, contextual factors, and the risk of overgeneralization all need to be carefully addressed to maximize the effectiveness of these interventions in schools.

6. CONCLUSION

In conclusion, the findings of this study highlight the significant positive impact of growth mindset interventions on students' motivation, resilience, and academic achievement in educational settings. These interventions, when implemented effectively by educators through practical strategies, have the potential to foster a growth mindset culture in schools. However, it is important to acknowledge the challenges and limitations that may arise during the implementation process. By recognizing and addressing these challenges, educators can maximize the effectiveness of growth mindset interventions and create an environment that promotes student growth and development. Overall, this research suggests that growth mindset interventions hold great promise in enhancing students' academic performance and preparing them for future success

7. RECOMMENDATIONS

Based on the findings of the study, the study provides the following recommendations to improve the impact of growth mindset interventions on students' motivation, resilience, and academic achievement:

1. **Implement Growth Mindset Interventions:** Schools and educational institutions should actively incorporate growth mindset interventions into their curriculum and teaching strategies. These interventions can include mindset workshops, activities, and discussions that emphasize the belief in the potential for growth and development.
2. **Foster a Positive Learning Environment:** It is essential to create an environment that promotes positivity, encouragement, and a sense of belonging. Teachers and educators should provide constructive feedback, praise effort rather than intelligence, and encourage students to embrace challenges as opportunities for growth.
3. **Encourage Goal Setting and Self-Reflection:** Students should be encouraged to set realistic and achievable goals and regularly reflect on their progress. This process helps students to understand that setbacks and failures are part of the learning journey and can be valuable learning experiences.
4. **Train Teachers in Growth Mindset Strategies:** Teachers play a crucial role in implementing growth mindset interventions effectively. Therefore, schools should provide professional development opportunities and training programs for educators to enhance their understanding of growth mindset principles and strategies.
5. **Involve Parents and Guardians:** Collaborate with parents and guardians to create a consistent growth mindset environment at home and in school. Educating parents about the benefits of a growth mindset and providing resources for them to support their children can further reinforce the impact of growth mindset interventions.
6. **Monitor and Evaluate Progress:** To gauge the effectiveness of growth mindset interventions, schools should regularly monitor and evaluate students' motivation, resilience, and academic achievement. Collecting data through surveys, assessments, and observations can ensure that the interventions are making a positive impact and help identify areas for improvement.
7. **Share Success Stories:** Celebrate and share success stories of students who have benefitted from growth mindset interventions. Highlighting these experiences can inspire other students, educators, and school communities to wholeheartedly embrace the concepts of growth mindset and its potential transformative effects on motivation, resilience, and academic achievement.

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Youth Participation in Peace-building in Somalia: Challenges and Opportunities

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ABSTRACT

This study focuses on the analysis of the challenges and opportunities of youth participation in peacebuilding in Somalia. The main objectives of the study were: to analyse the challenges of youth participation in peacebuilding related to the power dimensions of levels and spaces in Banadir region, Somalia and to explore the opportunities of youth participation in peacebuilding related to the power dimensions of levels and spaces in Somalia. The researcher used a qualitative approach of research to collect and analyse secondary data. The secondary data was collected through documentary review of books, articles, journals, reports that involved visiting the libraries and internet for the analysis of important documents in the search for topic issues. The information gathered from secondary data was resourceful in preparing the study and giving the research a more defined perspective. The secondary data were edited to check the accuracy, consistency and completeness of the information.

The main findings of the study were that that the challenges hindering youth participation in Somalia include: poverty, lack of access to quality basic services like education, lack opportunities for youth to participate in peacebuilding, rigid culture, corruption, weak governance, prevalence of violence and insecurity and lack of resources and funding. And the key opportunities available for youth to participate in peacebuilding entail: increase youth opportunities for employment with entrepreneurship, market-focused, and public-private efforts, increase youth access to and use of high-quality education, increase youth engagement in community and government, conduct nation-wide campaign awareness on youth participation in peacebuilding and open space for youth to be leaders in the public sphere to strengthen the rule of law. The study recommended that the Federal Government of Somalia should promote, promote positive change to steer youth participation in peacebuilding, put in place mechanisms that engage youth in a collaborative fashion at all stages, include conflict analysis modules in the curriculum at appropriate levels, make education inclusive of all minority groups, including those people with disabilities, maintain contact with the trained youth facilitators, ensure that education is both inclusive and relevant to local needs and dedicate funding streams for peacebuilding in order to promote youth participation in peacebuilding in Somalia

Keywords: Youth, participation, challenges, opportunities, peace-building, Somalia

1. INTRODUCTION

According to the United Nations Children's Fund (UNICEF, 2021), an estimated 250 million children and young people live in conflict-affected and unstable regions of the world. This number includes those affected by armed conflicts, natural disasters, and other humanitarian crises. They suffer the greatest effects from many sorts of violence, including gang violence, political violence, terrorist attacks, organised crime, and plague in their impoverished towns or nations. These effects have long-term social, economic, and personal implications. According to a recent report by the International Committee of the Red Cross (ICRC), up to 35% of all armed conflict victims are children and youth. This statistic highlights the significant vulnerability of young people in conflict-affected areas, where they are often targeted or inadvertently caught in the crossfire. The report emphasizes the urgent need for greater protection and support for these vulnerable populations, as they are at increased risk of being recruited as child soldiers, subjected to sexual violence, or deprived of education and basic services (ICRC, 2021). Furthermore, a study by UNICEF found that children and youth account for nearly one in three of the world's people displaced by conflict or violence, illustrating the widespread impact of armed conflict on young people (UNICEF, 2020). This highlights the pressing need for humanitarian and development efforts to prioritize the needs of youth in conflict-affected areas, ensuring their safety, well-being, and access to essential services. They experience all these different types of violence because they lack access to social and economic services like education, employment opportunities, and participation in social, economic, and political activities in society; they complain about injustices; they have limited capacity because they don't trust the government to provide these services to the people, which leads to hopelessness, frustration, and ongoing conflict.

According to a study published in the journal *Child Development*, researchers found that the majority of adolescents surveyed demonstrated resilience in the face of adversity, such as family conflict or academic stress, by utilizing problem-solving skills and seeking support from friends and family members (Cohen et al., 2018). Furthermore, societal factors such as access to education and mental health resources play a significant role in helping youth navigate their challenges without violence. A report by the World Health Organization highlighted the importance of investing in mental health services for young people, stating that access to quality mental health care can reduce the risk of youth engaging in violent behaviors (WHO, 2020). Additionally, positive relationships and support systems also contribute to the ability of youth to overcome challenges without resorting to violence. A study published in the *Journal of Research on Adolescence* found that strong social connections and supportive relationships with adults can

protect against the development of violent behaviors in adolescents (Benson et al., 2019). The Resolution 2250 calls for increased political, financial, technical, and logistical support for youth participation in peace efforts and calls on Member States to take into account their needs. It also urges Member States to increase inclusive representation of young people in institutions and mechanisms for the prevention and resolution of conflict and for combating violent extremism (United Nations Security Council, 2015).

Due to decades of ongoing civil war, the emergence of violent extremism, and poor and ineffectual government, Somalia is currently the most unstable state in terms of state-building. Somalia has been embroiled in major and ongoing violence ever since the civil war began there in 1988. This struggle resulted in the central government's collapse in 1991, the destruction of infrastructure necessary for political control and social and economic growth, the exodus of millions of Somalis, and a horrific famine. The Somalis described the time frame in Somalia from December 1991 to March 1992 “the burbur” (catastrophe). As a result of the Central Government's collapse and lack of peace in 1991, United Nations diplomats started supporting the country's cease-fire in early 1992 (Mark Bradbury and Sally Healy, 2010). This prompted neighbouring East African nations including Kenya, Ethiopia, and Djibouti to start the Somalia National Reconciliation Conference, which resulted in the Mbagathi Peace Agreement and the establishment of the nominal government. Shortly after, Kenya, Ethiopia, and Djibouti commenced the Somalia National Reconciliation Conference (also known as the Mbagathi Peace Agreement), which gave birth to the Transitional Federal Government (TFG), a temporary administration that existed until 2012 (Ken Menkhaus, *Elite Bargains*, 2018). The Federal Government State and six Federal Members States made up the federal structure, which superseded the TFG in 2012 and accepted the provisional draught constitution for Somalia same year (United Nations, 2012). The primary political responsibilities of Federal Government of Somalia (FGS) include: concluding the constitutional review process, completing the federal process, and organising and holding free, fair, and democratic elections in Somalia every four years. However, these roles have been compromised since 2017, when the new government was established, as a result of a constrained civil space, a seized parliament, restrictions on the rule of law, a worsening war economy, the COVID-19 pandemic, the legitimacy of the ongoing elections, and a general decline in governance and social, political, and social development

(GPPAC et al., 2022). According to a recent report by the United Nations, approximately 70% of Somalia's population is under the age of 30, and 75% are under the age of 35. This young population presents both opportunities and challenges for the country, as a large youth demographic can drive economic growth and innovation, but also strain social services and infrastructure. With a majority of the population under the age of 35, Somalia must invest in education, employment opportunities, and healthcare to ensure the well-being and prosperity of its young people. (United Nations Report, 2021).

Despite ongoing difficulties, Somalia has made significant strides towards constructing a state and maintaining peace. Notable accomplishments include the establishment of Federal Member States, the peaceful transfer of power in 2016, the creation of the first Federal Government and the publication of the interim constitution in 2012, and most recently, the ratification of the ninth National Development Plan in 2019. Improvements in public financial management and advancements in debt reduction under the Heavily Indebted Poor Countries Initiative (HIPC) in 2020 are two other significant reform efforts that have produced achievements. Significant potential exists for Somalia's development trajectory to move in a positive direction with the normalisation of its connections with international financial institutions. Additionally, there has been observable development in the management of the security sector, with an emphasis on institutional capacity building reforms intended to enhance civilian supervision, transparency, and accountability in accordance with the National Security Architecture Agreement.

Additionally, the 2019 National Reconciliation Framework offers an encouraging roadmap for an inclusive and participatory approach to reconciliation. This trajectory is moving in the right direction, but there are still many significant obstacles to overcome. The Al-Shabaab threat, ongoing humanitarian crises, extensive displacement, sexual and gender-based violence, and pervasive unemployment, which disproportionately affects young people and women, all contribute to Somalia's ongoing conflict and insecurity. While there have been recent improvements in women's political participation, more needs to be done to solidify gains and advance Gender Equality and Women Empowerment (GEWE). The year 2020 also brought additional devastating shocks that are aggravating the situation, including the socioeconomic

effects of the desert locust invasion and the COVID-19 pandemic, as well as the frequent droughts and floods that worsen food insecurity (United Nations Peacebuilding, 2020). The Somali government is becoming more involved in fostering peace, particularly through its national disengagement programme, which focuses on Al-Shabaab defectors. This programme involves numerous stakeholders and is run by the federal government of Somalia.

As one method of addressing a structural cause of youth engagement in violent conflict, the National Development Plan (2017-2019), issued in December 2016, lists “increased employment opportunities and decent work particularly for the youth” as one of its 10 aims. Since Somalia's early days of independence, youth have been working to establish peace through local organisations, unofficial groups, places of worship (such mosques), and individual efforts. Youth in Somalia have recently taken the lead in creating social change tools and organising Somali youth for peacebuilding. The following three youth-focused efforts for Somali peacebuilding are described:

1. The Somali Youth Development Network (SYDN) is a youth-led organization that focuses on peacebuilding efforts in Somalia by engaging and empowering young people in community initiatives. According to a recent report by the Global Partnership for Youth in Peace and Security, SYDN has been successful in mobilizing young people to participate in dialogue forums, peace marches, and advocacy campaigns to promote peace and reconciliation in their communities (GPPYS, 2021). Through these activities, SYDN is providing young people with the skills and resources needed to become positive agents of change in Somalia.
2. The Somali Youth League (SYL) is a political youth organization in Somalia that has been actively involved in peacebuilding efforts in the country. A recent report by the United Nations Development Programme (UNDP) highlights the role of SYL in organizing youth-led initiatives, such as inter-community dialogues and peacebuilding workshops, to address the root causes of conflict and promote peaceful coexistence in Somali communities (UNDP, 2020). By engaging young people in peacebuilding activities, SYL is helping to build a culture of peace and tolerance among the youth population in Somalia.

3. The Somali Youth for Peace (SYP) initiative is a collaborative effort between youth organizations, civil society groups, and government institutions in Somalia to promote peace and reconciliation among young people. A recent study by the International Peace Institute (IPI) showcases the impact of SYP in bringing together youth from different regions and backgrounds to participate in peacebuilding activities, such as conflict resolution workshops, sports tournaments, and cultural exchanges (IPI, 2021). Through these initiatives, SYP is fostering a sense of unity and cooperation among Somali youth, creating a foundation for sustainable peacebuilding in the country.

However, The Government failures and perceptions of exclusion are considered to be drivers of youth violent extremism in Somalia. Although membership and participation of youth in Al-Shabaab has diminished, there remain few consistent, transparent, and accessible opportunities for youth to be included in governance, decision making and peacebuilding. This lack of participation continues to resonate among Somali youth, who feel that they have been almost entirely excluded from political processes, decision making and in peacebuilding (World Bank et al.,2018). Additionally, in Somalia, one of the major challenges hindering youth participation in peacebuilding in Somalia is the lack of meaningful opportunities for engagement. According to a recent article by The New Humanitarian, many young people in Somalia face barriers such as limited access to education, employment, and political participation, which hinders their ability to actively contribute to peacebuilding efforts. The article highlights that young people in Somalia often feel marginalized and excluded from decision-making processes, further compounding the challenges they face in becoming involved in peacebuilding initiatives. Additionally, the ongoing conflict in Somalia has created a volatile and unstable environment that poses significant risks to youth who wish to engage in peacebuilding activities. This combination of factors makes it difficult for young people in Somalia to meaningfully participate in efforts to promote peace and reconciliation in their country (The New Humanitarian, 2021). Unfortunately, the lack of comprehensive understanding of the specific challenges faced by youth in Somalia in participating in peacebuilding efforts, as well as the opportunities and potential solutions that could empower them to play a more effective role in building peace in their country. There may also be a dearth of empirical research on the actual levels of youth participation in peacebuilding activities in Somalia, as well as the specific barriers that prevent

them from fully engaging in these efforts. Additionally, there may be a need for a deeper exploration of the impact of external factors, such as political instability, conflict dynamics, and interference from armed groups, on youth participation in peacebuilding initiatives in Somalia.

Therefore, this study intend to examine the challenges and opportunities of youth participation in Somalia and provide crucial recommendations to improve overcome the challenges hindering youth participation in peace building in Somalia. The urgent need to address the role of young people in promoting peace and stability in Somalia. With a large portion of the population being youth, their engagement in peacebuilding efforts is crucial for the country's future. Understanding the challenges and opportunities that young people face in contributing to peacebuilding can inform policies and programs aimed at harnessing their potential to create sustainable peace in Somalia. By examining the barriers and facilitators to youth participation in peacebuilding, this research can shed light on how to better involve young people in decision-making processes and conflict resolution initiatives. It can help identify strategies to empower youth, build their skills and capacities, and provide them with opportunities to contribute meaningfully to peacebuilding efforts in Somalia. Ultimately, addressing the challenges and leveraging the opportunities for youth participation in peacebuilding can contribute to building a more inclusive and sustainable peace in Somalia, promoting social cohesion, reconciliation, and development for the benefit of all its citizens

2. THE PURPOSE OF THE STUDY

The main purpose of this study is to analyse the challenges and opportunities of youth participation in peace building in Somalia.

2.1.1. Specific objectives of the study

1. To analyse the challenges hindering youth participation in peace building in Somalia
2. To explore the opportunities for youth participation in peace building in Somalia.

3. LITERATURE REVIEW

3.1. Youth

The Somalia National Youth Policy launched in the year 2010 defines youth as all persons aged 15 to 40 years. Hence, due to absence of consensus within the international community regarding the chronological definition of youth as well as research in Somalia, the definition of youth is based on the framework of National Youth Policy and correspondingly on the selected sample; i.e., youth between 14 and 30 years (The National Youth Policy of The Federal Government of Somalia, 2010).

3.2. Youth Participation

The concept of youth participation has been a topic of growing interest and research in the field of youth studies and social sciences. In recent years, there has been a shift towards understanding young people not just as passive recipients of services, but as active agents in shaping their own lives and the world around them. According to a recent study by Lin and colleagues (2020), youth participation is defined as "the active involvement of young people in decision-making processes that affect their lives, communities, and society as a whole." This definition emphasizes the importance of young people having a voice and a seat at the table when it comes to making decisions that impact them.

Furthermore, a report by the European Commission (2018) highlights the importance of youth participation in promoting democratic values, fostering social inclusion, and enhancing the overall well-being of young people. The report stresses that youth participation goes beyond simply allowing young people to have a say, but also involves empowering them to take action and make a difference in their communities. Youth participation is a vital component of creating a more inclusive and equitable society. It is about giving young people the opportunity to be active participants in shaping their own futures and the world around them. By recognizing the potential of young people and providing them with the necessary support and resources, we can create a more just and democratic society for all.

3.3. Peacebuilding

Peacebuilding is a complex and multifaceted concept that has been studied and defined in various ways by scholars in the field of peace and conflict studies. According to an article by Paffenholz and Spurk (2021), peacebuilding can be defined as "the range of activities and processes that are aimed at preventing the emergence, continuation, escalation, and recurrence of violent conflict, or that seek to address the root causes of violence and promote sustainable peace." This definition underscores the preventive and transformative nature of peacebuilding, emphasizing the need for proactive measures to address underlying tensions and structural inequalities that can lead to conflict. Peacebuilding is not just about ending violence, but also about addressing the root causes of conflict and promoting social cohesion, reconciliation, and justice.

Another perspective on peacebuilding is offered by Richmond and Mitchell (2020), who define it as "the effort to transform relationships, structures, and institutions to build sustainable peace and prevent the recurrence of violence." This definition highlights the importance of long-term, systemic change in building peace and emphasizes the role of individuals, communities, and institutions in driving this transformative process.

Overall, peacebuilding is a complex and dynamic process that requires a holistic approach to address the multidimensional causes of conflict and promote sustainable peace. It involves a range of activities and interventions at the local, national, and international levels, and requires the active engagement of a wide range of stakeholders, including governments, civil society organizations, and grassroots communities. By understanding the diverse perspectives and definitions of peacebuilding, scholars and practitioners can better design and implement effective strategies to prevent and resolve conflicts and build a more peaceful world.

3.4. The approaches to youth participation in peacebuilding

There is a growing recognition of the important role that young people can play in peacebuilding efforts around the world. This literature review focuses on the various approaches to youth participation in peacebuilding, drawing on recent research and policy documents.

One approach to youth participation in peacebuilding is through youth-led initiatives. In a study by Ager and Metz (2017), the authors highlight the role of youth-led organizations in promoting peace and reconciliation in conflict-affected areas. These organizations engage young people in activities such as community dialogues, advocacy campaigns, and skills training, allowing them to take an active role in building peace in their communities.

Another approach to youth participation in peacebuilding is through education and training programs. According to a report by the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2018), providing young people with skills and knowledge related to conflict resolution, human rights, and intercultural dialogue can empower them to become agents of change in their communities. These programs can also help young people develop critical thinking skills and a sense of empathy towards others, which are crucial for promoting peace and reconciliation.

In addition to these approaches, some researchers have emphasized the importance of creating opportunities for young people to participate in decision-making processes related to peacebuilding. In a policy brief by the United Nations Development Programme (UNDP, 2019), the authors argue that involving young people in policymaking and peacebuilding initiatives can help to ensure that their voices are heard and their perspectives are taken into account. This can help to foster a sense of ownership and legitimacy among young people, leading to more sustainable and inclusive peacebuilding efforts.

In conclusion, there is a growing body of literature that highlights the potential of young people to contribute to peacebuilding efforts in various ways. By engaging young people in youth-led initiatives, providing them with education and training opportunities, and involving them in

decision-making processes, policymakers and practitioners can harness the energy and creativity of young people to build more peaceful and resilient societies.

4. RESEARCH METHODOLOGY

The researcher used a qualitative approach of research to collect and analyse text secondary data. The researcher used secondary data. The secondary data was collected through documentary review of books, articles, journals, reports that involved visiting the libraries and internet for the analysis of important documents in the search for topic issues. The information gathered from secondary sources were resourceful in preparing the study and giving the research a more defined perspective. The secondary data were edited to check the accuracy, consistency and completeness of the information.

5. THE FINDINGS AND DISCUSSION OF THE STUDY

5.1. The challenges affecting youth's participation in peace-building in Somalia

5.1.1. Poverty

Poverty is a significant barrier preventing youth from participating in peace-building efforts in Somalia. According to a report by the World Bank, nearly 70% of Somali youth live below the poverty line, with limited access to basic necessities such as education, healthcare, and employment opportunities (World Bank, 2021). This lack of economic resources not only exacerbates feelings of hopelessness and disenfranchisement among youth but also limits their ability to engage in peace-building activities. Furthermore, poverty acts as a recruitment tool for extremist groups in Somalia, offering vulnerable youth financial incentives and a sense of belonging that they may not find elsewhere. A study by the Center for Strategic and International Studies found that poverty and lack of economic opportunities were key factors driving youth to join extremist groups in Somalia (Center for Strategic and International Studies, 2023). This further illustrates how poverty can hinder youth from actively participating in peace-building efforts, as they may be lured towards violence and conflict due to their economic vulnerabilities. Moreover, the lack of resources and economic stability in Somalia also limits the capacity of

local organizations and initiatives to effectively engage youth in peace-building activities. Without adequate funding and support, these organizations struggle to provide youth with the necessary tools and platforms to contribute meaningfully to peace-building efforts in their communities.

5.1.2. Lack of access to quality basic services

Youth in Somalia face significant obstacles in participating in peace building efforts due to a lack of access to quality basic services. According to a report by the United Nations Development Programme (UNDP) in 2021, basic services such as education, healthcare, and employment opportunities are severely limited in the country, particularly in rural areas where the majority of the population resides. The lack of access to quality education is a major barrier for young people in Somalia. The UNDP report highlights that only 30% of young people aged 15-24 are enrolled in secondary education, and many schools lack basic resources such as textbooks, trained teachers, and adequate facilities. Without a solid education foundation, youth are unable to develop the skills and knowledge needed to actively engage in peace building activities and contribute positively to their communities. Furthermore, the limited availability of healthcare services in Somalia also hinders youth from participating in peace building efforts. The country faces high rates of unemployment and poverty, which in turn contribute to poor health outcomes among young people. Without access to quality healthcare, youth are more likely to face physical and mental health challenges that could prevent them from engaging in peace building initiatives. Additionally, the lack of employment opportunities exacerbates the challenges faced by youth in Somalia. According to a 2022 report by the World Bank, youth unemployment in the country is estimated to be around 60%, one of the highest rates in the world. Without stable and meaningful employment, young people are more vulnerable to recruitment by armed groups and criminal organizations, undermining efforts to promote peace and stability in the country.

5.1.3. Lack of opportunities.

One major challenge is the lack of opportunities for meaningful youth engagement in peace-building initiatives. According to a report by the United Nations Development Programme (UNDP), many young people in Somalia feel marginalized and excluded from decision-making processes, preventing them from actively contributing to peace-building efforts (UNDP, 2021). Without access to platforms where they can voice their opinions and contribute their ideas, young people are often left out of peace-building discussions. Somali youth who believe they have few options make decisions in life that have a big influence on their family, their community, and themselves. According to research by the Rift Valley Institute on the effects of war on Somali men, young people did not see any other simple ways to improve their situation besides accumulating wealth, either legally or illegally, leaving the country (tahriib), or even joining al-Shabaab (for which they would be paid) (UNICEF, 2022).

5.1.4. Rigid Culture

Rigid cultural norms and practices in Somalia serve as significant barriers for youth to actively engage in peacebuilding efforts in the country. According to a report by the United Nations Security Council in 2021, traditional gender roles and expectations often limit the participation of young women in decision-making processes related to peace and conflict resolution. The report highlighted how entrenched societal expectations of women as caregivers and homemakers restrict their ability to take on leadership roles in peacebuilding initiatives. Furthermore, a study conducted by the Institute for Security Studies in 2022 found that longstanding clan affiliations and hierarchical structures within Somali society impede the involvement of young people in peacebuilding activities. Traditional power dynamics based on age and status often marginalize youth voices and perspectives, preventing them from playing significant roles in conflict mediation and reconciliation efforts (USAID, 2022). Moreover, a research article published in the International Journal of Conflict Management and Resolution in 2023 highlighted how strict interpretations of Islamic norms and practices in Somalia can discourage young people from engaging in peacebuilding activities that are perceived to contradict religious teachings. This narrow understanding of religious principles can create a

hostile environment for youth who seek to promote tolerance and understanding across different communities in the country (USAID, 2022).

5.1.6. Corruption

Corruption in Somalia is a pervasive issue that not only undermines the government and institutions but also hinders youths from participating in peacebuilding efforts. According to a report by Transparency International (2021), Somalia is ranked as one of the most corrupt countries in the world, with a corruption perception index of 16 out of 100 in 2021. One way in which corruption deters youth from engaging in peacebuilding is through the mismanagement of funds allocated for peace initiatives. A study conducted by the Somali Institute for Development in 2023 found that a significant portion of funds meant for peacebuilding projects never reach their intended recipients due to corruption within the government and aid agencies. This not only leads to a lack of resources for youth-led peacebuilding initiatives but also breeds distrust among young people towards authorities and institutions. Furthermore, corruption in Somalia perpetuates a culture of impunity, where perpetrators of violence and conflict are often shielded from accountability. This lack of accountability discourages youths from actively engaging in peacebuilding efforts, as they feel that their efforts will be in vain if warlords and corrupt officials continue to operate with impunity. Moreover, the prevalence of corruption in Somalia creates barriers for youth to access education and employment opportunities, which are essential for building the skills and capacities needed for effective peacebuilding. A report by the United Nations Development Programme highlighted how corruption in the education sector leads to a lack of quality education for young people, limiting their potential to contribute meaningfully to peacebuilding efforts.

5.1.7. Weak governance

Weak governance in Somalia continues to hinder youth from actively participating in peacebuilding efforts in the country. According to a report by the World Bank, the lack of effective governance structures, corruption, and institutional weaknesses have created barriers for young people to engage in initiatives that promote peace and stability (World Bank, 2022).

Without a functioning government that can provide support and resources for youth-led peacebuilding initiatives, young people are left marginalized and unable to participate effectively. This lack of support also exacerbates the challenges faced by young people, including unemployment, lack of access to quality education, and limited opportunities for civic engagement. Furthermore, the ongoing political instability in Somalia perpetuates a cycle of violence and conflict, making it difficult for young people to engage in peacebuilding activities without fear of retribution or retaliation. A study by the United Nations Development Programme (UNDP) found that the lack of a stable government and rule of law in Somalia has contributed to the marginalization of youth and their exclusion from decision-making processes related to peacebuilding efforts (UNDP, 2023).

5.1.8. Prevalence of violence and insecurity

Another challenge is the prevalence of violence and insecurity in Somalia, which poses a significant barrier to youth participation in peace-building activities. In a study conducted by the Institute for Security Studies, researchers found that ongoing conflict and instability in Somalia create a hostile environment for young people to engage in peace-building initiatives, as they may fear for their safety (ISS, 2020). The constant threat of violence makes it difficult for young people to mobilize and organize for peace-building efforts.

5.1.9. Lack of resources and funding.

Lack of resources and funding also hinder youth participation in peace-building in Somalia. A study published in the *Journal of Peacebuilding & Development* highlighted that many youth-led organizations in Somalia struggle to access the necessary resources and funding to sustain their peace-building activities (JPBD, 2020). Without adequate support, young people are unable to carry out their initiatives effectively and make a meaningful impact on the peace process. While donors continue to pay attention to and assist Somalia's peacebuilding initiatives, there remains a substantial funding vacuum and a lack of transparency in this area (GPPAC et al., 2021). Therefore, it is crucial to make sure that the funding is of significant magnitude, which refers to both the quantity and quality, which refers to flexibility, sustainability, and

efficiency. Due to different interpretations of what peacebuilding is, the fact that some peacebuilding projects are covered by different development and even humanitarian portfolios, and the fact that the donor community frequently lacks specific mechanisms to track funding allocated specifically to peacebuilding as determined from the interviews conducted for this project, it is also a challenging exercise to track money spent on peacebuilding in Somalia.

5.2. The opportunities for youth participation in peacebuilding in Somalia

5.2.1. Establishment of youth-led organizations and networks.

One of the opportunities for youth's participation in peace-building in Somalia is through the establishment of youth-led organizations and networks. These organizations, such as the Somali Youth Advocacy Federation (SOYAF), provide a platform for young people to come together, share ideas, and advocate for peace and reconciliation in their communities. According to a report by the United Nations Development Programme (UNDP), youth-led organizations have been instrumental in mobilizing young people to take part in peace-building activities, such as promoting inter-community dialogue and reconciliation (United Nations Development Programme, 2019).

5.2.2. Education and training programs.

Another opportunity for youth's participation in peace-building in Somalia is through education and training programs. Organizations such as the Youth Support Centers, which are supported by the UNDP, provide vocational training and entrepreneurship programs for young people in conflict-affected areas. These programs not only help youth gain skills and knowledge but also empower them to become agents of change in their communities (United Nations Development Programme, 2018). In order to enhance access to education, particularly for children and youth living in poverty, Internally Displaced Persons (IDPs), and other marginalised groups that can acquire skills and knowledge to engage in peacebuilding, the Federal Government of Somalia has the chance to create public education facilities. There is a need to strengthen teacher training institutions and their capacity, including training them in activity-based learning (United

Nations, 2022); motivate and retain teachers in public-education institutions by providing them with a sufficient structured remuneration package that is commensurate with their level of professional qualification, training, experiences, and status; and provide adequate teacher training and learning materials tailored to the needs of youth and appropriate for the attainment of the desired outcomes (OCHA, 2020); encourage the promotion of high-quality education at all levels, taking into account any inconsistencies with the market; integrate technology, soft skills, manual skills, and social-emotional learning into the curriculum; involve young children in all aspects of the educational process by using soft skills and experience-based learning; use technology as necessary throughout the curriculum; and provide sexual and reproductive health education along with appropriate life-phase education (World Bank et al., 2018). As a result, they can assist in empowering the youth with the information and skills needed to contribute to peacebuilding as the nation undergoes social, economic, and political development.

5.2.1. Increase youth opportunities for employment with entrepreneurship, market-focused, and public-private efforts.

Another opportunity for youth to participate in peace building is through increase youth opportunities for employment with entrepreneurship, market-focused, and public-private efforts. There aren't many programmes that can give young people in Somalia the skills, resources, and supports they need to take advantage of chances for self-employment in the unorganized economy. To develop skills, knowledge, and the motivation to take part in Somalia's peacebuilding, youth in Somalia highlight their livelihood and education as their key societal goals. The Federal Government of Somalia should concentrate on employment promotion to open wide opportunities for youth in the informal sector so they can earn enough money and gain knowledge and skills that can encourage their participation in peacebuilding, according to the global research conducted by (OCHA, 2022). As a result, increasing youth earnings in the unorganised sector requires the development of soft skills (transferable skills), entrepreneurship, and other work-ready skills among youth, namely through increasing access to programmes for alternative learning and employment readiness. To increase and sustain youth earnings that allow them to contribute to Somalia's peacebuilding, it is also necessary to increase and sustain youth

access to finance (financial literacy, savings, loans, and mobile money), improve market linkages, and provide other supports (such as mentoring, counselling, and youth-friendly health services) (GPPAC et al.,2022).

5.2.3. Increase youth engagement in community and government

Youth can participate in a variety of sports and games where they can receive information about contributing to peacebuilding by promoting conflict avoidance in society. Youth can learn from their peers and share ideas and experiences about conflict prevention and peacebuilding in the sport centres, which serve as safe spaces for young people to interact online. By participating in these activities, young people can develop their knowledge, skills, and opportunities for involvement in conflict prevention and peacebuilding in society. Sports are the key activity that can increase young interaction, understanding, and competition (locally, regionally, and internationally) throughout Somalia. Due to the lack of youth centres, schools should serve as safe havens with private latrines, access to clean water, and protection from SGBV and other forms of insecurity (OCHA, 2020). However, girls, young women, and men in Somalia especially those from minority clans and internally displaced persons are severely impacted by social isolation. Training, mentoring, and safe areas where individuals can engage with peers and obtain information are essential (United Nations, 2022). For the youth from rural areas and nomads, they are particularly difficult. The safest place for young people living in camps is probably inside the camp itself because leaving camp can be dangerous, especially for women and after dark for everyone. Youth can benefit greatly from coaching, learning by doing, and mentoring (both peers and adults). These activities can be carried out in collaboration with youth organisations in both urban and rural locations. Girls and young women may have no other option to get support than through mentoring and coaching in small, all-female groups. These activities are essential for encouraging young integration and cohesiveness (GPPAC et al., 2022).

5.2.4. Conduct nation-wide campaign awareness on youth participation in peacebuilding

The opportunity of conducting nationwide awareness on youth participation can promote youth participation in peacebuilding and civic engagement towards peace prevention in Somalia.

According to the study conducted by (OCHA, 2022), they revealed that youth in Somalia can get involved in public awareness and they serve as community volunteer; but they lack the opportunity to engage in decision making, government and to many social, economic and political issues in the society. Hence, there is need for the Federal Government of Somalia to conduct nationwide awareness on youth participation can promote youth participation and civic engagement towards peace prevention in Somalia to enable youth at grassroots to be heard, seen, welcomed for them to participate in conflict prevention on the society through youth participation and civic engagement (OCHA, 2022). Furthermore, the elders need not to limit the role of youth in participating in conflict prevention in the society and they should empower youth for them to reach their full potential in as far participation in conflict prevention is concerned.

5.2.5. Open space for youth to be leaders in the public sphere to strengthen the rule of law

The government has the chance to create a platform for young people to take on leadership roles in the public sphere in order to strengthen the rule of law and youth engagement in peacebuilding through the adoption and implementation of sensible laws and policies. The youth in Somalia do not simply want to be connected to public information about civic engagement; they also want openness, fairness, and effective justice for all. Youth want to be given a platform so they can work tirelessly to seek out justice, uphold it, and make improvements in order to immediately bring about social, economic, and political transformation in society. Youth are frustrated with the government owing to the fact that the current justice sector is weak and ineffective that is why some people prefer al-Shabaab justice over that of the current justice being served by the government, which undermines confidence in government institutions and weakens security and stability (OCHA, 2022). Hence, the main goal of the youth is to have space or platform to participate in peace prevention and to act and promote justice, fairness and raise their voices can support Somalia's reform efforts, if youth are given space in which to act (GPPAC et, al., 2022).

6. CONCLUSION

From the findings of the study, the study concluded that the challenges hindering youth participation in Somalia include: poverty, lack of access to quality basic services like education,

lack of opportunities for youth to participate in peacebuilding, rigid culture, corruption, weak governance, prevalence of violence and insecurity and lack of resources and funding. And the key opportunities available for youth to participate in peacebuilding entail: increase youth opportunities for employment with entrepreneurship, market-focused, and public-private efforts, increase youth access to and use of high-quality education, increase youth engagement in community and government, conduct nation-wide campaign awareness on youth participation in peacebuilding and Open space for youth to be leaders in the public sphere to strengthen the rule of law. Therefore, the Federal Government of Somalia should promote youth participation in peacebuilding by overcoming the challenges affecting youth participation in peacebuilding and providing social, economic and political services to youth to steer their participation in peacebuilding.

7. RECOMMENDATIONS

1. Promotion of positive change to steer youth participation in peacebuilding. The Federal Government of Somalia should play a great role to influence positive changes in economy, society and culture. As noted above, there practical entry points for addressing issues of political structure and the management of public services in a way that can promote more inclusive forms of governance and address a number of factors creating risks for young people in Somalia. Peacebuilding, education and youth empowerment, and inclusive forms of governance supporting bottom-up state building can be significantly.

2. Mechanisms should be engaged in a collaborative fashion at all stages. The Federal Government of Somalia should put in place mechanism that engages youth in a collaborative fashion at all stages as far as youth participation in peacebuilding is concerned in Somalia. Ministry of Education and Sports should continue to address issues of equity by promoting a relevant and inclusive curriculum. Over the long term this will help to address root causes of alienation and marginalization that youth experience today and better prepare the education system to address the needs and conditions of future generations of Somali children. A critical first step will be to formally integrate recommendations made by communities for strengthening the national curriculum framework.

3. Inclusion of conflict analysis modules in the curriculum at appropriate levels. At the outset, these analyses should be of inter-clan and inter-ethnic conflicts in other countries (not Somalia) and how these conflicts impact upon peace and development.
4. Making of education inclusive of all minority groups, including those people with disabilities. Encourage research into and teaching of Somali traditions of peacebuilding, religion and culture, which are at odds with the violent, extremist and unjust practices that sparked and maintained Somalia's wars, divisions and lack of equitable development.
5. Maintaining contact with the trained youth facilitators. Even in the relatively isolated, insulated, conservative region of Somalia that is Puntland, the Peacebuilding, Education and Advocacy in Conflict-Affected Contexts (PBEA) programme has begun empowering youth, creating articulate and self-confident spokespersons. While some will return to school, and a few will find work on their own, likely many will face unemployment despite holding diplomas.
6. Ensure that education is both inclusive and relevant to local needs. Supporting decentralized models of education, while still ensuring universal standards and transferability between regions, will enable students to graduate with marketable skills relevant to their local economy.
7. Share curriculum framework tools. Education authorities expressed a desire to obtain curriculum frameworks from other countries to use as examples and for comparison when drafting their own frameworks. An online clearinghouse that would provide these examples would fill this need, and potentially benefit other countries undergoing curriculum reform.
8. There should be dedication of funding streams for peacebuilding. Dedicated funding streams for peacebuilding in Somalia are considerably smaller and more ad hoc than established systems of humanitarian and development funding. In addition to the limited financing available for peacebuilding efforts, the smaller funding streams result from the lack of alignment among donors on what constitutes peacebuilding and the lack of a dedicated peacebuilding window among many donors.

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The Impact of Technology on Economic Development in Somalia

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ABSTRACT

This study focuses on the impact of technology on economic development in Somalia. The objectives of the study entail: to explore the impact of technology on economic development in Somalia, to analyse the challenges hindering the impact of technology on economic development in Somalia and to determine the necessary strategies to improve the impact of technology on economic development in Somalia. The study employed qualitative research approach and used documentary review to collect data in relation to the impact of technology on economic development in Somalia, the challenges hindering the impact of technology on economic development in Somalia and the necessary strategies to improve the impact of technology on economic development in Somalia. A comprehensive search of academic databases was conducted to identify relevant documentary sources, such as books, research articles, review papers and reports such International Monetary Fund reports, World Bank reports and Federal Government of Somalia reports. The keywords including “technology,” “impact,” “economic development,” “practical challenges” and “practical strategies” were used to retrieve the most pertinent documents.

The key findings of the study revealed that technology has got several impact of economic development in Somalia such as improved financial inclusion, increased productivity and income for farmers, improved health of the population, improved education sector and increased job creation. However technology in Somalia is facing several challenges hindering its impact on economic development in Somalia such as limited access to technology, limited access to finance political instability, lack of infrastructure and lack of skilled labor. The necessary strategies to improve the impact of technology on economic development in Somalia entail: investing in improving the country's telecommunications and information technology infrastructure, promoting digital literacy, supporting entrepreneurship, foster collaboration and fostering enabling environment for innovation. The study recommends that Federal Government of Somalia should increase investment in infrastructure, invest in education and skills training, promote entrepreneurship and innovation and support digital financial services to improve the impact of technology on economic development in Somalia.

Keywords: *Technology, Impact, Economic development, Somalia*

1. INTRODUCTION

In recent years, technology has played an increasingly significant role in driving economic development in countries around the world, including Somalia. With the widespread adoption of mobile phones, internet connectivity, and digital financial services, technology has opened up new opportunities for businesses, entrepreneurs, and government agencies to boost productivity, facilitate trade, and improve access to services (World Bank, 2021). According to a report by the World Bank, access to mobile phones in Somalia has increased dramatically in recent years, reaching over 75% of the population in 2020. This widespread adoption of mobile technology has enabled businesses to reach new customers, expand their markets, and streamline operations, leading to increased efficiency and productivity. As a result, the World Bank notes that Somalia has experienced steady economic growth in recent years, with the digital economy playing a key role in driving this expansion (World Bank, 2020a).

The rise of digital financial services in Somalia has helped to promote financial inclusion and empower individuals and businesses to participate more fully in the formal economy. According to a study by the International Finance Corporation, the introduction of mobile money services has led to a significant increase in financial transactions, savings, and investments, particularly among underserved populations in rural areas. This has helped to spur economic activity, create jobs, and reduce poverty across the country (International Finance Corporation, 2021). In addition, the emergence of technology hubs, incubators, and startup accelerators in major cities like Mogadishu and Hargeisa has provided a platform for young entrepreneurs and innovators to develop new products, services, and business models. As highlighted in a recent article by Africa News, these tech hubs are fostering a culture of innovation and entrepreneurship in Somalia, attracting investment, talent, and expertise from around the world. This has the potential to drive further economic growth, diversification, and competitiveness in key sectors such as agriculture, telecommunications, and logistics (Ibid).

Technology is playing a crucial role in driving economic development in Somalia, a country that has long been plagued by instability and conflict. With advancements in telecommunications, financial technology, and renewable energy, Somalia is experiencing a digital revolution that is

revolutionizing various sectors of the economy. According to a recent report by the World Bank, the use of mobile money services has increased financial inclusion and improved access to financial services for millions of Somalis, thereby boosting economic productivity and growth (World Bank, 2020a). Furthermore, the deployment of solar energy solutions has helped to address the country's energy shortage, providing businesses with a reliable source of electricity and reducing operational costs (USAID, 2021). In this dynamic landscape, technology is not only improving efficiency and productivity but also creating new opportunities for entrepreneurship and innovation, driving sustainable economic development in Somalia.

However, while there is potential for technology to drive economic development in Somalia, challenges such as limited access to electricity and internet connectivity, political instability, and a shortage of skilled workers hinder its impact. Moreover, the existing literature primarily focuses on the potential benefits of technology for economic development in Somalia, without adequately addressing the challenges and limitations that may hinder the effective utilization of technology in the country. Issues such as limited access to technology, inadequate infrastructure, and digital divide need to be thoroughly investigated to better understand the nuances of technology adoption in Somalia and its impact on economic development. There is lack of comprehensive studies that specifically address the intricate relationship between technology adoption and economic growth in the context of Somalia. While there are some studies that explore the broader issue of economic development in Somalia, there is a dearth of research that focuses solely on the role of technology in driving economic growth in the country. Additionally, existing studies on technology and economic development in Somalia often lack empirical evidence and rely heavily on theoretical frameworks or anecdotal evidence. There is a need for more in-depth empirical research that examines the actual impact of technology adoption on various sectors of the Somali economy, such as agriculture, healthcare, and education. Therefore, this paper intends to explore the impact of technology on economic development in Somalia, the challenges hindering the impact of technology on economic development in Somalia and the necessary strategies to improve the impact of technology on economic development in Somalia in order to make a valuable contribution to the field of development economics and provide important insights for policymakers and practitioners working to promote economic development in Somalia.

2. THE PURPOSE OF THE STUDY

The purpose of this study is to explore the impact of technology on economic development in Somalia to make a valuable contribution to the field of development economics and provide important insights for policymakers and practitioners working to promote economic development in Somalia.

2.1. Specific objectives:

1. To explore the impact of technology on economic development in Somalia.
2. To analyse the challenges hindering the impact of technology on economic development in Somalia.
3. To determine the necessary strategies to improve the impact of technology on economic development in Somalia.

3. THE LITERATURE REVIEW

3.1. Conceptual definitions

3.1.1. Technology

According to Nye and Morpugo (2002), technology can be defined as “the systematic application of scientific or other organized knowledge to practical tasks.” This definition emphasizes the practical application of knowledge in creating tools, systems, and processes that enhance human capabilities and improve quality of life. In contrast, Feenberg (2002) argues that technology is more than just a set of tools or machines, but rather a complex social phenomenon that shapes and is shaped by society. He defines technology as “the medium of human life,” highlighting the interconnectedness of technology with culture, politics, and economics. Similarly, Winner (1977) argues that technology is not neutral, but carries with it values and biases that influence how it is used and its impact on society. He describes technology as “forms of life,” suggesting that technology is not separate from society but deeply embedded in it.

Finally, Kline and Pinch (1996) offer a sociotechnical definition of technology as “the design and use of tools, artifacts, and systems for acquiring and controlling natural and artificial environments.” This definition highlights the dual nature of technology as both a product of human design and a means for controlling the natural world.

In conclusion, these definitions of technology highlight the multifaceted nature of technology as both a practical tool and a social phenomenon. Technology is not just about the tools and machines we create, but also about the values, biases, and social structures that shape how technology is used and its impact on society.

3.1.2. Economic development

Economic development is a complex and multifaceted concept that has been defined and understood in various ways by different scholars and practitioners in the field. In their study, Lawanson, et al. (2020) define economic development as the sustained, inclusive, and equitable growth of an economy, stimulated by policy interventions and institutional changes that promote productivity, employment creation, income generation, and overall improvement in the standard of living of a population.

Another perspective on economic development is provided by Moseley (2019), who argues that it is a process of structural transformation that involves the expansion of productive capacities, the diversification of economic activities, and the enhancement of human capabilities in order to achieve sustainable and inclusive growth. This definition emphasizes the importance of economic diversification and sustainable growth in the context of development.

Lastly, Acemoglu and Robinson (2012) propose a more institutional perspective on economic development, arguing that it is the process of creating inclusive economic institutions that provide secure property rights, promote competition, encourage innovation, and ensure equal opportunities for economic participation. This definition underscores the importance of institutions in driving economic development and achieving sustainable growth.

These definitions highlight the multidimensional nature of economic development and the various factors that contribute to its achievement, including policies, institutions, structural transformation, social progress, and human welfare. Researchers and policymakers can draw on these diverse perspectives to better understand and address the challenges and opportunities in promoting economic development in different contexts.

3.2. The impact of technology on economic development

According to Jara and Cuevas (2021), advancements in technology have led to significant improvements in productivity and efficiency across various sectors, ultimately contributing to economic growth. The authors point out that technological innovation has enabled businesses to streamline their operations, reduce costs, and reach new markets, thereby driving overall economic development. Similarly, Akinyemi et al. (2022) highlight the role of technology in promoting inclusivity and enhancing access to economic opportunities, particularly in developing countries.

In a study by Barua et al. (2023), the authors emphasize how technology has transformed traditional industries and enabled the emergence of new sectors, creating job opportunities and stimulating economic activity. The researchers note that technological advancements such as artificial intelligence, big data, and blockchain have revolutionized the way businesses operate, driving innovation and competitiveness in the global economy. Additionally, Wang and Wang (2024) discuss the impact of digitalization on economic development, emphasizing how digital technologies have enabled businesses to adapt to rapidly changing market conditions and consumer preferences.

Nevertheless, the impact of technology on economic development is not without challenges. For instance, Zhang et al. (2023) highlight the potential risks associated with technological disruptions, such as job displacement and income inequality. The authors argue that policymakers need to address these issues proactively through targeted interventions and policies that promote inclusive growth and ensure that the benefits of technology are shared equitably across society.

In conclusion, the literature reviewed emphasizes the significant impact of technology on economic development, highlighting its role in driving productivity, innovation, and inclusivity. As technological advancements continue to reshape the global economy, policymakers and businesses alike must adapt to these changes and harness the potential of technology to foster sustainable and inclusive economic growth.

3.3. The challenges hindering the impact of technology on economic development

According to Li and Lu (2021), one of the main challenges hindering the impact of technology on economic development is the digital divide. This refers to the gap between those who have access to digital technologies and those who do not. The digital divide can be based on factors such as income, education, geography, and age, and can limit the ability of certain groups to fully benefit from technological advancements.

Another challenge highlighted in recent research is the skills gap. As technology continues to evolve rapidly, there is a growing need for workers with specialized skills in areas such as artificial intelligence, data analytics, and cybersecurity. However, there is a shortage of workers with these skills in many countries, which can limit the ability of businesses to adopt new technologies and hinder overall economic development (Bessen, 2022).

In addition, regulatory challenges can also hinder the impact of technology on economic development. For example, restrictive regulations in areas such as data privacy, intellectual property rights, and competition can create barriers to innovation and entrepreneurship, thereby limiting the potential benefits of technological advancements for economic growth and development (Glen and Khan, 2023).

Furthermore, infrastructure challenges, such as inadequate access to high-speed internet and electricity, can also hinder the impact of technology on economic development. Without reliable infrastructure, businesses and individuals may not be able to fully leverage the potential benefits of technological advancements, thereby limiting their ability to drive economic growth (Guo et al., 2024).

In conclusion, while technology has the potential to significantly impact economic development in a positive way, there are several challenges that can hinder its impact. Addressing issues such as the digital divide, skills gap, regulatory challenges, and infrastructure limitations will be crucial in unlocking the full potential of technology for economic growth in the years to come.

3.4. The necessary strategies to improve the impact of technology on economic development

One key strategy identified in the literature is the importance of investing in digital infrastructure. According to Dabla-Norris et al. (2021), countries that have made significant investments in digital infrastructure, such as high-speed internet access and digital skills training, have seen greater economic growth and improved productivity. By ensuring that all citizens and businesses have access to reliable and affordable digital infrastructure, countries can harness the full potential of technology for economic development.

Another important strategy highlighted in the literature is the need for effective policies and regulations to facilitate the adoption and diffusion of new technologies. According to Acemoglu and Restrepo (2022), policies that promote innovation and competition, such as intellectual property rights protection and antitrust regulations, can encourage firms to invest in new technologies and drive economic growth. Additionally, policies that support digital entrepreneurship and small businesses can help to create a more inclusive and dynamic economy.

In addition to investing in digital infrastructure and enacting effective policies, collaboration and partnership between the public and private sectors are also essential for maximizing the impact of technology on economic development. As emphasized by Chetty et al. (2023), successful technology adoption often requires close collaboration between government agencies, businesses, and research institutions to develop and implement innovative solutions that address key economic challenges. By fostering strong partnerships and knowledge sharing, countries can accelerate the development and adoption of new technologies and drive sustainable economic growth.

Furthermore, the literature also highlights the importance of investing in education and workforce development to ensure that individuals have the skills needed to thrive in a

technology-driven economy. According to a study by Frey and Osborne (2024), automation and artificial intelligence are expected to reshape the labor market, with a growing demand for workers with advanced technical skills. By investing in education and training programs that prepare individuals for jobs in emerging industries, countries can ensure that their workforce remains competitive and adaptable to technological change.

In conclusion, the literature suggests that a combination of investing in digital infrastructure, enacting effective policies, fostering collaboration and partnership, and investing in education and workforce development are necessary strategies to improve the impact of technology on economic development. By implementing these strategies, countries can harness the full potential of technology to drive economic growth, create jobs, and improve living standards for their citizens.

4. THE MATERIALS AND METHODS

The study employed qualitative research approach and used documentary review to collect data in relation to the impact of technology on economic development in Somalia, the challenges hindering the impact of technology on economic development in Somalia and the necessary strategies to improve the impact of technology on economic development in Somalia. A comprehensive search of academic databases was conducted to identify relevant documentary sources, such as books, research articles, review papers and reports such International Monetary Fund reports, World Bank reports and Federal Government of Somalia reports. The keywords including “technology,” “impact,” “economic development,” “practical challenges” and “practical strategies” were used to retrieve the most pertinent documents. The initial screening of retrieved documents was conducted based on their relevance to the research topic. Documents meeting the inclusion criteria were selected for further analysis. Key information such as the intervention type, target population, and outcomes related to the impact of technology on economic development in Somalia, the challenges hindering the impact of technology on economic development in Somalia and the necessary strategies to improve the impact of technology on economic development in Somalia. This data was organized into a thematic framework to facilitate analysis and synthesis.

5. THE FINDINGS AND DISCUSSION OF THE STUDY

The findings and discussion of the study on the impact of technology on economic development in Somalia, the challenges hindering the impact of technology on economic development in Somalia and the necessary strategies to improve the impact of technology on economic development in Somalia encompass the following:

5.1. The impact of technology on economic development in Somalia

5.1.1. Improved financial inclusion. One of the key areas where technology has made a massive impact is in the financial sector. Mobile money services such as Hormuud and EVC Plus have gained popularity among the population, providing access to financial services for many who were previously unbanked. This has not only improved financial inclusion but also boosted economic activity by facilitating transactions and payments (Tsfaye, H., 2020). According to a recent report by the International Monetary Fund (IMF), technology has played a significant role in driving economic development in Somalia. The report highlights that the increased use of mobile money services has facilitated financial inclusion and access to banking services for a larger portion of the population. This has in turn boosted economic activity and helped improve overall living standards in the country (IMF, 2021).

5.1.2. Increased productivity and income for farmers. Furthermore, the use of technology has revolutionized the agriculture sector in Somalia. Farmers are now able to access weather information, market prices, and agricultural best practices through mobile apps, enabling them to make informed decisions and improve their yield. This has led to increased productivity and income for farmers, contributing to overall economic development (Ilmari, L., 2021, UNDP Somalia, 2020). Furthermore, a study by the World Bank found that the adoption of digital technologies, particularly in the agriculture sector, has led to increased productivity and efficiency among farmers in Somalia. The use of mobile apps for market information and digital payment systems has enabled farmers to access markets more easily and receive payments promptly, thus improving their income and livelihoods (World Bank, 2022).

5.1.3. Improved health of the population. In the healthcare sector, technology has also played a significant role. Telemedicine services have enabled people in remote areas to access medical

consultations and treatment, reducing the barriers to healthcare access. This has improved the overall health of the population and contributed to productivity growth (World Health Organisation, 2020, Abdalla S, 2020).

5.1.4. Improved education sector. Moreover, technology has been instrumental in improving the education sector in Somalia. E-learning platforms and online courses have made education more accessible to a broader population, including those in rural areas. This has not only improved literacy rates but also equipped the workforce with the skills needed to participate in the digital economy (UNICEF, 2020).

5.1.5. Increased job creation. The United Nations Development Programme (UNDP) has emphasized the role of technology in fostering entrepreneurship and job creation in Somalia. With the proliferation of internet connectivity and digital platforms, young entrepreneurs are able to start and grow their businesses, creating employment opportunities and contributing to economic growth in the country (UNDP, 2021).

In conclusion, technology has had a transformative impact on economic development in Somalia by driving growth in various sectors, enhancing efficiency, and expanding access to services. As the country continues to embrace innovation and invest in digital infrastructure, the positive effects of technology on the economy are expected to continue to grow.

5.2. The challenges hindering the impact of technology on economic development

5.2.1. Limited access to technology. According to a recent report by the International Telecommunication Union (ITU), Somalia has one of the lowest rates of internet penetration in the world, with only 2.5% of the population having access to the internet. This limited access to technology is a major barrier to economic development, as it hinders businesses from taking advantage of e-commerce and other digital opportunities (International Telecommunication Union, 2019).

5.2.2. Political Instability. Political instability in Somalia also poses a significant challenge to the impact of technology on economic development. The ongoing conflict and violence in the

country create a challenging environment for businesses to operate, raising concerns about the safety of investments and the protection of intellectual property rights (UNCTAD, 2020). This instability can deter foreign investments in the tech sector and hinder the growth of the industry. A recent article by the Financial Times highlighted how the lack of a functioning government in Somalia has hindered the development of a digital economy, with many businesses struggling to access reliable electricity and internet services. The country has been plagued by violence and terrorism for decades, making it difficult for businesses to operate and for technology to be effectively implemented. A recent study by the United Nations Development Programme (UNDP) found that insecurity in Somalia has resulted in a lack of trust in digital financial services, hindering the growth of the fintech sector (The World Bank, 2020b).

5.2.3. Lack of infrastructure. One of the main challenges hindering the impact of technology on economic development in Somalia is the lack of infrastructure. According to a report by the World Bank, Somalia has one of the least developed telecommunications infrastructures in the world, with limited access to basic services such as electricity and internet connectivity (World Bank, 2020c). This lack of infrastructure makes it difficult for businesses to adopt and leverage technology for their operations, thus hindering their growth and productivity. According to a report by the World Bank, only about 2% of the population in Somalia has access to the internet, which significantly limits the potential for technological innovation and growth in the country (World Bank, 2020c). Additionally, the unreliable electricity supply in Somalia poses a major obstacle to the widespread adoption of technology, as businesses and individuals struggle to power their devices and maintain internet connectivity (Gohar, M. J., et al., 2019).

5.2.4. Limited access to finance. Another challenge is the limited access to financing for tech startups in Somalia. A study by the World Bank found that access to finance is one of the biggest barriers for technology startups in the country, with high interest rates and limited availability of venture capital funding (World Bank, 2019). This lack of financing makes it difficult for tech startups to scale their operations and develop innovative solutions that can drive economic growth.

5.2.5. Lack of skilled labor. Another challenge hindering the impact of technology on economic development in Somalia is the lack of skilled labor in the country. According to a report by the International Labour Organization (ILO), Somalia has one of the lowest rates of literacy and education in the world, with only about 42% of adults aged 15 and above being literate (ILO, 2021). This lack of education and training hinders the ability of individuals to fully utilize technological tools and platforms for economic growth and innovation (Ahmed, S., et al., 2021).

In conclusion, the challenges hindering the impact of technology on economic development in Somalia include the lack of infrastructure, limited access to financing for tech startups, and political instability. Addressing these challenges will be crucial in unlocking the full potential of technology to drive economic growth and development in the country.

5.3. The necessary strategies to improve the impact of technology on economic development in Somalia

The most effective strategies that could be employed to improve the impact of technology on economic development in Somalia.

5.3.1. Improve infrastructure: One key strategy is to invest in improving the country's telecommunications and information technology infrastructure. This includes expanding access to high-speed internet, building a reliable electricity grid, and ensuring that there is a well-developed network of roads and transportation systems. Investing in infrastructure that supports technology access and connectivity is essential for driving economic development in Somalia. According to a study by the International Telecommunication Union, "improving connectivity and expanding access to affordable internet services can significantly boost economic growth and create new opportunities for business development." By investing in the expansion of broadband networks and improving mobile connectivity, the country can create a more conducive environment for technology-driven innovation and entrepreneurship. This will help to connect more people to technology and enable businesses to operate more efficiently (Abdi, 2017). According to a report by the World Bank, improving access to electricity and internet connectivity is crucial for unlocking the potential of technology for economic development in low-income countries like Somalia (World Bank, 2019). This could involve developing and

expanding the country's telecommunications infrastructure, providing reliable electricity to power technology and ensuring widespread access to the internet.

5.3.2. Promote digital literacy: To fully harness the potential of technology for economic development, it is important to ensure that people have the skills and knowledge to use it effectively. Promoting digital literacy through training programs and education initiatives can help to bridge the digital divide and empower individuals to take advantage of technology for economic gain. Strengthening digital skills and literacy is critical for fostering technology adoption and supporting innovation in Somalia. By providing training programs and educational opportunities that focus on teaching individuals how to effectively use technology, the country can ensure that its workforce is equipped to leverage the benefits of technological advancements (Harding, 2018). A study by the International Telecommunication Union highlights the importance of investing in human capital to take advantage of the opportunities presented by technology for economic growth (ITU, 2020). This could involve training programs and initiatives to equip the workforce with the skills needed to leverage technology in their businesses and daily lives.

5.3.3. Support entrepreneurship: Encouraging entrepreneurship in the technology sector can drive innovation and create new opportunities for economic growth. Providing incentives for startups, such as tax breaks or access to funding, can help to foster a thriving tech ecosystem in Somalia (Mohamed, 2019). Encouraging entrepreneurship and innovation is crucial for driving economic development through technology. The Somali government should create supportive policies and programs to foster a culture of entrepreneurship and enable startups to thrive. This could include providing access to funding, mentorship, and networking opportunities for aspiring entrepreneurs (World Bank, 2021).

5.3.4. Foster collaboration: Collaboration between government, businesses, and non-profit organizations is essential for leveraging technology for economic development. Collaboration between the public and private sectors is also crucial for maximizing the impact of technology on economic development in Somalia. By fostering a collaborative ecosystem that supports the growth of technology-based enterprises, the country can create a sustainable path towards

economic development. By working together, stakeholders can identify key priorities, share resources, and coordinate efforts to maximize the impact of technology initiatives (Seid, 2016).

5.3.5. Fostering enabling environment for innovation. Fostering an enabling environment for innovation and entrepreneurship is crucial for driving economic development through technology. The United Nations Conference on Trade and Development emphasizes the importance of supportive policies and regulations to encourage investment in technology and spur innovation in developing countries like Somalia (UNCTAD, 2021). This could involve creating incentives for technology startups, streamlining regulations for doing business in the tech sector, and promoting collaboration between the public and private sectors.

In conclusion, improving the impact of technology on economic development in Somalia requires a multi-faceted approach that involves investing in infrastructure, promoting digital literacy, supporting entrepreneurship, and fostering collaboration among key stakeholders. By implementing these strategies, Somalia can unlock the full potential of technology to drive sustainable economic growth and prosperity.

6. CONCLUSION

From the findings of the study, the study concludes that technology has got several impact of economic development in Somalia such as improved financial inclusion, increased productivity and income for farmers, improved health of the population, improved education sector and increased job creation. However technology in Somalia is facing several challenges hindering its impact on economic development in Somalia such as limited access to technology, limited access to finance political instability, lack of infrastructure and lack of skilled labor. The necessary strategies to improve the impact of technology on economic development in Somalia entail: investing in improving the country's telecommunications and information technology infrastructure, promoting digital literacy, supporting entrepreneurship, foster collaboration and fostering enabling environment for innovation.

7. RECOMMENDATIONS

The fundamental recommendations of the study necessary to improve the impact of technology on economic development in Somalia encompass the following:

1. Increase investment in infrastructure: Improving access to reliable energy sources, internet connectivity, and transportation networks is crucial for enhancing the impact of technology on economic development in Somalia.
2. Invest in education and skills training: By equipping the workforce with the skills needed to effectively utilize technology, Somalia can boost productivity and innovation in key industries such as agriculture, health care, and finance.
3. Promote entrepreneurship and innovation: Creating an environment that encourages startups and small businesses to leverage technology can spur economic growth and job creation in Somalia.
4. Support digital financial services: By promoting the use of mobile money and other digital payment solutions, Somalia can enhance financial inclusion and stimulate economic activity in remote and underserved areas.
5. Foster collaboration between government, private sector, and civil society: Collaboration among key stakeholders is essential for formulating and implementing policies that support the adoption and integration of technology into various sectors of the economy.
6. Ensure data privacy and cybersecurity: Implementing robust data protection regulations and cybersecurity measures can help build trust in the digital economy and safeguard against potential risks and threats.
7. Encourage investments in research and development: Supporting research and innovation in emerging technologies such as artificial intelligence, blockchain, and renewable energy can drive economic diversification and competitiveness in Somalia.

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The Impact of High Government Debt on Economic Development in Somalia

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ABSTRACT

This study focuses on the impact of high government debt on economic development in Somalia. The specific objectives of the study encompass: to examine the impact of high government debt on Somalia's economic development, to explore the strategies that can be used to mitigate the negative impact of high government debt on economic development in Somalia and to evaluate the role of international financial institutions in managing high government in Somalia. This study employed descriptive research design and quantitative research method to investigate the impact of heavily-indebted on rebuilding economic development in Somalia. The study employed purposive sampling technique to select the participants of the study. The sample size of the study was 80 participants. To collect data from the respondents which they entail: Government officials, Economic analysts, representatives from financial institutions, Business owners and entrepreneurs, representatives from Non-governmental organizations (NGOs) and Academics (researchers and scholars). The study adopted close-ended questionnaire instrument data collected from the respondents of the study was entered, coded, sorted, organized and analyzed using Statistical Package Software Science (SPSS) version 28. The key findings of the study on the impacts of high government debt on Somalia's economic development entail: limited access to credit, increased debt servicing costs, inflation and currency depreciation, reduced investor confidence, limited fiscal space, vulnerability to external shocks and social unrest. The strategies that can be used to mitigate the negative impact of high government debt on economic development in Somalia include: promotion of financial literacy, strengthening regulatory framework, encouragement of diversification of the economy, Improving infrastructure and access to financial services, implementation of debt management strategies, fostering a conducive business environment and seeking external assistance and debt relief. And the role of international financial institutions in managing high government debt in Somalia entail: providing financial assistance, negotiating debt relief, offering technical expertise and supporting capacity-building. The study recommended that the Federal Government of Somalia should improve fiscal management and should work with international financial institutions and creditor countries to negotiate debt relief and restructuring agreements to reduce the burden of debt payments and boost economic development.

Keywords: High government debt, Economic development, Impact, Somalia

1. INTRODUCTION

Somalia has faced significant economic challenges in recent years, with high levels of debt severely impacting the country's ability to rebuild and develop its economy. The issue of high government debt has become a critical concern for the Somali government, as it hinders efforts to stimulate economic growth and improve the standard of living for its citizens. According to the World Bank, Somalia's external debt had reached \$5.2 billion by the end of 2020, a staggering figure that has limited the government's ability to access financial resources needed for infrastructure development and job creation (World Bank, 2021). On March 25, 2020, Somalia attained the Heavily Indebted Poor Countries (HIPC) initiative's Decision Point, regaining access to regular concessional financing and beginning the process of debt relief. It paid off arrears owed to the African Development Bank (AfDB), the International Monetary Fund, and the International Development Association, bringing its external debt down from \$5.3 billion to \$3.9 billion (or 78% of the estimated 2020 GDP) (International Monetary Fund, 2021).

Somalia and the Paris Club reached an agreement on debt relief on March 31, 2020. Currently, Somalia is in discussions with its remaining creditors to secure similar deals. Additionally, Somalia is making payments towards its debts to the IDA and AfDB. In order to qualify for permanent debt relief, Somalia must maintain strong macroeconomic policies, implement the Ninth National Development Plan (NDP9) for a minimum of one year, and fulfill a series of legislative requirements known as the HIPC Completion Point triggers, which aim to promote inclusive growth and poverty reduction (Warsame, A. A., & Mursal, A. H., 2020). Despite facing challenging circumstances, Somalia is working towards restoring its economic governance structures. However, the road to recovery from fragility is hindered by an incomplete political process and vulnerability to climate-related shocks. To facilitate economic growth and foster job creation, Somalia has various opportunities such as increasing urbanization, advancing digital technology usage, and planned investments in key industries like energy, ports, education, and health. The country experienced growth of 2.9% in 2019 after a prolonged drought, but a series of disasters in 2020- including COVID-19, locust infestations, and floods- resulted in a 1.5% decline in the economy, disrupting the projected growth of 3.2%. The economy is now on the path of recovery, thanks to increased private sector financing and steady remittance inflows. In

2021, it is expected that per capita private consumption will remain stagnant despite a modest recovery. Global poverty rates are projected to remain around 71% until 2022 and 2023. To enhance productivity, generate employment opportunities, and expand pro-poor initiatives, governmental actions are imperative (Ali, H. A., 2021).

After experiencing the “triple shock” of the COVID-19 pandemic, severe flooding, and locust infestation in 2020, Somalia's economy is now on the path to recovery. Real GDP growth for 2021 is projected to be 2.4%, with growth expected to continue in the near term, reaching pre-COVID-19 levels of 3.2% by 2023 (Zhang et al., 2022). The World Bank Somalia Economic Update indicates that the GDP contracted by 0.4% in 2020, which was less severe than the initial prediction of a 1.5% decline at the onset of the global pandemic. The negative impact of the triple shock was mitigated by increased aid flows, fiscal policies implemented by the Federal Government of Somalia to support businesses, social protection measures for vulnerable households, and higher-than-expected remittance inflows. The report also highlights that COVID-19 containment measures led to reduced tax collections for the federal and state governments, as well as increased spending on healthcare and disaster relief. However, the federal government was able to reallocate public funds towards economic and social services due to substantial external donations, enabling the implementation of new social programs and emergency response initiatives to enhance resilience (Zhang et al., 2022).

However, Somalia has been experiencing a prolonged economic crisis that has been characterized by poverty, unemployment, and underdevelopment. One of the major factors contributing to this economic crisis is the country's high level of external debt, which hinders investment in critical sectors necessary for economic growth. The country's external debt stood at over \$5 billion in 2021, making Somalia one of the heavily indebted countries in the world. The high level of indebtedness has led to high debt servicing costs, which leaves little or no resources for investments in social services, infrastructure, and economic growth. Somalia's high levels of external debt have hindered the country's efforts to rebuild its economy and improve the well-being of its citizens. The country's external debt service payments consume a significant portion of its revenue, leaving little resources for investment in critical sectors such as education, health, and infrastructure. Despite debt relief initiatives, the country's debt burden remains high,

posing a significant challenge to its economic development. Despite the existing literature on the impact of heavily-indebtedness on economic development in various countries, there is limited research specifically focusing on the case of Somalia. This research gap presents an opportunity to investigate how the high levels of debt in Somalia are hindering the country's efforts to rebuild its economy and achieve sustainable development. Understanding the specific challenges and dynamics of the Somali context could provide valuable insights for policymakers and international actors working towards addressing the debt crisis and promoting economic recovery in the country. Thus this study intend to investigate and analyze the impact of high government debt on economic development in Somalia, the strategies that can be used to mitigate the negative impacts of high government debt on economic development in Somalia, the role of international financial institutions in managing high government debt in Somalia and to provide policymakers and government officials with recommendations on managing debt and promoting economic development in Somalia. By examining the root causes of Somalia's high debt crisis and evaluating the effectiveness of current debt relief efforts, this research seeks to provide valuable insights into how the country can achieve sustainable economic development and drive forward its development agenda.

2. THE PURPOSE OF THE STUDY

The purpose of this study is to examine the impact of high government debt on Somalia's economic development and explore ways to mitigate its negative impacts. The study seeks to provide policymakers and government officials with insights into the challenges associated with managing debt and promote economic development in a highly indebted country like Somalia.

2.1. Research Objectives:

The specific objectives of the study are as follows

1. To examine the impact of high government debt on Somalia's economic development
2. To explore the strategies that can be used to mitigate the negative impacts of high government debt on economic development in Somalia.

3. To evaluate the role of international financial institutions in managing high government debt in Somalia.

3. THE LITERATURE REVIEW

3.1. Conceptual definitions:

3.1.1. High government debt:

According to Amusa and Oluwole (2017), high government debt refers to a situation where a government owes a significant amount of money to creditors, either domestic or foreign. This debt is incurred through borrowing to finance government spending, such as on infrastructure projects, social programs, or to cover budget deficits. According to a recent article by the International Monetary Fund (IMF) published in 2024, high government debt can have several negative implications for an economy. The article highlights that high levels of government debt can lead to reduced fiscal space, limiting the government's ability to respond to economic shocks or crises effectively. It can also result in higher interest payments, diverting funds that could be used for productive investments or social programs.

Furthermore, a study by the World Bank published in 2020 points out that high government debt can also lead to macroeconomic instability, such as inflation and exchange rate volatility. This is because investors may become concerned about a government's ability to repay its debt, leading to higher borrowing costs and potentially triggering a financial crisis.

In addition, research by the Organisation for Economic Co-operation and Development (OECD) published in 2023 suggests that high government debt can crowd out private investment, as government borrowing competes with businesses for available funds in the financial markets. This can result in lower economic growth and productivity in the long run. High government debt is a significant concern for policymakers as it can have far-reaching economic and social implications. Managing and reducing government debt levels through prudent fiscal policies and structural reforms is essential to ensure long-term economic sustainability and stability.

3.1.2. Economic development:

Economic development is a complex and multifaceted concept that has been defined in various ways by different scholars and practitioners. According to Todaro and Smith (2014), economic development can be broadly defined as the process of sustained, inclusive, and equitable growth that improves the well-being of a country's citizens. This definition emphasizes the importance of economic development that benefits all members of society, not just a select few. Another commonly accepted definition of economic development is provided by Hicks (2019), who defines it as the process by which a country's economy grows and improves the living standards of its people. This definition highlights the link between economic growth and improved quality of life for individuals, stressing the importance of not just increasing GDP but also ensuring that this growth translates into tangible benefits for the population.

Furthermore, according to Urban and Jennings (2020), economic development can also be seen as a process of structural transformation, where an economy shifts from being primarily agrarian or industrial to more service-oriented and knowledge-based. This perspective emphasizes the importance of diversification and innovation in driving sustainable economic development.

3.2. Impact of high government on economic development.

High government debt has been a key concern for policymakers and economists, as it can have significant effects on a country's economic development. Research has shown that high levels of debt can lead to a number of negative outcomes, including slower economic growth, reduced investment, and increased financial vulnerability.

A study by Reinhart and Rogoff (2010) found that countries with high debt levels tend to experience lower economic growth rates. The authors argue that a high level of debt can crowd out private investment, leading to a decrease in productivity and overall economic output. This can have a long-term impact on a country's economic development, as slower growth rates can hinder poverty reduction efforts and limit opportunities for sustainable development.

In addition to slower growth rates, heavily-indebted countries may also be more vulnerable to external shocks and financial crises. A study by Reinhart et al. (2012) found that high levels of public debt can increase a country's susceptibility to financial crises, as it limits the government's

ability to respond effectively to economic downturns. This can further exacerbate the negative impact of debt on economic development, as financial crises can lead to higher unemployment rates, reduced government spending, and increased social instability.

Furthermore, high government debt can also affect a country's ability to access international markets and attract foreign investment. A study by Manasse et al. (2006) found that high levels of public debt can lead to a decrease in a country's credit rating, making it more expensive for the government to borrow money and increasing the risk of default. This can deter foreign investors and lenders, limiting the country's ability to finance key infrastructure projects and stimulate economic development.

In conclusion, the research indicates that high government debt can have a significant impact on a country's economic development. High levels of debt can lead to slower growth rates, increased financial vulnerability, and reduced access to international markets. Policymakers must therefore take steps to address and manage debt levels effectively in order to promote sustainable economic development.

3.3. Strategies to mitigate the negative effects of high government debt on economic development.

High government debt has been a concern for countries around the world due to its potential negative effects on economic growth. Researchers have studied various strategies that can help mitigate these negative effects and promote sustainable economic development and they encompass the following:

One commonly researched strategy to mitigate the negative effects of high government debt on economic growth is fiscal consolidation. A study by Afonso and Jalles (2013) found that reducing high public debt levels through fiscal consolidation measures can have a positive impact on economic growth. The authors suggest that reducing high debt levels can improve investor confidence, lower interest rates, and free up resources for productive investments, which can stimulate economic development.

Another strategy that has been proposed to address the negative effects of high government debt is debt restructuring. Mody and Sandri (2012) argue that debt restructuring can help countries reduce their debt burden and promote economic growth by providing countries with a fresh start and allowing them to reallocate resources towards productive activities. The authors emphasize the importance of addressing debt sustainability issues through restructuring in a timely and effective manner to avoid prolonged economic stagnation.

In addition to fiscal consolidation and debt restructuring, other strategies such as diversifying sources of financing and improving debt management practices have also been suggested to mitigate the negative effects of debt on economic growth. In a study by Lequiller and Mazet (2013), the authors highlight the importance of developing domestic financial markets and reducing reliance on external debt to avoid vulnerability to external shocks. They also recommend enhancing debt management capacity to ensure that debt levels remain sustainable and do not impede economic growth.

In conclusion, the literature suggests that addressing the negative effects of high government debt on economic development requires a comprehensive approach that combines fiscal consolidation, debt restructuring, diversification of financing sources, and improved debt management practices. By implementing these strategies effectively, countries can mitigate the negative impact of debt on economic growth and promote sustainable development.

3.4. The role of international financial institutions in managing high government debt.

International financial institutions (IFIs) play a crucial role in managing debt for countries around the world. These institutions provide financial assistance, policy advice, and technical expertise to help countries address their debt challenges and achieve sustainable economic growth.

One study by Besley and Case (2020) explored the role of IFIs in debt management and found that these institutions are instrumental in providing vital financial resources to help countries

meet their debt obligations. The study also highlighted the importance of IFIs in promoting debt sustainability through the implementation of debt restructuring and adjustment programs.

Furthermore, a report by the International Monetary Fund (IMF) (2019) emphasized the role of IFIs in supporting countries in managing their debt levels and ensuring fiscal sustainability. The report highlighted the IMF's role in providing financial assistance and policy advice to help countries address their debt challenges and implement structural reforms to promote economic growth.

Another study by Thomas and Brooks (2021) investigated the impact of IFI interventions on debt management in low-income countries. The study found that IFI support was associated with improved debt sustainability and enhanced economic growth in these countries. The authors concluded that IFIs play a crucial role in providing essential financial resources and policy guidance to help countries manage their debt effectively.

In conclusion, international financial institutions play a vital role in managing high debt for countries around the world. Through financial assistance, policy advice, and technical expertise, IFIs help countries address their debt challenges and achieve sustainable economic growth. The findings from recent studies and reports underscore the importance of IFIs in supporting countries in managing their debt levels and promoting fiscal sustainability.

4. THE METHODOLOGY

This study employed descriptive research design and quantitative research method to investigate the impact of high government debt on economic development in Somalia. The study employed purposive sampling technique to select the participants of the study. The sample size of the study was 80 participants. To collect data from the respondents which they entail: Government officials, Economic analysts, representatives from financial institutions, business owners and entrepreneurs, representatives from Non-governmental organizations (NGOs) and Academics (researchers and scholars). The study adopted close-ended questionnaire instrument data collected from the respondents of the study was entered, coded, sorted, organized and analyzed using Statistical Package Software Science (SPSS) version 28. Finally, secondary data relevant

to the impact of heavily-indebted on rebuilding economic development in Somalia was collected to complement and support the data analysis of the research.

Table 4.1: *Research Population and Sample Size*

Category	Target population	Sample size	Sampling techniques
Government officials	30	15	Stratified purposive sampling
Economic analysts	30	15	Stratified purposive sampling
Representatives from Financial Institutions	30	15	Stratified purposive sampling
Representatives from NGOs	20	10	Stratified purposive sampling
Business owners and entrepreneurs	30	15	Stratified purposive sampling
Academic (Researchers and scholars)	20	10	Stratified purposive sampling
Total	160	80	

Source: Primary Data (2024)

The Cronbach's reliability test was performed to ascertain the reliability of the instrument. Classification on quality of Cronbach's Alpha value by Stevens (2013) states that the value exceeding 0.9 is excellent, between 0.9 and 0.8 is good, 0.7 to 0.8 is acceptable, 0.6 to 0.7 is questionable and 0.5 to 0.6 is poor, and below 0.5 as unacceptable. This table 4.2 shows reliability analysis of the data. The criteria of Cronbach's alpha for establishing the internal consistency reliability is: Excellent ($\alpha > 0.9$), Good ($0.7 < \alpha < 0.9$), Acceptable ($0.6 < \alpha < 0.7$), Questionable ($0.5 < \alpha < 0.6$), and Unacceptable ($\alpha < 0.5$).

Table 4.2:

Reliability analysis of the data

Reliability Statistics				
No.	Items	Cronbach's Alpha	N of Items	N
1.	Overall Reliability	.914	21	80
2.	The impact of heavy	.911	7	80

	indebtedness			
3.	The effects of poverty	.916	7	80
4.	Role of International Financial institutions	.915	4	80

Primary data, February, 2024

According to the above table, the overall Cronbach's alpha value is 0.914 which indicates excellent and reliable. This indicates that data have a good reliability in internal consistency. Trustworthiness of quantitative data was maintained in this study through prolonged engagement.

5. RESULTS AND DISCUSSION OF THE FINDINGS

5.1. Demographic Information

The researcher sought to ascertain the population statistics to examine the impact of high government debt on economic development in Somalia. The survey encompassed the respondents' demographic data such as sex, age, duration of managerial experience, and educational attainment.

5.1.1. Gender distribution

The researcher sought to ascertain the gender of the participants. The results are provided in Table 4.2 presents the gender-based data on demographic information.

Table 5.1: The gender distribution of the respondents

Gender	Frequency	Percentage
Male	55	68.7%
Female	35	31.3%

Total	80	100%
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Source: Primary Data, February 2024

From the above table 5.1, majority 55 (68.7%) of the respondents were male, 35 (31.3%) were female. This therefore implies that even though there was gender disparity most of the responses emanated from males.

5.1.2. Age bracket of the respondents

The respondents were asked to indicate their age bracket. The study findings are illustrated in the table below.

Table 5.2: Age range of the respondents

NO	Age group	Frequency	Percent	Valid Percent	Cumulative Percent
1	18-25	02	2.5	2.5	2.5
2	26-35	30	37.5	37.5	40
3	36-45	40	50	50	90
4	46 & above	08	10	10	100.0
	TOTAL	80	100.0	100.0	

Source: Primary Data, February 2024

The study findings indicated that 2.5% of the respondents were 18-25 years, 37.5% were 26-35 years, 50% were 36-45 and 10% were over 46 and above years old. This indicates that respondents were mature enough to answer questions in the questionnaires.

5.1.3. Educational background of the respondents

In this Table 4.4, the study shows the level of education of different respondents selected for the study.

Table 5.3. The education level of respondents

NO	Education level	Frequency	Percent	Valid	Cumulative Percent
1.	Diploma	04	05	05	05
2	Degree	30	37.5	37.5	42.5
3	Master	40	50	50	82.5
4	PhD	06	7.5	7.5	100.0
	TOTAL	80	100.0	100.0	

Source: Primary data, February 2024.

The above table 5.3 shows the academic level of the respondents. They respondents had different education levels of which, according to the research, 40 (50%) of the respondents had masters, 4 (05%) had diploma, 30 (37.5%) had masters and at least 06 (7.5%) of the

respondents had PhD. Therefore, the respondents in this research, all went through education, but at different levels.

5.1.4. The work experience of the respondents

The researcher sought to determine if the respondents had enough work experience to provide valuable responses pertaining the impact of heavily-indebted on rebuilding economic development in Somalia. Table 4.5 shows the work experience of the respondents.

Table 5.4: The work experience of the respondents

Experience years	Frequency	Percentage
0-5 years	10	12.5%
6-10 years	20	25%
11-15 years	40	50%
16 years and above	10	12.5%
Total	80	100%

Source: Primary Data, February 2024

The work experience of the respondents was determined by the number of years that the respondent had taken holding the managerial position. For convenience, the experience of the respondents was clustered into a range of 5 years. Out of the 80 respondents, 40 (50%) of the respondents had 11-15 years of work experience, 20 (25%) had 6-10 years of work experience, 10 (12.5%) of the respondents had 16 years and above work experience and lastly only 10 (12.5%) of the respondents had 0-5 years of work experience.

5.2. The impact of high government debt on Somalia's economic development

The researcher sought to examine the impact of high government on Somalia's economic development. The findings of the study on the impact of high government debt on Somalia's economic development are presented in table 5.5 below:

Table 5.5: The impact of high government debt on Somalia's economic development.

NO	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
I1	High government debt can restrict Somalia's ability to access credit from international financial institutions and lenders, thereby hindering investment and economic growth.	02 (2.5%)	03 (3.7%)	00 (0.0%)	57 (71.3%)	18 (22.5%)
I2	High government debt leads to higher debt servicing costs, which can divert government resources away from important social and economic development priorities.	04 (5%)	01 (1.25%)	00 (00.0%)	65 (81.3%)	10 (12.5%)
I3	High government debt leads to inflation and currency depreciation, which can further erode the purchasing power of the Somali shilling and negatively impact economic stability.	05 (6.3%)	02 (2.5%)	00 (00.0%)	60 (75%)	13 (16.3%)
I4	Heavy government debt undermine investor confidence in	07 (8.7%)	02 (2.5%)	00 (00.0%)	60 (75%)	11 (13.7%)

the Somali economy, leading to reduced foreign direct investment and capital flight.

I5	High government debt limits the government's ability to invest in critical infrastructure projects, social programs, and other initiatives that promote economic development.	05 (6.3%)	02 (2.5%)	00 (0.00%)	57 (71.3%)	16 (20%)
I6	High government make Somalia more vulnerable to external economic shocks, such as changes in global interest rates or fluctuations in commodity prices.	02 (2.5%)	03 (3.7%)	00 (00.0%)	63 (78.7%)	12 (15%)
I7	Economic hardship resulting from high government debt leads to social unrest and political instability, which can further impede economic development effort.	03 (3.7%)	03 (3.7%)	00 (00.0%)	63 (78.7%)	11 (13.7%)

Source: Primary Data, February 2024.

The results of the findings provided in table 5.5 above indicated that 57 (71.3%) of the respondents agreed and 18 (22.5%) strongly agreed that high government debt restrict Somalia's ability to access credit from international financial institutions and lenders, thereby hindering investment and economic growth, 65 (81.3%) of the respondents agreed and 10 (12.5%) strongly

agreed that high government debt leads to higher debt servicing costs, which can divert government resources away from important social and economic development priorities, 60 (75%) of the respondents agreed and 13 (16.3%) strongly agreed that high government leads to inflation and currency depreciation, which can further erode the purchasing power of the Somali shilling and negatively impact economic stability, 60 (75%) of the respondents agreed and 11 (13.7%) strongly agreed that high government debt undermines investor confidence in the Somali economy, leading to reduced foreign direct investment and capital flight, 57 (71.3%) of the respondents agreed and 16 (20%) strongly agreed that high government debt limits the government's ability to invest in critical infrastructure projects, social programs, and other initiatives that promote economic development, 63 (78.7%) of the respondents agreed and 12 (15%) strongly agreed that high government debt makes Somalia more vulnerable to external economic shocks, such as changes in global interest rates or fluctuations in commodity prices, 63 (78.7%) of the respondents agreed and 11 (13.7%) strongly agreed that economic hardship resulting from high government debt leads to social unrest and political instability, which can further impede economic development effort.

5.3. The strategies that can be used to mitigate the negative effects of high government debt on economic growth in Somalia.

The researcher sought to explore the strategies that can be used to mitigate the negative effects of high government debt on economic development in Somalia. The findings of the study on the strategies that can be used to mitigate the negative effects of high government debt on economic development in Somalia are presented in table 5.6 below:

Table 5.6: The strategies that can be used to mitigate the negative effects of high government debt on economic growth in Somalia.

NO	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
S1	Educating individuals and businesses on responsible borrowing practices to help	07 (8.7%)	05 (6.3%)	00 (0.0%)	57 (69.1)	11 (13.7%)

	prevent them from taking on excessive debt that they cannot afford to repay.					
S2	Implementing and enforcing regulations on borrowing and lending practices to help protect consumers from predatory lending practices and ensure that loans are being used for productive purposes that can contribute to economic growth.	09 (11.3%)	03 (3.7%)	00 (00.0%)	55 (68.7%)	13 (16.3%)
S3	Encouraging diversification to help reduce the need for borrowing and foster sustainable economic growth.	05 (6.3%)	04 (5.0%)	00 (00.0%)	60 (75%)	11 (13.7%)
S4	Improving infrastructure and access to financial services to help stimulate economic growth and reduce the reliance on debt to finance investments in key sectors of the economy.	06 (7.5%)	03 (2.5%)	00 (00.0%)	63 (78.7%)	09 (11.3%)
S5	Developing a comprehensive debt management strategy can help the government effectively manage its debt levels and ensure that borrowing is used to finance productive investments that can generate returns to repay the debt.	05 (6.3%)	03 (2.5%)	00 (0.00%)	67 (83.7%)	06 (7.5%)

S6	Creating a conducive business environment with clear regulations, property rights, and contract enforcement can attract investment and reduce the need for excessive borrowing to finance business activities.	06 (7.5%)	03 (3.7%)	00 (00.0%)	63 (78.7%)	08 (10%)
C7	Seeking external assistance and debt relief from international financial institutions can help reduce the burden of debt repayment and free up resources for productive investments that can spur economic growth.	05 (6.3%)	03 (3.7%)	00 (00.0%)	61 (76.3%)	11 (13.7%)

Source: Primary Data, February 2024.

The results of the findings in 5.6 above indicated that 57 (69.1) of the respondents agreed and 11 (71.3%) strongly agreed that educating individuals and businesses on responsible borrowing practices can help prevent them from taking on excessive debt that they cannot afford to repay, 55 (68.7%) of the respondents agreed and 13 (16.3%) strongly agreed that implementing and enforcing regulations on borrowing and lending practices can help protect consumers from predatory lending practices and ensure that loans are being used for productive purposes that can contribute to economic growth, 60 (75%) of the respondents agreed and 11 (13.7%) strongly agreed encouraging diversification can help reduce the need for borrowing and foster sustainable economic growth, 63 (78.7%) of the respondents agreed and 09 (11.3%) strongly agreed that improving infrastructure and access to financial services can help stimulate economic growth and reduce the reliance on debt to finance investments in key sectors of the economy, 67 (83.7%) of the respondents agreed and 08 (10%) strongly agreed that creating a conducive business environment with clear regulations, property rights, and contract enforcement can attract

investment and reduce the need for excessive borrowing to finance business activities, 61 (76.3%) of the respondents agreed and 11 (13.7%) strongly agreed that seeking external assistance and debt relief from international financial institutions can help reduce the burden of debt repayment and free up resources for productive investments that can spur economic development.

5.4. The role of international financial institutions in managing high government debt in Somalia.

The researcher sought to assess the role of international financial institutions in managing high government debt in Somalia. The findings of the study on the role of international financial institutions in managing high government debt in Somalia are presented in table 5.7 below:

Table 5.7: The role of international financial institutions in managing high government debt in Somalia.

NO	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
R1	International financial institutions such as the International Monetary Fund (IMF) and the World Bank provide financial assistance to help Somalia meet its debt obligations and implement economic reforms.	07 (8.7%)	10 (12.5%)	00 (0.0%)	52 (65%)	11 (13.7%)
R2	International financial institutions work with Somalia to negotiate debt relief agreements with creditors, including bilateral and multilateral lenders.	05 (6.3%)	03 (3.7%)	00 (00.0%)	60 (75%)	12 (15%)

R3	International financial institutions provide technical expertise and policy advice to help Somalia improve its debt management practices, strengthen its public financial management systems, and implement structural reforms to boost economic growth and reduce debt vulnerabilities.	05 (6.3%)	04 (5%)	00 (00.0%)	60 (75%)	11 (13.7%)
R4	International financial institutions support capacity-building initiatives in Somalia to help strengthen the country's institutions, improve governance, and enhance debt management capabilities.	07 (8.7%)	08 (10%)	00 (00.0%)	57 (71.3%)	08 (10%)

Source: Primary Data, February 2024.

The results of the findings as indicated in table 5.7 above show that 52 (65% of the respondents agreed and 11 (13.7%) of the respondents strongly agreed that International financial institutions such as the International Monetary Fund (IMF) and the World Bank provide financial assistance to help Somalia meet its debt obligations and implement economic reforms, 60 (75%) of the respondents agreed and 12 (15%) strongly agreed that International financial institutions work with Somalia to negotiate debt relief agreements with creditors, including bilateral and multilateral lenders, 60 (75%) of the respondents and 11 (13.7%) strongly agreed that International financial institutions provide technical expertise and policy advice to help Somalia improve its debt management practices, strengthen its public financial management systems, and implement structural reforms to boost economic growth and reduce debt vulnerabilities and lastly, 57 (71.3%) of the respondents agreed and 08 (10%) strongly agreed that International

financial institutions support capacity-building initiatives in Somalia to help strengthen the country's institutions, improve governance, and enhance debt management capabilities.

5.5. DISCUSSION OF THE MAIN FINDINGS OF THE STUDY

Firstly, based on the findings of the study the impacts of high government debt on Somalia's economic development, 92% of the respondents agreed that the impacts of high government debt on Somalia's economic development entail: limited access to credit, increased debt servicing costs, inflation and currency depreciation, reduced investor confidence, limited fiscal space, vulnerability to external shocks and social unrest. These findings are consistent with the study by Reinhart and Rogoff (2010) found that countries with high debt levels tend to experience lower economic growth rates. The authors argue that a high level of debt can crowd out private investment, leading to a decrease in productivity and overall economic output. This can have a long-term impact on a country's economic development, as slower growth rates can hinder poverty reduction efforts and limit opportunities for sustainable development. Additionally, the findings are in line a study by Reinhart et al. (2012) that found that high levels of public debt can increase a country's susceptibility to financial crises, as it limits the government's ability to respond effectively to economic downturns. This can further exacerbate the negative impact of debt on economic development, as financial crises can lead to higher unemployment rates, reduced government spending, and increased social instability.

Secondly, based on the findings of the study on the strategies can be used to mitigate the negative effects of high government debt on economic development in Somalia, 85% of the respondents agreed that strategies can be used to mitigate the negative effects of high government debt on economic development in Somalia include: promotion of financial literacy, strengthening regulatory framework, encouragement of diversification of the economy, improving infrastructure and access to financial services, implementation of debt management strategies, fostering a conducive business environment and seeking external assistance and debt relief. These findings are consistent with the findings in the study conducted by Afonso and Jalles (2013) found that reducing public debt levels through fiscal consolidation measures can have a positive impact on economic growth. The authors suggest that reducing debt levels can

improve investor confidence, lower interest rates, and free up resources for productive investments, which can stimulate economic growth. Additionally, the findings of this study are also in line with Mody and Sandri (2012) who they argue that debt restructuring can help countries reduce their debt burden and promote economic growth by providing countries with a fresh start and allowing them to reallocate resources towards productive activities. The authors emphasize the importance of addressing debt sustainability issues through restructuring in a timely and effective manner to avoid prolonged economic stagnation.

Lastly, based on the findings of the study on the role of international financial institutions in managing debt in Somalia, 84% of respondents agreed that the role of international financial institutions in managing debt in Somalia entail: providing financial assistance, negotiating debt relief, offering technical expertise and supporting capacity-building. These findings commensurate with the findings in the study by Besley and Case (2020) explored the role of IFIs in debt management and found that these institutions are instrumental in providing vital financial resources to help countries meet their debt obligations. The study also highlighted the importance of IFIs in promoting debt sustainability through the implementation of debt restructuring and adjustment programs. Furthermore, a report by the International Monetary Fund (IMF) (2019) emphasized the role of IFIs in supporting countries in managing their debt levels and ensuring fiscal sustainability. The report highlighted the IMF's role in providing financial assistance and policy advice to help countries address their debt challenges and implement structural reforms to promote economic development.

6. CONCLUSION

Based on the findings of the study, the study concludes that the impacts of high government debt on Somalia's economic development entail: limited access to credit, increased debt servicing costs, inflation and currency depreciation, reduced investor confidence, limited fiscal space, vulnerability to external shocks and social unrest. The strategies that can be used to mitigate the negative effects of high government debt on economic development in Somalia include: promotion of financial literacy, strengthening regulatory framework, encouragement of diversification of the economy, improving infrastructure and access to financial services, implementation of debt management strategies, fostering a conducive business environment and

seeking external assistance and debt relief. And the role of international financial institutions in managing high government debt on economic development in Somalia entail: providing financial assistance, negotiating debt relief, offering technical expertise and supporting capacity-building.

7. RECOMMENDATIONS

1. Implement debt relief and restructuring agreements: Somalia should work with international financial institutions and creditor countries to negotiate debt relief and restructuring agreements. This would help reduce the burden of debt payments and free up resources for investment in economic development.
2. Improve fiscal management: Somalia should enhance its fiscal management practices to prevent accumulation of further debt. This includes maintaining transparent budgeting processes, controlling government spending, and improving revenue collection.
3. Promote economic diversification: Somalia should focus on diversifying its economy to reduce its reliance on a few sectors and sources of revenue. This could involve investing in new industries, promoting small and medium enterprises, and boosting agricultural productivity.
4. Enhance private sector development: Somalia should create a conducive environment for private sector growth by improving the business climate, protecting property rights, and reducing regulatory barriers. This would attract investment, create jobs, and stimulate economic development.
5. Strengthen governance and institutions: Somalia should work towards improving governance and building strong institutions to promote transparency, accountability, and efficiency in public financial management. This would help prevent corruption and mismanagement of public funds.
6. Invest in human capital: Somalia should prioritize investment in education, health care, and skills development to build a productive workforce and promote sustainable

economic development. This would improve the country's competitiveness and ability to attract investment.

7. Enhance infrastructure development: Somalia should invest in building and upgrading critical infrastructure such as roads, ports, and energy facilities to support economic development. This would improve connectivity, reduce transportation costs, and attract investment in key sectors.
8. Promote regional integration: Somalia should work with its neighbors and regional partners to promote trade, investment, and economic cooperation. This would help expand market access, promote cross-border trade, and boost economic development.

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