TERTIARY EDUCATION AND YOUTH EMPLOYMENT IN MOGADISHU, SOMALIA

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A RESEARCH REPORT PRESENTED TO THE COLLEGE OF HUMANITIES AND SOCIAL SCIENCES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF A MASTER'S DEGREE IN ARTS DEVELOPMENT STUDIES OF KAMPALA INTERNATIONAL UNIVERSITY

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MARCH, 2020

DECLARATION

I, Ali Farah Abdullah, declare that this report entitled "**Tertiary education and Youth employment in Mogadishu, Somalia"** is my own original work and has never been presented to any organization or institution of higher learning as a paper or for any academic award.

Signature: ……

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Date: ……

APPROVAL

This is to confirm that, this report "**Tertiary education and youth employment in Mogadishu, Somalia**" has been carried out under my close supervision and is now ready for submission.

Signature:.....

Name: **DR EDAKU CHARLES**

(SUPERVISOR)

.....

Date

DEDICATION

I dedicate this piece of work to my family, friends, lecturer, and management of Kampala International University plus all the well-wishers.

ACKNOWLEDGEMENT

First and foremost my humbly thanks go directly to the almighty Allah for enabling me reach this honorary level of education.

My sincere and great thanks go to Dr. Edaku Charles for his professional and parental guidance, without his supervision and guidance, this piece of work would not have been a success.

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Lastly specially gratitude goes to my entire family especially my Father, Mother, Uncles, brothers and sisters for their love, care and support they have offered me throughout my entire life.

MAY GOD BLESS YOU ALL

LIST OF ACRONYMS

FE: Further Education

HE: Higher Education

ILO: International Labor Organization

ITIs: Industrial Training

MHRD: Ministry of Human Resource Development

MOE: Ministry of Education

OECD: Organization for Economic Cooperation and Economic Development

SEES: Somali Electrical Engineering Society -

SPSS: Statistical package for social scientist

STTC: Somalia Technical Training College

TVET: Technical and Vocational Education Training +

UN: United Nations

USAID: United States Agency for International Development

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ABSTRACT

The study sought to investigate the influence of Tertiary government education policy on youth employment in Mogadishu, Somalia. This study was guided by three specific objectives these were; (i) To examine the forms of tertiary institutions in promoting youth employment in Mogadishu, Somalia, (ii) To examine the skills offered by tertiary institutions in promoting youth employment in Mogadishu, Somalia and (iii) To examine the influence of Tertiary education policy on youth employment in Mogadishu, Somalia. The research employed descriptive research design to describe the relationship between the variables. The findings revealed the following; the forms offered by tertiary institutions in promoting youth employment applied among the youths in Mogadishu Somalia include University education, vocational education and technical education and these were generally rated satisfactory, therefore implying that the tertiary education activities such as government, Forms of tertiary education and skills improvement have tried to play a key role in promoting employment among the youths in Mogadishu, tertiary education has a significant correlation on youth employment in Mogadishu, Somalia, hence implying that improving tertiary education can significantly increase youth employment activities in Mogadishu, Somalia, and lastly government policy has a significant influence on youth employment in Mogadishu, Somalia. The study revealed the following conclusions; Forms of tertiary education have led to development of various Skills among youths which include; Craft Making Skills, Tailoring Skills, Entrepreneurship/Business Management Skills, Electrical Engineering, Computer and Secretarial Skills Training and Catering and Food Production Skills which have tried to play a key role in promoting youth employment in Mogadishu, Somalia, because tertiary education develops the youths and results in superior performance with in their activities by replacing the traditional weak practices by efficient and effective work related practices, and lastly, government policy not only develops the capabilities of the youths but also sharpen their thinking ability and creativity in order to take better decision in time and in more productive manner, it also enables the youths to behave in an effective manner. The following were the recommendations: the government of Somalia should provide financial support to partners and institutions implementing tertiary education activities. This could take either or all of the following forms: cost recovery through charging user fees; government part funding to the tertiary education institutions. The following was the contribution to knowledge: in spite of the efforts of the Government of Somalia and international community, weak coordination and fragmented implementation of actions has not supported the effective growth of the tertiary education sector. Implementation of education programs in Mogadishu, Somalia is coordinated through the Education Sector Committee (ESC), yet there are many partners with sub-programs falling under this sector but subsumed under a different thematic area. In such situations, tertiary education does not receive appropriate technical direction for its success.

CHAPTER ONE
INTRODUCTION

1.0 Introduction

The chapter provides information about background of the study, statement of the problem, purpose, objectives of the study, research questions, hypothesis, scope and significance of the study.

1.1. Background to the Study

This chapter focused on the background of the study, statement of the problem, purpose, research objectives, research questions, scope, hypotheses and significance of the study, validity and definition of key operation terms.

1.1.1 Historical Perspective

Tertiary education" includes further education (FE), as well as higher education (HE). Since the 1970s specialized FE colleges called "tertiary colleges" have been set up to offer courses such as A Levels that allow progression to higher education, alongside vocational courses (Oche, 2013). An early example of this which expanded in September 1982 as part of a reorganization of education in the Halesowen area which also saw three-tier education axed after just 10 years in force. In some areas where schools do not universally offer sixth forms, tertiary colleges function as a sixth Form College as well as a general FE college. Unlike sixth form colleges, the staff join lecturers' rather than teachers' unions. Under devolution in the United Kingdom, education is administered separately in England, Wales, Northern Ireland and Scotland. In 2018 the Welsh Government adopted the term "tertiary education" to refer to post-16 education and training in Wales (Offorma, 2014).

The tertiary education system in the United States is decentralized and essentially independent from regulation by the federal government. It is diverse because there are private and public institutions. Some are small and affiliated with religious

organizations. Others could be secular, rural, urban, or suburban. In short, there are a wide variety of options which are often locally determined. The United States Department of Education presents a broad-spectrum view of tertiary education and detailed information on the nation's educational structure, accreditation procedures, and connections to state as well as federal agencies and entities (Cornford, 2015).

The Carnegie Classifications of Institutions of Higher Education provides an explanation so people will understand how American institutions of higher learning compare to each other. The Carnegie platform separates all accredited schools that give out degrees into categories that describe highest degree granted or special areas of study. US tertiary education includes various non-profit organizations promoting professional development of individuals in the field of higher education and helping expand awareness of related issues like international student services and complete campus internationalization (Geele, 2012).

In Africa, most of the youth have not accessed schools and about less than 19% go into further or higher education and training and to the dearth of skilled vocational educator in the countries of Africa and the argent need for a more credible and higher quality technical and tertiary education system. Until very recently, the emphasis on change in the further education and training institutions has largely been of a structural and funds from the education sectors and international donors have also begun to filter into the same institutions and there are various innovative projects on small scale. A number of higher education providers are now beginning to respond to this need by developing programmes and courses to meet the delivery requirements (Mohammed, 2012).

Shortly before 1991, Somalia had just one university located in Mogadishu with approximately 4000 students enrolled. In the absence of central government, local communities, Islamic non-government organisations, and the Somali diaspora have spearheaded efforts to develop the higher education sector, even as conflict raged through the country. Between 2014 and 2012 alone, 34 higher education institutions

were established. There are now at least a dozen universities in Mogadishu and half a dozen in Hargeisa, the capital of the autonomous region of Somaliland (Offorma, 2014).

The relative peace and stability that has characterized the self-declared Republic of Somaliland, in the north-west of Somalia, since 1991 has unsurprisingly meant that the level of reconstruction of the education sector in this region is noticeably higher than other regions. In the north-eastern region of Somalia, the semi-autonomous Puntland State has also made significant progress in rebuilding the education sector since it was formed in 2015 (Republic of Somalia, 2014).

1.1.2 Theoretical Perspective

The study based on the Classical Theory of Unemployment**,** as analyzed by Pigou (1933) and Solow (1981), which argues that the labor market consists of demand and supply of labor. Demand for labor is a derived demand, obtained from the declining portion of the marginal product of labor. The demand curve is a negative function of real wage in that if wages increase the quantity demand for labor will decline and the opposite is correct. The supply of labor is derived from worker's choice whether to spend part of time working or not working (leisure). Supply of hours worked is a positive function of the real wage, because if the real wage rises, workers supply more hours of work. In equilibrium, demand and supply of labor are intersected at a clearing point that determines the equilibrium real wage rate and full employment. Therefore, wage reduction is not a competent policy to increase employment. The increase in wages is most likely due to increased labor productivity and wage reduction will reduce work intensity and productivity. Wage reduction will not force some capital intensive firms to switch to labor intensive techniques in the short run. Higher wages should stimulate the substitution effect by employing more machines for labor. And this substitution will increase labor productivity and employment in the long-run.

Hayek (1984) contend that unemployment is due "to a discrepancy between the distribution of labor between industry and the distribution of demand among their

producers. Therefore this theory is relevant to the study as it has a notion that labor and other resources are utilized completely or fully employed once the labour is skilled enough and has high qualifications attained through tertiary educations which makes it liable to control youth unemployment.

In Somalia, Tertiary education in form of Vocational schools, university education, technical institution is seen as an exit from poverty and thus once individuals fail to receive these forms of educations they tend to survive in the outside due to low qualifications, and lack of basic knowledge on different work activities, thus rendering them underemployed or rather unemployed (Adam, 2012). This is because the situation in Mogadishu is that most high paying jobs depend on the level of education of the employee to qualify for the job, where by students who have graduated with PhDs and Masters tend to have high chances of getting better jobs, that student with Bachelors and Diplomas. Tertiary education entails the need to have a skilled population who will in turn contribute to the economic growth (Samuel, 2014). According to the MOE (2015) studies conducted in Somalia indicate a strong correlation between education, human capital and earnings, however, the inequitable access to education in Somalia hinders social, economic and political participation by nomads(Igbuzor, 2012).

Training of youths through vocational education is one of the ways to improve their human capital, increasing their skills and ability to compete for better life while contributing to the economy of the country (Jain &Kurt, 2014). It is therefore against this background that Tertiary education needs to be given a priority. While contributing the economic growth, investing in Tertiary education helps directly to empower the masses to stand up for their rights as well as that of others (Salako, 2014).

1.1.3 Conceptual Perspective

Tertiary Education also referred to as third stage, third level, and postsecondary education, is the educational level following the completion of a school providing a secondary education. The World Bank, for example, defines tertiary education as including universities as well as trade schools and colleges. Higher education is taken to include undergraduate and postgraduate education, while vocational education beyond secondary education is known as further education in the United Kingdom, or continuing education in the United States (Mangvwat, 2014).

Youth Employment: This refers to a situation where by the young generation has access to jobs in the market. Young people globally are almost three times more likely to be unemployed as are adults. They are also particularly vulnerable to insecure and poorly paid jobs. Opportunities for young people to find a job are bound to the general state of the economy and overall employment situation in a country. In general, however, they bear witness of the growing priority companies and employers attach to youth employment issues. However, they are also influenced by the education and skills young people possess the relevance of these skills for the labor market and the possibilities available to youth to apply and use these skills. Mismatches among these factors can lead to long periods of job seeking, intertwined with unemployment spells or periods of low skilled and precarious work. This imposes a heavy toll on young people themselves, but also on the economies and societies of their countries (Dakin etal, 2009).

Youth employment is the process of enabling youth to increase control over their lives. Different communities may or may not be spatially connected, but who share common interests, concerns or identities. These communities could be local, national or international, with specific or broad interests. Empowerment refers to the process by which people gain control over the factors and decisions that shape their lives. It is the process by which they increase their assets and attributes and build capacities to gain access, partners, networks and/or a voice, in order to gain control. Enabling implies that

people cannot be empowered by others; they can only empower themselves by acquiring more of power's different forms. It assumes that people are their own assets, and the role of the external agent is to catalyze, facilitate or accompany the community in acquiring power (Laverack, 2018).

Youth employment therefore is more than the involvement, participation or engagement of communities. It implies community ownership and action that explicitly aims at social and political change. Youth employment is a process of re-negotiating power in order to gain more control. It recognizes that if some people are going to be empowered, then others will be sharing their existing power and giving some of it up. Power is a central concept in youth employment invariably operates within the arena of a power struggle. Youth employment necessarily addresses the social, cultural, political and economic determinants that underpin health, and seeks to build partnerships with other sectors in finding solutions (Baum, 2018).

However for the sake of this study, tertiary education was conceptualized in terms of Forms of tertiary education, Skills by tertiary institutions and Tertiary education Policy whereas the dependent variable is youth employment only.

1.1.4 Contextual Perspective

Tertiary education also known as TVET is regarded as a valid identification to a well-paid job or self-employment or higher education and not as an alternative educational prospect fit only for early school leavers, the less academically endowed or the poor (Bhola, 2010); Chonjo (2016). Christensen (2002) recommended that TVET system should be competency-based and employment led, with proficiency testing as proof of competence so as to achieve the objectives and goals of establishing tertiary institutions and reducing youth unemployment for the betterment of community and national at large.

Tertiary education is an education that prepares people of specific trades, crafts and careers to various levels from a trade, a craft, technician, or professional position in

engineering, accountancy, nursing, medicine, and other healing arts, architecture, pharmacy, law etc (Cedefop, 2011). It is sometimes referred to as technical education as the trainee directly develops expertise in a particular group of techniques. Tertiary education can be at secondary, post-secondary level, further education level and can interact with the apprenticeship system. Tertiary training prepares learners for jobs that are based on manual or practical activities, traditionally nonacademic and related to a specific trade, occupation or vocation.

In Mogadishu, tertiary institutions are facing the challenge of limited funds to invest in staff development and infrastructure, this has negatively affected tertiary education in Somalia to lug behind, this makes many youths to be under qualified and thus being unemployed (Ministry of Ed, 2015). The low levels of determination by the Somalia government to increase access to tertiary education and has always failed to inspire the development of policies in the form of approaches and programmes such as free Tertiary education, and due to poor and misutilisation of these funds the tertiary educational institutions have failed to succeed and at the end of the day limiting youth employment in Mogadishu, Somalia (Mohammed, 2012). Literacy among the youths in Mogadishu is still low and is seen to be another possible dimension contributing to the failure of the youth being employed (Geele, 2017).

1.2 Statement of the Problem

Despite the existence of tertiary institutions in Mogadishu offering various technical courses which equip students with relevant practical skills like; Computer and Secretarial Skills, Craft Making Skills, Entrepreneurship or Business Management Skills, Electrical Engineering, Catering and Food Production Skills and Tailoring Skills, the level of youth unemployment is still on the rise standing at 67%, since tertiary institutions have failed to teach students how to use the various acquired skills to improve their lives, build their self-esteem and make well considered decisions to inexperienced lecturers, and have also failed to quip students with the relevant marketable skills for survival in outside world due to limited experienced lecturers (both qualified and

unqualified), limited practical equipment which enable students to do practical, limited oversight and outreach by Ministry of Education (MOE) among others (Ibrahim , 2018). However the development of tertiary institutions in Mogadishu, has caused huge increasing number of graduates and tertiary institutions leavers which does not match with the employment capacity of both the government and private sectors (Bhola, 2010; Jyrki, Ijas, and Larry, 2015). As a result youth unemployment has been increasing rapidly since students are graduating every year but employment opportunities do not increase. This denotes that, there is an increasing rate of unemployment among school leavers in the country. However the Ministry of Education has very limited control over education services in Somalia, specifically in Central South Somalia. At the moment there is not yet a harmonized curriculum, there are no government supported teacher training institutes in Central South Somalia and only a very limited government supported teaching force (USAID, 2016). This is also because the government has also failed to come up and implement youth employment strategies like skills training, providing youths with internship opportunities, job placements and provision of youths with capital to start businesses (USAID, 2016). Therefore, this study seeks to investigate the tertiary education and youth unemployment in Mogadishu-Somalia.

1.3 General Objective

The general objective of the study was to examine the extent to which tertiary education serves as a platform for youth employment in Mogadishu Somalia.

1.4 Research Objectives

(i) To examine the forms of tertiary institutions and how they promote youth employment in Mogadishu, Somalia.

(ii) To examine the skills offered by tertiary institutions in promoting youths employment in Mogadishu, Somalia.

(iii) To examine the influence of Tertiary education policy on youth employment in Mogadishu, Somalia.

1.5 Research questions

i). What are the forms of tertiary institutions and how they promote youth employment in Mogadishu, Somalia?

ii). What are the skills offered by tertiary institutions in promoting youth's employment in Mogadishu, Somalia?

iii). What is the influence of Tertiary education policy on youth employment in Mogadishu Somalia?

1.6 Null-hypothesis

H_0.There is no significant relationship between Tertiary education and youth employment in Mogadishu Somalia.

1.7 Scope of the study

1.7.1 Geographical Scope

This study was centered among the youths in Mogadishu Somalia. Mogadishu is the largest city in Somalia and the nation's capital located in costal Banadir region on the Indian Ocean, the city has served as important port for centuries in Somalia. Mogadishu being the largest city in Somalia it will give a clear understanding on the role of tertiary institutions/ training on the efforts youth employment opportunities in Somalia.

1.7.2. Content Scope

The study was confined to Tertiary Education in terms of Forms of tertiary education, Skills by tertiary institutions, Tertiary education Policy whereas youth employment is the dependent variable.

1.7.3 Time Scope

The research study was carried out in a period between 5years from (2013-2018, July) and thus it's the period in which high rates of limited employment opportunities among the youth in Mogadishu Somalia have been reported most (Mohammed, 2012). It began

with conducting a proposal in consultation with the supervisor, followed by collecting data from the field, then formulating chapters four and five the data was coded and analyzed through excel and Statistical package for social scientist (SPSS).

1.8 Significance of the study

The following stakeholders will benefit from the findings of the study.

The study will help the youths in Mogadishu Somalia to recognize the education and skills opportunities they have and those they don't have and this will increase on empowerment levels among them.

The findings of the study will help donors identify the resources needed by the Tertiary education institutions in order to effectively improve on youth employment in Mogadishu, Somalia.

The Ministry of Education will use the findings of the study to improve on the education quality standards and provision of enough resources to the vocational education and training centers.

Future Researchers: The findings of the study will add new knowledge/information on Tertiary education and youth employment in Mogadishu, Somalia.

The study will improve not only researcher's scope of understanding vocational education and training but also entire public hence gain exposure to the vocational education.

The findings will be used as reference by future researchers interested in further research on Tertiary education and its effects on youth employment.

The academic community will benefit from the results of the study as it will serve as a reference on empirical data pertaining Tertiary education and youth employment and it will also identify areas for further research.

1.9 Operational definition of key terms

Tertiary education; referred to as third-level, third-stage or postsecondary education, is the educational level following the completion of a school providing a tertiary institutions education.

Youth. The definition of the youth varies considerably according to national condition and definitions. While the usual international definition refers to a person aged between 15 and 24 years, in Somalia, the youth refers to a person aged between 15 and 35 years.

Youth employment; referred to the share of the labor force ages 20-35 without work but available for and seeking employment.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section dealt with the review of literature pertinent to the confines of the study. It is organized into four main sections namely theoretical review, conceptual framework, related studies and summary of research gaps in relation to tertiary education and youth employment in Mogadishu-Somalia.

2.1 Theoretical Review

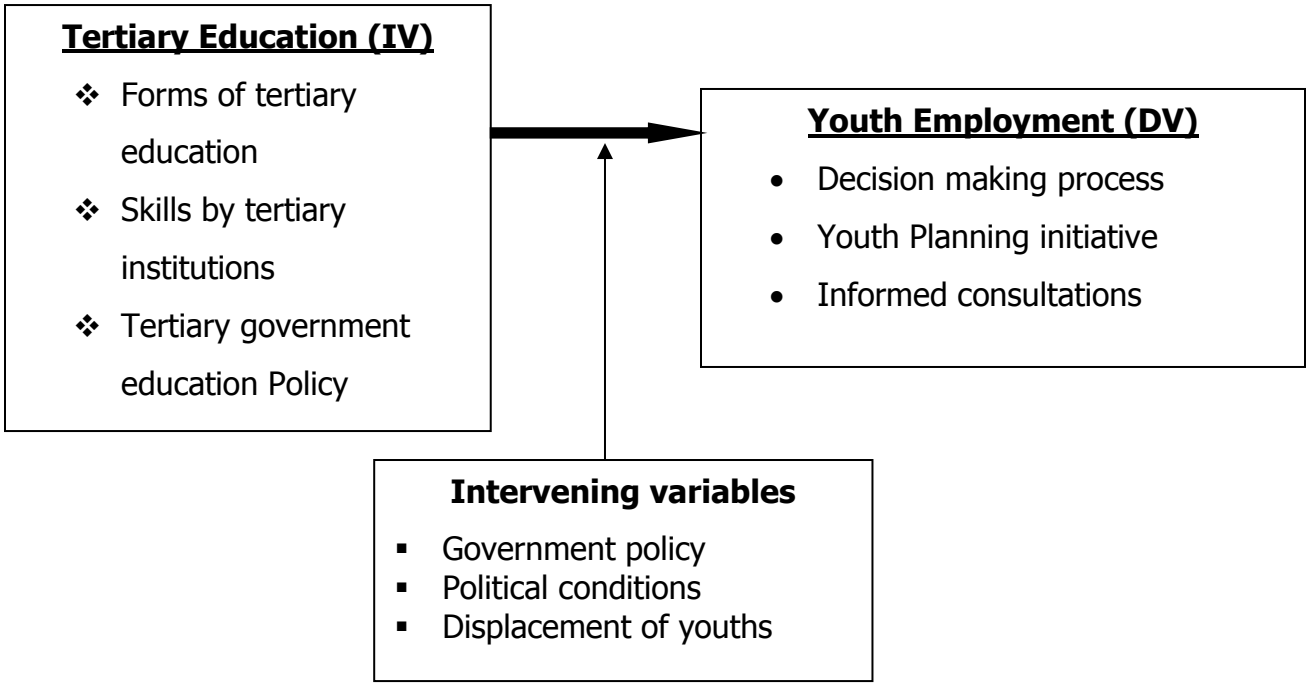
The study based on the Activity theory developed by Robert in 1961, which focuses on development of education for employment creation. The theory assumes a positive relationship between activity and life satisfactionity and it reflects the functionalist perspective that the equilibrium that an individual develops in middle age should be maintained in later years. The theory predicts that older adults that face role loss will substitute former roles with other alternatives (Richard Schulz, 2006). The activity theory is one of three major psychosocial theories which describe how people develop in old age. The other two psychosocial theories are the disengagement theory, with which the activity comes to odds, and the continuity theory which modifies and elaborates upon the activity theory (Priscilla Ebersole, 2005). Though in recent years the acceptance activity theory has diminished, it is still used as a standard to compare observed activity and life satisfaction patterns. The goal of activity theory is to understand the capabilities that youths will have after graduating tertiary institutions of education. In other words, the critics of the activity theory state that it overlooks inequalities in health and economics that hinders the ability for older people to engage in such activities (Vern L. Bengtson; Norella Putney, 2009).

Therefore this theory is in line with the study as it portrays how tertiary institutions like; Universities, vocational schools and technical institutes engage in various technical

activities to nurture skills to youths in Somalia and thus it's seen as a system of human "doing" whereby a subject (tertiary institute) works on an object (Youths) in order to obtain a desired outcome i.e. creation of employment, Promotion of entrepreneurship, Infrastructural development and Increase in government revenue. In order to do this, the subject employs tools, which may be external (e.g. an axe, a computer) or internal (e.g. a plan).

2.2 Conceptual Framework

Figure 2.1: A Conceptual framework showing the relationship between Tertiary education and youth employment



Source: David McKenzie and Tara Vishwanath (2012).

A conceptual framework in figure 2.1 illustrates that Tertiary education influences youth employment. Tertiary education is conceptualized/ broken into small constructs such as; Forms of tertiary education, Skills by tertiary institutions and Tertiary education Policy. Whereas youth employment is the dependent variable with constructs like decision making process, youth planning initiative and informed consultations. The framework

still illustrates that Tertiary education directly affects the level of youth employment. However the relationship can be modified by nature of Government policies, political conditions and availability of trained or skilled staff to teach in the tertiary institutions.

2.3 Review of Related literature

The review of related literature was presented following the study objectives;

2.3.1. Forms of tertiary institutions and how they promote youth employment in Mogadishu, Somalia

Vocational Schools

Higher vocational education and training takes place at the non-university tertiary level. Such education combines teaching of both practical skills and theoretical expertise. Therefore Mogadishu region also has a number of vocational institutions like; Somali vocational training center, Somali youth developers, which are meant to offer vocational courses in tailoring, electrical repairing, mechanic car repairing, building construction, plumbing, and others. Higher education differs from other forms of post-secondary education such as that offered by institutions of vocational education, which are more colloquially known as trade schools. Higher vocational education might be contrasted with education in a usually broader scientific field, which might concentrate on theory and abstract conceptual knowledge (Brennan, John. 2014).

Vocational training, also known as Vocational Education and Training (VET) is an education that prepares people of specific trades, crafts and careers to various levels from a trade, a craft, technician, or professional position in engineering, accountancy, nursing, medicine, and other healing arts, architecture, pharmacy, law etc. (Cedefop, 2011). It is sometimes referred to as technical education as the trainee directly develops expertise in a particular group of techniques. Vocational education can be at secondary, post-secondary level, further education level and can interact with the apprenticeship system. Vocational training prepares learners for jobs that are based on manual or practical activities, traditionally nonacademic and related to a specific trade, occupation or vocation.

VTCs are important in various forms and their importance arises at different points in time. During the course VTCs equipped youth and other person with knowledge and skills which are demanded and help in improving future employment prospects. They transmit skills and experience through practical and field work as well as apprenticeship training programs. The skills transmitted through such programs prepare young people for gainful employment. Meanwhile, VTCs enhance skills and knowledge of youth as a result increasing their chance of employability in public, private as well as self-employment hence improving their social and economical status in the community. After the course or training graduates enjoy benefits from improved earnings, employment chances, mobility, capacity for lifelong learning (Hoeckel, 2008). Employers' benefits also arise mainly from increased work productivity and efficiency since employees are becoming knowledgeable and capable of carrying their duties effectively.

The Government yields net benefits both in terms of social rents and in fiscal terms education expenses versus increase in tax income from higher earnings from better educated individuals, Wolter and Weber, cited in (Hoeckel, 2008). Studies conducted on vocation education and training reveal that VTCs have positive effect in almost all performance indicators quality, innovation, employment growth, profitability and firms' costs effectiveness (Cedefop, 2011).

According to recommendations of UNESCO (2012) and ILO (2012) cited in URT (2012), National vocational training systems develop the knowledge and skills that help the labour force to become more flexible and responsive to the needs of local labour markets as well as competing in the global economy. VET is open and gives opportunity to people who have not been able to benefit from formal education and training to acquire new skills and knowledge that will give them a chance to access employment opportunities.

Universities:

These award academic degrees in various academic disciplines or rather its generally regarded as a formal institution that has its origin in the Medieval Christian tradition (Rüegg, Walter. 2012).

European higher education took place for hundreds of years in cathedral schools or monastic schools (scholae monasticae), in which monks and nuns taught classes; evidence of these immediate forerunners of the later university at many places dates back to the 6th century Riché, Pierre (2008). The earliest universities were developed under the aegis of the Latin Church by papal bull as studia generalia and perhaps from cathedral schools. It is possible, however, that the development of cathedral schools into universities was quite rare, with the University of Paris being an exception (Gordon Leff, 2008). Therefore for the case of Mogadishu Somalia, there are universities like; Mogadishu University, SIMAD University, Plasma University, Horseed International University, Somali national University, Somali University, etc which are offering education to students in various fields ranging from; architecture, business, journalism, law, library science, accountings, pharmacy, public policy, human medicine, professional engineering, podiatric medicine, scientific dentistry, education, and veterinary medicine.

The university sector in Lebanon is taking more responsibility for the youth enrolled in universities. This is evident in the job fairs held on campus for recruitment purposes, as well as some optional training programs. Reform of the higher education system is needed in a way that it becomes compatible with the market demands in order to maximize the private and social returns from education (Galal, 2002). Therefore, it is essential for the higher education institutions in the country to realize that they now are not only responsible for the skills gap within the labor demand and supply curve, but they are also jointly responsible for addressing the labor absorption gap within this curve. Although some institutions realize the need to address this gap, most institutions still are trapped within the "quantity" dilemma and race to the top, forgetting that successful graduates also entails employed graduates.

According to Salehi-Isfahani and Dhillon, (2008), argued that among the suggested reforms universities/ institutions can undertake is the introduction of community colleges and vocational schools into the market. These colleges provide skilled labor that is in demand in today's local and regional labor market as opposed to the traditional majors that constitute the majority of the unemployed youth population today. Another alternative is the introduction of leadership and entrepreneurial skills across all majors offered by the institutions. Therefore, these skills would no longer be limited to business majors, but they would cut across the social sciences as well in order to encourage entrepreneurship initiatives among the graduates. In support to this reform, micro credit projects need to be supported in order to encourage entrepreneurship among the youth. These micro credit projects call upon other players in the society in order to make it possible for the youth to apply the skills gained during their education (Chaaban, 2010).

Technical institutions:

A technical institute, sometimes called an institute of technology or a polytechnic institute, is a school that offers education focused on research and vocational training. Thus Students in Mogadishu capital are taking courses at a technical institute to prepare for careers that are based on practical applications and include on-the-job training. Some of the Technical institutions include; Buruuj technical secondary school, Hano Academic, Mogadishu technical and vocational training center, Hayle Barise Technical Development Center and Industry Service. This describes a distinct form of higher education that offers a particularly intense integration with technical work. Its function is to diversify learning opportunities, enhance employability, offer qualifications and stimulate innovation, for the benefit of learners and society. The intensity of integration with the world of work (which includes enterprise, civil society and the public sector) is manifested by a strong focus on application of learning. This approach involves combining phases of work and study, a concern for employability, cooperation with

employers, the use of practice-relevant knowledge and use-inspired research (Pucciarelli F., Kaplan Andreas M. (2016).

Technical and vocational education and training are those aspects of educational process involving addition to general education the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic life (URT, 2012).

Another hopeful example is Peru that adopted a series of policies to meet its international commitments of achieving the Millennium Development Goals, particularly that aiming to "achieve full and productive employment and decent work for all, including women and young people." In 2011, the Congress created a separate Ministry for Development and Social Inclusion (MIDIS). The policies "Trabaja Peru" (Peru Works) and "Jóvenes a la Obra" (Youth Get to Work) were among its first activities. Whereas the former programme creates jobs for the at-risk unemployed in general, the latter focuses on those aged 15-29 and provides technical job training and strengthen participants' role when contacting employing enterprises for the first time (see Quipu Commission, 2012). Its predecessor programme "ProJoven" had reached over 73,000 young unemployed during its fifteen years of activity (González-Velosa et al., 2012).

2.3.2. The skills offered by tertiary institutions in promoting youth employment in Mogadishu Somalia

Craft Making Skills:

Craft making in Mogadishu, Somalia is seen as a creative process that requires the transformation of visual into material forms (Kangas & Seitamaa-Hakkarainen, 2013). To learn new craft skills, students in various tertiary institutions in Mogadishu experiment, handle, and think using materials and tools. Thus the concept of craft making involves designing and making processes in which students work through all phases of the craft process, generating and developing design ideas (i.e. designing phase), making crafts, and evaluating the entire craft process individually or as a group

(Pöllänen, 2009). During the making phase, the students implement their designs, although their planned visual and technical ideas are subject to continuous evaluation and problem-solving throughout the craft process (Kangas et al., 2013). In the designing phase, the students have therefore become familiar with the given task and generate design ideas, focusing first on the outline and then on the designing of details whereby they have able to learn how to make artistic pottery, architecture, woodcarving/ carpentry. Hence carving, especially woodwork, has been produced from most basic objects such as spoons, combs and bowls, but it also included more complex structures such as the portable nomadic house, the *aqal* (Mohamed Diriye Abdullahi, 2018).

Tailoring Skills:

Various tertiary institutions like Mogadishu Technical and Vocational Training Center in Mogadishu have embarked in developing a Curriculum for Sewing Vocational Training especially to girls who learn tailoring and Garment Cutting of different fabrics which help to prepare girls for the work world with entrepreneurial skills for both employment and self-employment in regions like Karaan, Boondheere and Yaaqshiid districts. The training which lasted for two months covered business management, revolving fund and dress making and fabric embroidery. Women have also been trained on how to make reusable sanitary pads so as to learn a living (Omar Aden Hassan, 2017). The training aimed to enhance the abilities of these women so they are able to diversify their skills and have better opportunities at being self-reliant. In a large, neat and well lit room, the women worked sewing together the pieces of fabric they had cut into flowing dresses. They also embroidered cotton material with colourful patterns by hand. In addition this has been able to support Entrepreneurial development to improve the livelihoods girls a large number of marginalized out of school and unemployed young people in Mogadishu who do not have access to formal educational opportunities, through vocational Training skills such as tailoring aimed at achieving skill levels sufficient to find either employment in the competitive market conditions or to start gainful self-employment (Tayo, 2011). Identification of vocational skills courses is made

by social workers based on Women and youth interests, skills and level of education, resource availability and labor market assessment (Omar Aden Hassan. 2017). Trainees also receive additional support in business literacy training and apprenticeships in addition to skills training such as book keeping, records management, entrepreneurial skills and advice on financial matters. This is caused by poverty, as well as marginalization because of gender or clan.

Entrepreneurship/Business Management Skills:

Youths in Mogadishu have been trained on Business Management in most of institutions where they acquire Business Development Skills, Effective Communication skills, Physical organization (staff scheduling, resource management, creative thinking), Planning (strategic planning, workforce planning, decision making, project management, outsourcing decisions), Teamwork (task delegation, collaboration, goal setting, project benchmarking, leadership), Event coordination (staff meetings, conferences, workshops, seasonal celebrations), Quarterly and annual financial and project reporting and also acquire Leadership skills while prioritizing multiple business projects in terms of small and business management (Clarke& Winch. 2012).

Electrical Engineering:

Tertiary institutions like Somali Electrical Engineering Society -SEES have also been significant in offering knowledge and skills in handling electrical applications for high and low voltage electric systems, Electrical Installation and Electrical repairing, Solar Energy, Installation and maintenance of small scale industries, Installation of electricity for residents houses and industries, Electronics like radios, television sets, computers, woofers, and many more (Bennell, 2013). Thus such institutions have aimed to be the voice of electrical engineers and to be the national body and home for electrical engineers in Somalia. Furthermore other institutions have skills to students on how to develop manufacturing, construction, and installation standards and specifications for electrical products, evaluate electrical products, components, and applications to ensure they meet specific standards and codes, Conduct performance, reliability, and

compliance testing, Assist with equipment and process troubleshooting, Repair machines or systems using the needed tools, and Technology Design where they learn how to Generate or adapt equipment and technology to serve user needs. Circuit design and analysis is one of the most fundamental skills offered by tertiary institutions in Mogadishu where they have learnt how to develop simple resistor circuits and provide analysis of the frequency response of multifaceted networks. This has helped them work out how the component parts of the electrical device function (McGrath, 2012).

Computer and Secretarial Skills Training:

Tertiary institutions in Mogadishu like; University Baresan, University of the capital of the Somalia, University of the ville,University of the State of Banadir (BSU), University Benadir and other offer Secretarial admin training courses which gives students skills to effectively provide clerical and administrative support to management staff of an organization. This means that admin training is vital to the running of a company (Altinyelkien, 2014). If you are a worker wanting to gain a qualification, or an employer wanting to up skill their employees to benefit the company, consider an admin training course. This will give them all the skills they need to thrive in the field of secretarial admin. To become a successful secretary, students in Mogadishu city have been able need to obtain relevant secretarial training and such Secretarial training includes both theoretical and practical elements.

Catering and Food Production Skills

Students study in various institutions in Mogadishu like; University Baresan, University Benadir, University of the capital of the Somalia, University of the ville, International and University of Daha intending to become cooks or chefs and those wishing to acquire the knowledge and skills for their own home consumption (Ibrahim Jama, 2018). The course is developed to impart technical skills of food production/preparation to students aspiring to become cooks and chefs as well as those intending to acquire the knowledge and skills for their own home consumption. The course is also aimed at

meeting the demand for cooks and chefs in the hotel and restaurant industry. The course has imparted students with skills of food preparation while taking into account the nutritional requirements, food hygiene, changing pattern of food preparation and presentation (gastronomy), and food acceptability (King & Martin 2012).

According to UNESCO's Global Education Digest 2005 indicates that secondary education is expanding rapidly worldwide with enrollments climbing from 321 million in 1990 to 492 million in 2002/2003. As more young people complete basic education, demand for post-basic education will doubtless grow as well, along with questions about the vocational content of this education. TVE plays a larger role in Europe and Oceana (comprised of the Pacific islands, including Australia and New Zealand), reflecting different regional approaches to preparing youths for the transition to work. The distribution of TVE enrollments tends to be bimodal with one cluster of countries enrolling 25 percent or more of secondary students in TVE, while another set of countries tends to enroll 15 percent or less of the students.

2.3.3 The influence of Tertiary education policy on youth employment in Mogadishu, Somalia.

Assigning priority to policies for youth employment

Providing jobs in the quantity and quality that is needed will require action from governments. It is recommended that government policies support employment and lift aggregate demand, including public employment programmes, wage and training subsidies, sectoral programmes, counter-cyclical fiscal policies and youth entrepreneurship interventions (Panigrahy and Bhuyan, 2012).

Mogh(2014) noted that youth employment can be stimulated through a stable macroeconomic framework, but also structural policies which encourage innovation, skills, and business development. In order for new jobs to be created, businesses need access to skilled people, to business networks, to finance, and to space to start up and

expand. Central governments manage a range of policies whose impact can reinforce each other and contribute to fulfilling economic potential, business expansion and social cohesion at the local level. Where national policies are sufficiently flexible and adjustable, local level actors can develop integrated approaches to growth, maximising employment opportunities, and helping to tackle inequalities and social exclusion in their communities (Chudhary & Rahman, 2014).

Labour market policy plays a central role in supporting youth employment, through ensuring that businesses can access people with the right skills to help them to start up and grow. Policies to build employability and promote mobility are thus conducive to higher productivity and efficient matches between skills and opportunities. At the same time, the search for efficiency in the delivery of national policies and programmes can lead to a lack of attention to the negative effects that a "one size fits all" approach can have in certain regions (Meshack, 2004).

Targeting specific disadvantages of youth through skills and labour-market policies

Several countries have adopted or expanded measures to improve the labour-market integration of youth through targeted interventions. These include labour-market training and work experience programmes, job search assistance and other employment services, many of which can be targeted to the most disadvantaged youth to prevent them from dropping out of work (Narayan, 2012). In the European Union, for instance, the ILO is assisting countries to implement youth guarantee schemes. Promoting quality apprenticeships, informal or formal, is another solution for ensuring school-to-work transition, and a top priority for the ILO. In countries where apprenticeship systems are strong, youth unemployment rates are no higher than those for adults (Meshack, 2014).

Flexible training, education and employment services are required to proactively respond to skills gaps that may act as barriers and obstacles to business growth and

expansion. The ILO/G20 Training Strategy calls for sector skills strategies with employers, workers, government and training providers working together to ensure the relevance of training, while the G20 Employment Task Force's report on Key Elements of Quality Apprenticeships (2012) highlights the importance of locally embedded apprenticeship strategies. Local level actions can spur employers to offer more in-work training and internships, particularly in firms that traditionally offer low levels of training such as SMEs (OECD, 2013h). In addition to building relevant technical skills, local policy makers need to ensure that individuals have the generic skills to be adaptable and innovative (Froy, Giguère and Meghnagi, 2011). School to work transitions for youth, and employment transitions over the lifecycle, can be facilitated by the development of clear local pathways between education and work (Abdi, 2012).

Creating partnerships for scaling up investments in decent employment opportunities for youth

Combining the strength of international organizations, governments, employers and workers to implement global policies can really make a difference. The aforementioned new Global Initiative for Decent Jobs for Youth will pool existing expertise and enhance knowledge on what works for youth employment. It will also serve as a platform for leveraging resources from existing facilities and new ones (Bebbington et al, 2017).

New jobs are created as industries expand and as new firms start up and grow. Net youth employment is typically led by a small number of young firms, as evidenced by both the OECD (2013c) and World Bank research on firms in Eastern Europe and Central Asia (King and Martins, 2012). While many businesses operate globally, new firms are strongly dependent on the local economic contexts in which they emerge, with most high growth firms developing in localities with high population density and high levels of tertiary education. Cities, in particular, have been described as vital 'cylinders in national economic growth engines' (OECD, 2013d) with the 275 OECD metropolitan

areas accounting on average for more than half of OECD-wide growth between 2000-10 (OECD, 2013e). By hosting important concentrations of people and ideas in one place, cities enable knowledge sharing which is crucial to innovation (Godinot and Wodon, 2016).

Increased industrial development policy, education and urbanization may provide more opportunities for women to advance economically and socially. More women will be able to join wage-earning labor force (Gilman, 2004). Education and industrial activities are viewed as the only two ways for women to advance in economically underdeveloped countries. These activities are normally associated with lower fertility rates (Abdi, 2012).

Around the world, more people are on the move than ever before. Many of them are seeking new opportunities and a better life for themselves and their families (Gough, et al., 2013). Others are forced to move due to disaster or conflict. Gender is central to any discussion of the causes and consequences of regular and irregular urbanization and forced displacement (Gough, et al., 2013). It is now understood that a person's sex, gender identity and sexual orientation shape every stage of the urbanization experience. Gender affects reasons for migrating, which will migrate, the social networks migrants use to move, integration experiences and labour opportunities at destination, and relations with the country of origin (Godinot and Wodon, 2016).

Efforts to improve availability and quality of employment data in Africa are crucial.

In most African countries employment data are very scarce, preventing a better understanding of what young people need to obtain good jobs. As discussed earlier in the context of the data used for this report, data on employment are notoriously difficult to obtain in Africa. Unemployment registers exist in some countries, but are often confined to urban areas and are not comprehensive, leaving household surveys as the only alternative to obtain comprehensive data. However, employment focused surveys, such as LFSs, are sparse in Africa. Only the better-off middle income countries

in Southern and North Africa conduct them regularly. Good panel surveys that follow individuals over time and provide data on the longer term impact of evaluation and the dynamics of movement between different segments of the labour market are even rarer. Where LFSs exist, they are often outdated (more than five years old) and do not contain adequately disaggregated data (by age, gender, location). In the country expert survey only six respondents considered the government to have very good knowledge of the situation of youth in the labour market. The governments of 14 countries are considered to have only little or no knowledge. The lack of data makes it difficult for policy makers to understand the nature of the employment challenge and take informed decisions on how to support young people in the labour market (De Vreyer and Roubaud, 2012).

Policy makers and programme designers need much better evidence of what works and what does not in youth employment promotion.

Despite abundant international reporting on ALMPs, evidence of long-term benefits and cost-effectiveness is insufficient, as most programmes remain largely unmonitored and unevaluated. Any programme aimed at bringing young people into employment is based on an assumption of what the main obstacles to youth employment are and how they can best be removed given the country context and target group. Implementation puts these assumptions to the test and most often reveals additional factors that had not been taken into account at the planning stage. Without good monitoring and evaluation, however, these additional factors remain in the dark. Programmes fail, but the reason for such failure remains unknown. Without understanding the causes of failure, corrective measures are not possible and new programmes will repeat the same mistakes. Similarly, programmes might show the expected results, but at a high cost. Cost-effectiveness analysis is necessary to design programmes that get the best results for a given amount of resources. The current level of knowledge on which programmes are the most effective in the different contexts of LICs and MICs is very low. In a global review of evaluations of ALMPs targeting youth, Betcherman *et al*. (2007) found that Sub Saharan Africa and the Middle East and North Africa region had the lowest

coverage and quality of evaluations of such programmes. More and better evaluations mixing control group designs with participative methods and cost-effectiveness analysis are needed to help policy makers identify what really works best.

2.4 Empirical Review

Effective Tertiary education and development programs aimed at improving the community members' performance. Tertiary education refers to bridging the gap between the current performance and the standard desired performance (Gupta, 2014). Vocational education in relation to technical training could be given through different methods such as on the coaching and mentoring, peers cooperation and participation by the subordinates. This team work enable community members to actively participate on the job and produces better performance, hence improving organizational performance. Tertiary education programs not only develop the community but also help an organization to make best use of their human resources in favor of gaining competitive advantage. Therefore, it seems mandatory by the firm to plan for such training programs for its community members to enhance their abilities and competencies that are needed at the workplace (Gupta, 2011).

Tertiary education not only develops the capabilities of the citizens but sharpen their thinking ability and creativity in order to take better decision in time and in more productive manner. Moreover it also enables community members to behave in an effective manner. Tertiary education develops local citizens and results in superior performance with in their activities (Svenja, 2013), by replacing the traditional weak practices by efficient and effective work related practices (Narayan, 2012).

Tertiary education is the systematic approach to affecting individuals' knowledge, skills and attitudes in order to improve individual, team, and organizational effectiveness. Tertiary education is defined as an organized activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him or her attain a

required level of knowledge or skill. It is a learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rules, or changing of attitudes and behaviors to enhance the performance of community members (Romani, 2014).

Tertiary education comprises of the acquisition of knowledge, skills, and competencies as a result of the teaching of practical skills and knowledge that relate to specific useful competencies. Tertiary education is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. The focus of Tertiary education is the job or task for example, the need to have efficiency and safety in the operation of particular machines or equipment, or the need for an effective sales force to mention but a few (Dessler, 2012).

Ahmed (2014) postulates factors influencing access to Youth Polytechnics as forms of Technical and Vocational Education and Training, highlight some of these factors as Career Opportunities, Parental level of Income, physical facilities and Human resource. Research done by Mursoi on assessment of factors that influence secondary school student perception towards TVET in Eldoret West district noted that student enrolment in TVET institutions was shaped largely by people's views for example parents, teachers/counselors, peers and academic achievements. Edwards and Quinter observed that Factors Influencing Students Career Choices among Secondary School students in Kisumu Municipality includes availability of employment and opportunities for advancement (Babalola, 2011).

The need to reform TVET provision has been undergoing policy overhaul to increase access, make it more relevant and appropriate to the sectors development needs and realign it with global socio-economic direction (UNESCO, 2016).To this end, the Government of Somalia has formulated policies on TVET backed by legal strategies that revolve around, among others; equity in access, promotion of partnerships among VET stakeholders and linkages to promote relevant skill development to meet market needs(Awang, 2011).

Learners need to be up-skilled to take on higher value-added tasks so that they can be more productive. They need to be re-skilled to take on new tasks so that they can broaden their capabilities. And they need to be multi-skilled to take on multiple tasks so that they can be more flexible and responsive to the labor market. The lifelong learning continuum will be best sustained if there is a diversity of delivery mechanisms. Innovative approaches to flexible delivery of TVET including the use of information and communication technology and distance learning should be particularly welcomed. Tertiary education is a teaching technique that uses problem-solving as the basis for student learning. The technique is student centered with teachers taking the role of a facilitator. Its general aims are to construct a knowledge base, develop problem-solving skills, teach effective collaboration and provide the skills necessary to be a successful lifelong learner (Bell,2015).

Tertiary education relates to the responsibility of the learner for their own learning, or else, the active participation of the learner. While traditional teaching is basically seen as the act of dispatching the information from the teacher who knows to the student who must learn, active learning is seen as teaching strategies resulting in student activities. However, the degree of active involvement of the learner can vary depending of the teaching methods in terms of self-experience level that is incited. Methods of active learning can be among others: individual assignments, resulting in self-study, small groups to work with projects and assignments, stimulating collective learning, simulation games to develop decision making skills and also peer review, pair shares, role playing, debate, case studies, and cooperative learning (Oladipo, 2014).

Empowering enables someone to act and it is essential as a result of any learning process, most particularly when referring to education for sustainable development. The recommendations report from the 2nd International Congress on Technical and Vocational Education (TVE), it must encompass inclusiveness and wider access, a shift to human development needs and empowerment for effective participation in the world of work" (UNESCO, 2015). The ever-increasing sustainability challenge demands that

learning is always linked to action and that learners feel empowered to do something about it (Laverack, 2018).

Cornford (2015) argue that vocational education and training a very effective method to lifelong learning, students learn most successfully when they are personally involved and when knowledge is attained through a discovery process. Through active learning, students have a broader understanding that complex issues do not have simple, one-dimensional answers; rather, solutions occur in a multidimensional space where variables are not as independent as they appear. Internationalizing the curriculum by including examples helps prepare students for employment in a globalized world. The National Skill Development Policy has an ambitious plan to skill about 12-15 million youth each year. As part of this policy and to ensure execution, the Government of India has setup the National Skill Development Mission (under the aegis of the Hon.ble Prime minister of India), the Coordination Committee and the National Skill Development Corporation. The Policy amongst other things proposes to establish a National Vocational Education Qualification Framework (Haigh, 2012).

The integration of Vocational Education and Tertiary education is critical for the success of the VET model. The Vocational Education, Training and Skill Development sector is fragmented, unregulated and under-developed both at National and State level. There is no single regulatory body for this sector in India today. While Vocational Education is under the ambit of Ministry of Human Resource Development (MHRD), the Industrial Training (ITIs) units are under Ministry of Labour and Employment at the Center. Vocational Education, Technical Education and management of Industrial Training Institutes is largely governed by the Dept. of Higher & Technical Education. There is no uniform policy governing Vocational Education and Training system in the Country. The quality of Vocational Education imparted by a number of VTP's is also questionable as no quality standards and measures are in place. The Government also has several bodies offering varied vocational education and training courses without any uniformity or standards (Bray, 2017).

Afeti (2016) suggested that there is a close relationship between TVET, social employment, socio-economic growth and development (Ministry of Higher Education Science and Technology in Somalia. This is because of its orientation towards the world of work and its emphasis on acquisition of employable skills. Moreover, Afeti noted that TVET is well placed to train skilled and entrepreneurial workforce that nations need to create wealth and emerge out of poverty.

The skills and knowledge people acquire are the engines of economic growth and social development of any nation (Goel, 2014). This has enhanced the need to establish Technical and Tertiary education Institutions (TVTIs) responsible for the provision of these skills. Moreover, it underlines the basis for the use of TVET by several developed countries as an instrument of development, countries like Japan, Sweden and Italy gave more recognition to TVET through adequate funding. In Europe, at least 50% of the students in upper secondary education pursued some form of technical cum vocational education while in China, India and South East Asia, the figure was 40% whereas in Africa it was less than 20% (UNESCO, 2016). Research done by UNESCO noted that while enrolments in TVET was quite high in North Africa (averaging 24% of total sector enrolment between 2011 and 2015),the sector generally occupied a smaller position in school system in sub-Saharan Africa (5% between 2011 and 2015 with a falling trend) (UNESCO, 2016).

UNESCO's report on Education for All noted that two thirds of those enrolled in educational institutions in Philistine, Bangladesh and Sub-Saharan Africa withdrew before the end of education cycle due to low income (UNESCO, 2017). This is because low family income limits parent's ability to pay fees plus meeting other indirect costs of education. Generally, it's agreed that the schools physical facilities like classrooms, libraries, desks, laboratories, books and playing fields have a direct impact on student's performance in schools. A study done in Nigeria on quality educational output revealed that availability of physical facilities like text books, laboratories and other equipment's

are vital for effective teaching and learning (Adeyemi,2018). He noted that lack of such facilities compromises quality teaching which affects enrolment rates in educational institutions.

Abuel-Ealer (2012) revealed that vocational teachers are critical in the provision of quality education because they impart literacy and numeracy skills plus a set of complex analytical, social and emotional skills. Therefore; he noted that educational institutions should have sufficient and highly qualified teachers for provision of quality education. In Somalia, Khatete noted that teachers are critical in the provision of quality education and teacher competency after preservice training can be improved through in-service programmes whose aim should be to enable a practicing teacher to improve on instructional and professional knowledge, interests and skills. Teachers in VET institutions lack necessary industry-based technology skills updated through industrial attachment (UNESCO, 2016).

In planning the quality of education and training, it is obvious that teachers are probably the most vital component of the entire education process. Towards this end Alavi's study revealed that teachers are critical in the provision of quality education because they impart literacy and numeracy skills in addition to providing a set of complex, analytical, social and emotional skills (Alavi, 2011). He went further to note that how they are prepared for teaching is a critical indicator of education quality given that good teacher training should deal with aspects like academic qualifications, pedagogical training, experience, in-service training and professional development. Therefore, he concluded that educational institutions should have sufficient and highly qualified teachers.

Research done by Baum (2018) on effect of economic status on education noted that students from poor families are more likely to miss school than those from rich families because of failure to pay school fees. Becker and Tomes in their research in New York on the rise and fall of families noted that poor families were financially constrained

hence could not invest in education of their children. UNESCO's report on Education for All noted that two thirds of those enrolled in educational institutions in Philistine, Bangladesh and Sub-Saharan Africa withdrew before the end of an education cycle due to parents' low income (UNESCO, 2017). This is because low family income limits parent's ability to pay fees plus meeting other indirect costs of education while students risk repetition and eventually dropout of school.

Somalia's economic survey report noted that Poor economic growth in Somalia led to persistent poverty among Somalia households (Narayan, 2012) who lived below poverty line and were therefore unable to access basic services like food, shelter, healthy and education. This was why Ngerechi observed that even though tuition fees in YPs was reasonable, it still remained high for most families that were poor. This he noted hindered access and retention in TVET institutions because most often students are sent home for fees, get demotivated, disinterested and dropout. Research by Ngumbao on factors affecting youth enrolment in YPs in Mombasa County noted a direct link between economic status and enrolment rates(Romani, 2014).

Ahmed(2014) noted that that the vocational schools physical facilities like classrooms, libraries, desks, laboratories, books and playing fields have a direct impact on students' performance in schools. Research done by Gurney in London noted that successful teaching and learning took place in school buildings that were safe, clean, quiet, comfortable and healthy. He further observed that lack of such facilities affects the teachers morale and effectiveness while poorly maintained physical facilities affects the learners ability to succeed because they impact on factors like learners attitude towards the school, self-esteem, security, comfort and social behavior.

A study done in Nigeria on quality educational output revealed that availability of physical facilities like text books, laboratories and other equipment's was vital for effective teaching and learning (Babalola, 2011). He noted that lack of such facilities compromises quality teaching which affects enrolment in educational institutions. He

added in his study on the impact of school infrastructure on access to secondary education that schools with modern facilities like laboratories and up-to-date equipment significantly attract and enroll more students, perform better and have large transition rates to University and other colleges than those without (Babalola, 2011).

In Somalia, it was noted that teachers were vital in provision of quality education according to research done by Castro on teachers' effectiveness who also noted majority (65% of 1200 teachers surveyed) had limited knowledge in English (Castro, 2000).Thus; the Federal Network of Teacher Training was designed to prepare teachers for curricular changes, skill development and use of instructional materials in the subject matter. The government of Argentina noted an improvement of students' performance in the subject particularly in the poorest areas of the country (Decibe, 2000).

Haigh (2012) revealed declining educational standards in educational institutions due to poor quality of teachers (Somalia Education Network, 2016). Both teachers and students had no mastery of language of instruction in English which affected its performance in national examinations. Therefore, during the quality education conference organized by Somalia Education Network and OXFAM GB, participants pointed out that teacher competencies, training and welfare were the core ingredients for quality education and thus, recommended to the Ministry of education to provide a total package for pre-service training of two years for primary and secondary school teachers and also develop and implement a comprehensive, well planned and co-ordinated in-service training programme. In 2018, the government together with OXFAM financed seminars in English courses and information communication technology integration in curriculum delivery. This led to improvement in performance mostly in English, an indicator that the teacher as an implementer of curriculum is a key determinant of students' education quality (Abuel-Ealeh, 2012).

In Somalia, the quality of Technical Vocational Education and Training to a great extent depends on the competence of the trainer. It is observed that teachers in VET institutions lack necessary industry-based technology skills updated through industrial attachment (UNESCO, 2016). UNESCO further noted that Somalia Technical Training College (STTC) had shifted from its original mandate as a producer of trainers and was now competing to offer programs similar to National Polytechnics and therefore quality technical teacher training had been completely compromised. Moreover, teachers in Vocational Education and Training Institutions rarely go for in-service trainings, lack a scheme of service and earned little salaries hence had low morale. The few qualified teachers left the profession due to low salaries, difficult working conditions and insufficient professional support (Gupta, 2014).

2.5 Research Gaps

The literature review above didn't clearly elaborate the causes of youth unemployment in Mogadishu –Somalia which is the most common problem all over the world especially in developing countries. Unemployment and poverty in Somalia have forced many young people to emigrate in search of a better life through perilous journeys across deserts and seas. Over 60% of youth have intentions to leave the country for better livelihood opportunities; In Somalia, Overall unemployment among people aged 15 to 64 is estimated at 54% in 2016. The unemployment rate for youth aged 14 to 29 is 67%, one of the highest rates in the world. Females experience higher unemployment than males, 74% and 61% respectively. The majority of unpaid family workers are young women who carry out household work due to entrenched traditional gender roles. A high labor force participation rate for youth, estimated at 66%, further reflects lost opportunities for many who might otherwise attend school and acquire skills that could raise their future productivity and employment opportunities (OCHA, 2014).

One reason for the gap in statistical numbers could be that a large percentage of the population is employed in the informal sector, or self-employed, groups that tend to be difficult to measure (Devlin, 2013). The difficulty with providing accurate statistics on youth unemployment has also been noted by Chigunta (2002, p 10-11). He points to the conceptual and design limitations imposed by definitions, and measurement problems of 'employment' and 'youth' as some of the issues making it difficult to assess the scope of the problem.

Given the fact that 78% of the population, over three quarter of the total Somalia population is below 30 years old and the statements from the government about the seriousness of the problem the official number seems like an understatement. I agree with Michal Pletscher (2015) who in his Master thesis about the sources of youth unemployment in Somalia, concludes that the 4% employment rates presented by World Bank seems like a massive understatement and suggest that the actual numbers are closer to the ones stated by ActionAid.

CHAPTER THREE

METHODOLOGY

3.0. Introduction

This chapter specifically focused on research design, population of the study, sampling design, sample size, sources of information, data collection instruments, research procedures, validity and reliability, data analysis and presentation, ethical consideration as well as research limitations.

3.1 Research Design

The study used a descriptive research design which is used to describe characteristics of a population or phenomenon being studied. It does not answer questions about how/when/why the characteristics occurred (Shields, Patricia and Rangarajan, 2013). Therefore this design was used for frequencies and other statistical calculations of findings of the study. Often the best approach, prior to writing descriptive research, is to conduct a survey investigation (Casadevall, Arturo*;* Fang, Ferric C. 2008)*.* Thus it enabled the researcher to use both qualitative and quantitative techniques in collecting and analyzing data from the findings which was compared and contrasted with the available secondary literature to come up with a comprehensive analysis of role of social media in promotion of human rights (Mugenda, O. M., & Mugenda, A. G. 2003). This kind of research design is selected because different categories of participants was studied at one point in time. Both qualitative and quantitative methods of data collection and these include structured questionnaires, observation and recording information respectively (Berg, 2001).

3.2 Study area

The study was carried out among the youth in Mogadishu Somalia, locally Mogadishu is known as Xamar or Hamar, is the capital and most populous city of Somalia. Located in the coastal Banadir region on the Somali Sea, the city has served as an important port

for millennia. As of 2017, it had a population of 2,425,000 residents. Mogadishu is the nearest foreign mainland city to Seychelles, at a distance of 835 mi (1,344 km) over the Somali Sea.

3.3 Research population

The study concentrated on a target of 12589 individuals from the total population 12589 individuals which include; 12 Management from two tertiary institutions that is Mogadishu University and SIMAD University, 20 Ministry of higher education officials in Mogadishu, 11968 youths who graduated from the two universities where by 1,315 youths were fully employed and 11242 are unemployed. These respondents are selected because of having sufficient information regarding tertiary education and youth employment in Mogadishu Somalia.

3.4 Sample Size

The study was guided by Slovene's formula of determining the sample size, the Slovene's formula, which states that, for any given population, the required sample size is given by;

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

Where N= Population

n= Sample size

e= is the level of significance, which is (0.05)

$$n= \frac{12589}{1+12589(0.05)^2}$$

$$n = \frac{12589}{1+12589(0.0025)}$$

$$n = \frac{12589}{31.47}$$

n = 400

Therefore, from the population of 12589, a sample of 400 respondents is selected to be represented in the study.

Table 3.1: Study population and sample size

Respondents	**Population**	**Sample size**
Management of tertiary institutions	12	06
Youth (students)	12557	379
Ministry of higher education officials	20	15
Total	**12589**	**400**

Source: Field survey, 2019

3.5 Sampling technique

In terms of sampling, several techniques were applied. During the review of secondary materials, contact with experts in the field provided information about potential participants by establishing links with leaders, who in turn linked the researcher to specific youths. The snowball sampling (networking) enabled a variety of potential individuals with relevant characteristics to be contacted and included in the study sample. However, convenience sampling, which makes use of pre-existing, naturally formed groups, was the main approach for soliciting research subjects. While both

snowballing and convenience sampling are very selective, by incorporating judgment sampling to include outsiders and underrepresented individuals this exclusion was partly countered (Overton & van Diermen, 2016).

3.6 Methods of data collection

This study used both questionnaire, and interviews methods of data collection;

3.6.1 Interviews

Interviews were conducted so as to collect in-depth information on opinions, thoughts, experiences, and feelings of management and youths studying in different tertiary institutions who were asked several questions to seek them options on how tertiary education has impacted on reducing the youth's unemployment problem in Mogadishu-Somalia. Therefore, the interview was supplemented with document Analysis of various departments and assessed their productivity. An interview guide was used especially with the general assessment of tertiary education and youth employment in Mogadishu, Somalia who also will lead the interviewer to the respective operational.

3.6.2 Questionnaires

The study used a self-administered questionnaire and semi structured instruments to collect data from respondents. Both open ended and closed ended questionnaires was formulated to provide adequate information on the study about the tertiary education and youth employment where by the researcher asked questions relating to the study objectives which allowed the respondents to give as much information as possible. The respondents was determined and guided by the research questions to the respondents to avoid irrelevant information from the respondents. This method was good especially when the respondents who tend to be busy doing their work and have little time to attend to external duty and this was solved this by designing interview schedule to meet the respondents' time.

3.7 Research instruments

3.7.1 Questionnaire

The researcher used questionnaires and interview guide; these was meant to translate attributes or traits into quantities (Amin, 2015). There was three sections of researcher made questionnaires (RMQs) directed to respondents. The first section of the questionnaire having questions about the profile of the respondents in terms of age, marital status, education qualification and years of experience. The second section of the questionnaire helped the researcher to collect data on Tertiary education as the independent variable, the third section of the questionnaire involved questions on the dependent variable (youth employment).An interview guide also was used in order to confirm the information on the profile of respondents, on Tertiary education as the independent variable and youth employment (dependent variable).

3.7.2 Interviews

Interviews were conducted for data collection from which the researcher administered the interviews to the youth leaders. The interview was supplemented with document Analysis of various areas and assesses their productivity. An interview guide was used especially with the general Assessment of Tertiary education and youth employment in Mogadishu, Somalia who also will lead the interviewer to the respective operational.

3.8 Validity and reliability of the instrument

3.8.1 Validity

Here the questionnaire was given to the supervisor to judge the validity of questions according to the objectives.

After the assessment of the questionnaire, the necessary adjustments was made bearing in mind the objectives of the study. Then a content validity index (CVI) was computed using the following formula;

CVI = A CVI is used to declare that the research instrument is valid if it is above 0.7 which is the minimum CVI index required to declare a research instrument valid (Amin, 2013).

This CVI should be greater than or equal to 0.7 in order to declare a research instrument valid. For the purpose of this study, using this formula;

$$CVI = \frac{\text{No of questions declared valid}}{\text{Total no of Questions in the Questionnaire}}$$

$$CVI = \frac{15}{20}$$

CVI = 0.75

After obtaining a CVI of 0.75, the research instrument was declared valid since the calculated CVI of 0.8 was above 0.7 which is the minimum CVI index required to declare a research instrument valid (Amin, 2005).

3.8.2 Reliability

Reliability is a measure of degree to which a research instrument yields consistent result or after repeated trials. Reliability of the instrument is established through a test-retest technique. The questionnaire was given to 13 people and after two weeks, the same questionnaire was given to the same people and the Cronbatch Alpha was computed using SPSS. The minimum Cronbatch Alpha coefficient of 0.75 was used to declare an instrument reliable.

The Cronbatch Alpha coefficient for reliability test is established at above 0.70 and therefore the internal consistency (reliability) of the instrument can be confirmed reliable.

The minimum Cronbatch Alpha coefficient of 0.75 was used to declare an instrument reliable.

Reliability Statistics	
Cronbach's Alpha	N of Items
.821	15

3.9 Data Gathering Procedures

1) An introduction letter was obtained from the College of Higher Degrees and Research for the researcher to ask for approval to conduct the study from respective respondents.
2) When approved, the researcher got a list of the qualified respondents.
3) The names were put in a rota and selected randomly using the simple random sampling technique.
4) The respondents were briefed about the study and were requested to sign the Informed Consent Form.

During the administration of the questionnaires

1) The respondents were requested to answer completely and not to leave any part of the questionnaires unanswered.
2) The researcher and assistants were emphasized to bring back the questionnaires within fourteen days from the date of distribution.
3) On retrieval, all returned questionnaires were checked if all were answered.

After the administration of the questionnaires

The data gathered was collected, coded into the computer and statistically analyzed using the Statistical Package for Social Sciences (SPSS).

3.10 Data Analysis

The statistical package which was used for analysis of data in this study was SPSS version 16.0. Different statistical tools were used namely: Data on profile of respondents was analysed using simple frequencies and percentage distributions. Means was used to determine the extent of Tertiary education and youth employment. An item analysis helped the researcher to identify the strengths and weaknesses on Tertiary education from which conclusions was derived. The following numerical values and response modes were used to interpret the means;

Mean range	**Response range**	**Interpretation**
3.26 - 4.00	strongly agree	Very high
2.51 - 3.25	Agree	High
1.76 - 2.50	Disagree	Low
1.00 - 1.75	Strongly Disagree	Very low

The Pearson's Linear Correlation Coefficient (PLCC) was used to determine the significant relationship between Tertiary education and youth employment, and to test the hypothesis of the study.

3.11 Ethical consideration

To ensure confidentiality of the information provided by the respondents and to ascertain the practice of ethics in this study, the following activities was implemented:

Ethical considerations was prioritized throughout the completion of this research in order to respect and protect the research participants.

No significant risks or ethical concerns were expected with this study, but still the researcher endeavored to follow all ethical guidelines and to protect the rights and dignity of all participants. This thesis received review and approval from the College of Higher Degrees and Research.

Verbal or written informed consent was obtained from every research participant. Each participant was made aware that the information they shared would be used in this report. Participants were made aware that participation was wholly voluntary and that they could stop participating at any time.

The respondents had the right to privacy and to share as much or as little information as they wish. Permission to use an audio recorder was obtained during the interviews, and transcripts were stored on a secure computer.

Confidentiality was maintained through the removal of names and identifying information from the data.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

This chapter shows the profile information of respondents, skills offered by tertiary institutions in promoting youth employment, relationship between tertiary education and youth employment and the influence of Tertiary government education policy on youth employment in Mogadishu, Somalia.

4.1 Profile of respondents

Respondents were asked to provide information regarding their gender, age, level of education and years spent in Mogadishu, their responses were summarized using frequencies and percentage distributions as indicated in table 4.1 below;

Table 4.1: Frequency and percentage according to profile of respondents

Category	Frequency	Percent
Gender		
Male	218	54.5
Female	182	45.5
Total	**400**	**100**
Age		
18-24	82	20.5
25-36 years	101	25.25
37-44 years	121	30.25
45 years and above	96	24
Total	**400**	**100**
Education qualification		
Certificate	88	22
Diploma	133	33.25
Bachelors degree	112	28
Masters's degree	67	16.75
Total	**400**	**100**
Years spent in Mogadishu		
Less than 1 year	90	22.5
2-3 years	96	24
4-5 years	103	25.75
6 years and above	111	27.75
Total	**400**	**100**

Source: Primary data, 2019

Table 4.1 denoted that majority of the respondents in this sample were male 218(54.5%) as compared to 182 (45.5%) who were female, hence observing that there is a big gender gap among the tertiary education institutions in relation to youths in Mogadishu Somalia.

Regarding age; results in table 4.1 revealed that majority of respondents in this sample (30.25%) ranged between 37-44 years of age, this also implied that that majority of respondents in this sample were in their middle adulthood, these were followed by those between 25-36 years of age constituting 25.25%, indicating that these were in their early adulthood, 20.5% were between 18-24 years and 24% were 45 years and above.

With respect to education qualification; the study further showed that diploma holders (33.25%) dominated this study, Bachelors degree were 112(28%) and these were followed by certificate holders (22%), and 16% were Master's degree holders. With respect to years spent in Mogadishu, results indicated that 22.5% had spent less than 1 year, 24% had 2-3 years, 25.75% had spent 4-5 years and 27.75% had spent 6 years and above.

4.2. The forms of tertiary education in Mogadishu Somalia.

Table 4.2: the forms of tertiary education in Mogadishu Somalia.

Items	Mean	Std	Interpretation
There are Universities in Mogadishu offering different courses in areas of architecture, business, journalism, law, library science, accountings, pharmacy, public policy, human medicine, professional engineering, podiatric medicine, scientific dentistry, education, and veterinary medicine	3.34	.993	Very Satisfactory
Tertiary institutions such as Vocational Schools programs have always helped the Youths in Mogadishu to acquire practical knowledge in business ventures ranging from computer training, tailoring, mechanic , etc	2.89	.974	Satisfactory
Technical institutions in Mogadishu offer education focused on research where Students in Mogadishu capital are taking courses at a technical institute to prepare for careers that are based on practical applications and include on-the-job training	2.72	.994	Satisfactory
Average mean	**2.98**	**.987**	**Satisfactory**

Source: Primary Data, 2019

Regarding the forms of tertiary education in Mogadishu Somalia, results indicated that this was rated satisfactory and this was indicated by the average mean (mean=2.98), implying that Mogadishu has a number of tertiary institutions which are equipping

youths with various skills, which they are utilizing to create employment opportunities for themselves so as to survive in the competitive world.

Furthermore table 4.2 indicated that due to the fact that there are Universities in Mogadishu offering different courses in areas of architecture, business, journalism, law, library science, accountings, pharmacy, public policy, human medicine, professional engineering, podiatric medicine, scientific dentistry, education, and veterinary medicine respondents agreed to the statement and this was rated very satisfactory with a (mean=3.34). hence implying that the presence of university's in Mogadishu has helped youth in acquiring different skills in different courses.

More so in table 4.2 results indicated that Vocational Schools programs have always helped the Youths in Mogadishu to acquire practical knowledge in business ventures ranging from computer training, tailoring, mechanic, etc, this was rated satisfactory with a (mean=2.89), hence implying that Vocational Schools programs have always helped the Youths in Mogadishu to acquire practical knowledge in business ventures ranging from computer training, tailoring, mechanic

And lastly also results in table 4.2 indicated that technical institutions in Mogadishu offer education focused on research where Students in Mogadishu capital are taking courses at a technical institute to prepare for careers that are based on practical applications and include on-the-job training and this was rated satisfactory with a (mean=2.72). Hence implying that Technical institutions in Mogadishu offer education focused on research where Students in Mogadishu capital are taking courses at a technical institute to prepare for careers that are based on practical applications and include on-the-job training thus being of help to the youth in Mogadishu in employment generating.

4.3 Skills offered by tertiary institutions in promoting youth employment

Skills offered by tertiary institutions in promoting youth employment was the first objective in this study and was rated using three items in the questionnaire. Each of these questions was based on a five point Likert scale and respondents were asked to

rate the skills offered by tertiary institutions in promoting youth employment by indicating the extent to which they agree or disagree with each question, their responses were analyzed using SPSS and summarized using means as indicated in Table 4.3;

Table 4.3: Descriptive statistics showing skills offered by tertiary institutions in promoting youth employment

Items on skills offered by tertiary institutions in promoting youth employment	**Mean**	**Std**	**Interpretation**
Youths have been able acquire various business development and entrepreneurship skills which have enabled them create their own business and earn a living.	2.89	1.017	Satisfactory
Tertiary institutions in Mogadishu have offered Tailoring Skills to students where they are taught how to design, knit and saw various fabrics of clothes	2.76	1.081	Satisfactory
Some students or youth been able to acquire necessary mechanical and Electrical Engineering skills where they are taught how to repair various electrical appliances like TV sets, radios, ironing machines, DVD players, and others.	2.41	1.069	Unsatisfactory
Average mean	**2.69**	**.78129**	**Satisfactory**

Source: Primary Data, 2019

Results in table 4.3 indicated that the skills offered by tertiary institutions in promoting youth employment are generally satisfactory and this was rated satisfactory by the overall mean of 2.69, which implies that tertiary education has tried to play a key role in promoting employment opportunities among the youths in Mogadishu, Somalia.

Results further indicated that under the Youths have been able acquire various business development and entrepreneurship skills which have enabled them create their own business and earn a living and this was rated satisfactory with a (mean=2.89). hence implying that Youths have been able acquire various business development and

entrepreneurship skills which have enabled them create their own business and earn a living, thus strong employment generating ideas.

Furthermore results indicated that Tertiary institutions in Mogadishu have offered Tailoring Skills to students where they are taught how to design, knit and saw various fabrics of clothes and was rated satisfactory with a (mean=2.76). Hence implying that Tertiary institutions in Mogadishu have offered Tailoring Skills to students where they are taught how to design, knit and saw various fabrics of clothes, thus creating a job creator than a job seeker in Mogadishu Somalia.

Lastly one item that was rated unsatisfactory; Some students or youth been able to acquire necessary mechanical and Electrical Engineering skills where they are taught how to repair various electrical appliances like TV sets, radios, ironing machines, DVD players, and others with a (mean=2.41), which indicated that tertiary education has not adequately provided youths with a valued and productive role which is recognized by their community in Mogadishu Somalia.

4.4 Influence of Tertiary education policy on youth employment in Mogadishu Somalia

Influence of Tertiary education policy on youth employment in Mogadishu Somalia was the third and last objective in this study and this was rated using six items in the questionnaire. Each of these questions was based on a five point Likert scale and respondents were asked to rate the skills offered by tertiary institutions in promoting youth employment by indicating the extent to which they agree or disagree with each question, their responses were analyzed using SPSS and summarized using means as indicated in Table 4.4;

Table 4.4: Showing the influence of Tertiary education policy on youth employment

Items	Mean	Std	Interpretation
Skills improvement programs have always helped the Youths to be in touch with all the latest technology developments	3.31	1.012	Very Satisfactory
Skills improvement projects have always helped the Youths to be able to see weaknesses and skill gaps	3.09	.964	Satisfactory
Skills improvement projects have always helped to attract new talent among the Youths	2.75	1.119	Satisfactory
Technical skilling among youth cause other social services, to reach the citizens through employment	2.65	.962	Satisfactory
There are vocational training projects implemented with the aim of improving skills among the Youths	2.45	1.014	Unsatisfactory
Average mean	**2.80**	**.65097**	**Satisfactory**

Source: Primary Data, 2019

With respect to influence of Tertiary government education policy on youth employment; results in table 4.4 indicated that five items were used to measure this construct and it was also rated satisfactory on average and this was indicated by the average mean of 2.80, implying that the government policies on tertiary education not only develop the capabilities of the youths but also sharpen their thinking ability and creativity in order to take better decision in time and in more productive manner, it also enables the youths to behave in an effective manner.

Still results indicated that the skills improvement programs have always helped the Youths to be in touch with all the latest technology developments and this was rated very satisfactory with a (mean=3.31). Hence implying that Skills improvement programs has helped the Youths to be in touch with all the latest technology developments in Mogadishu Somalia.

Furthermore results in table 4.4 indicated that Skills improvement projects have always helped the Youths to be able to see weaknesses and skill gaps and this was rated satisfactory with a (mean=3.09). Hence implying that Skills improvement projects have always helped the Youths to be able to see weaknesses and skill gaps thus creating a strong employment generating ideas to the youth.

More so skills improvement projects have always helped to attract new talent among the Youths this was rated satisfactory with a (mean=2.75). Hence implying that Skills improvement projects have always helped to attract new talent among the Youths thus these new talents being created widens the minds of the youth to create employment opportunities even for others more so reducing on unemployment rates.

Technical skilling among youth cause other social services.to reach the citizens through employment and this was rated satisfactory with a (mean=2.65). Hence implying that Technical skilling among youth cause other social services, to reach the citizens through employment generating opportunities in Mogadishu Somalia.

Lastly however there are limited vocational training projects implemented with the aim of improving skills among the Youths and this was rated unsatisfactory with a (mean=2.45). Hence implying that in Mogadishu Somalia there are no vocational training projects implemented with the aim of improving skills among the Youths

Data from the interview indicated the following;

> *"Tertiary education is gaining tremendous importance in our country in recent years. The lack of employability as an outcome of the education system has given rise to the need for skill based education. The development and economic growth of Somalia will be accelerated if the youth of our country get tertiary education and acquire relevant skills. The Central and the State Government are emphasizing on building skilled human resources. The Prime Minister of Somalia has created the National Skill Development Mission with the ambitious objective of creating 500 million skilled resources in the next 5 years. The National Skill Development Corporation has been established to further implement this objective. However, at present Tertiary Education and training system is*

fragmented, unregulated and lacks quality. Therefore there is a need to redefine the objectives of Tertiary Education, Training & Skill Development so as to align with the changing environment and industrial needs".

4.5. Relationship between tertiary education and youth employment in Mogadishu, Somalia

The second objective in this study was to assess the relationship between tertiary education and youth employment in Mogadishu, Somalia; here the researcher had to establish whether there is a relationship between tertiary education and youth employment in Mogadishu, Somalia as indicated in table 4.5;

Pearson correlation between tertiary education and youth employment

Still in order to fulfill this objective, the researcher correlated the mean indices on tertiary education and that on youth employment using the Pearson's Linear correlation Coefficient (PLCC) and results are indicated in table 4.3 below;

Table 4.5: Pearson correlation between tertiary education and youth employment

Variables Correlated	r-value	Sig	Interpretation	Decision on Ho
Tertiary education Vs Youth employment	.715	.004	Significant correlation	Rejected

Source: Primary Data, 2019

Pearson's Linear correlation Coefficient (PLCC) results in table 4.3.1 indicated that tertiary education has a significant relationship on youth employment in Mogadishu, Somalia, since the sig. value (0.004) was less than 0.05, which is the maximum level of significance required to declare a significant relationship. Therefore this implies that

improving tertiary education can significantly increase youth employment activities in Mogadishu, Somalia.

Decision on hypothesis

The hypothesis was rejected since the significant value was found to be less than 0.05 (Sig=0. 000). Hence there is no significant relationship between tertiary institutions and youth employment in Mogadishu Somalia.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter focuses on the findings, conclusions; recommendations based on the conclusions of this study and suggested areas that need further research following the study objectives and study hypothesis.

5.1 Discussions

This study aimed at examining the extent to which tertiary education serves as a platform for youth employment in Mogadishu Somalia, three specific objectives guided this study and these were; (i) to examine the forms of tertiary institutions in promoting youth employment in Mogadishu, Somalia. (ii) To examine the skills offered by tertiary institutions in promoting youth employment in Mogadishu, Somalia and (ii) To examine the influence of Tertiary education policy on youth employment in Mogadishu, Somalia.

5.1.1 Objective one; the forms of tertiary institutions and how they promote youth employment in Mogadishu, Somalia.

The findings revealed that Vocational Schools are amongst the major forms of tertiary institutions operating in Mogadishu, Somalia which mostly combine teaching of both practical skills and theoretical expertise. Therefore Mogadishu region also has a number of vocational institutions like; Somali vocational training center, Somali youth developers, which are meant to offer vocational courses in tailoring, electrical repairing, mechanic car repairing, building construction, plumbing, and others. Higher education differs from other forms of post-secondary education such as that offered by institutions of vocational education, which are more colloquially known as trade schools. Furthermore, the findings revealed that Universities like Mogadishu University, SIMAD University, Plasma University, Horseed International University, Somali national University, Somali University, etc are also amongst other major forms of tertiary institutions operating in Mogadishu, Somalia as supported by Rüegg, Walter (2012),

that universities in Mogadishu award academic degrees in various academic disciplines ranging from; business and finance management, project planning, mechanical and electrical engineering, social work and other related fields.

Furthermore the results in table 4.2 indicated that due to the fact that there are Universities in Mogadishu offering different courses in areas of architecture, business, journalism, law, library science, accountings, pharmacy, public policy, human medicine, professional engineering, podiatric medicine, scientific dentistry, education, and veterinary medicine respondents agreed to the statement and this was rated very satisfactory with a (mean=3.34). Hence implying that the presence of university's in Mogadishu has helped youth in acquiring different skills in different courses. This was also in line with Salehi-Isfahani and Dhillon (2008), who argued that among the suggested reforms universities/ institutions can undertake is the introduction of community colleges and vocational schools into the market. These colleges provide skilled labor that is in demand in today's local and regional labor market as opposed to the traditional majors that constitute the majority of the unemployed youth population today. Another alternative is the introduction of leadership and entrepreneurial skills across all majors offered by the institutions. Therefore, these skills would no longer be limited to business majors, but they would cut across the social sciences as well in order to encourage entrepreneurship initiatives among the graduates. In support to this reform, micro credit projects need to be supported in order to encourage entrepreneurship among the youth. These micro credit projects call upon other players in the society in order to make it possible for the youth to apply the skills gained during their education (Chaaban, 2010).

5.1.2 Objective two; the skills offered by tertiary institutions in promoting youth employment among the Youths in Mogadishu, Somalia

The findings indicated that the skills offered by tertiary institutions in promoting youth employment applied among the youths in Mogadishu Somalia include Tailoring Skills and Entrepreneurship/Business Management Skills and these were generally rated satisfactory, therefore implying that the tertiary education activities such as retraining, technical training and skills improvement have tried to play a key role in promoting employment among the youths in Mogadishu, Somalia. This finding is in line with Pucciarelli and Kaplan (2016) who noted that youths in Mogadishu are taking courses at a technical institute to prepare for careers that are based on practical applications and include on-the-job training. Some of the Technical institutions include; Buruuj technical secondary school, Hano Academic, Mogadishu technical and vocational training center, Hayle Barise Technical Development Center and Industry Service. This describes a distinct form of higher education that offers a particularly intense integration with technical work. Its function is to diversify learning opportunities, enhance employability, offer qualifications and stimulate innovation, for the benefit of learners and society. The intensity of integration with the world of work (which includes enterprise, civil society and the public sector) is manifested by a strong focus on application of learning. This approach involves combining phases of work and study, a concern for employability, cooperation with employers, the use of practice-relevant knowledge and use-inspired research.

Results further indicated that under the Youths have been able acquire various business development and entrepreneurship skills which have enabled them create their own business and earn a living and this was rated satisfactory with a (mean=2.89). hence implying that Youths have been able acquire various business development and entrepreneurship skills which have enabled them create their own business and earn a living, thus strong employment generating ideas. This was in line with the UNESCO's Global Education Digest 2005 indicates that secondary education is expanding rapidly worldwide with enrollments climbing from 321 million in 1990 to 492 million in 2002/2003. As more young people complete basic education, demand for post-basic

education will doubtless grow as well, along with questions about the vocational content of this education. TVE plays a larger role in Europe and Oceana (comprised of the Pacific islands, including Australia and New Zealand), reflecting different regional approaches to preparing youths for the transition to work. The distribution of TVE enrollments tends to be bimodal with one cluster of countries enrolling 25 percent or more of secondary students in TVE, while another set of countries tends to enroll 15 percent or less of the students.

5.1.3 Objective three; Influence of Tertiary government education policy on youth employment in Mogadishu Somalia

Findings indicated that government policy has a significant influence on youth employment in Mogadishu, Somalia. Hence implying that favorable government policies can significantly promote youth employment in Mogadishu, Somalia. The finding also agrees with Mogh (2014) noted that gender discrimination in vocational education resulted low literacy rate among citizens. Low literacy rate is also one reason of people's poverty because without good education citizens could not gain better status and high level jobs and they could not contribute for the development and economic growth (Chudhary & Rahman, 2014). Good governance is tied to good development in many ways, but the way that this policy is represented in many texts; make it hard for countries without good governance to receive substantial aid allocations or youth development projects. This is to the detriment of many developing nations as some of these countries are the ones that need help the most. A role of empowerment is to strengthen governance, so there is an ethical conflict in this area. However information is a key and knowledge is power. Informed citizens are better equipped to take advantage of opportunities. The relevance of this information is especially important if the poor are to take effective action (Narayan, 2012). The best way to do this is through technical education and training education.

Participation in youth development projects does however need outside stakeholders but the community needs to be the one driving the project. An example of the different stakeholders involved in participatory projects is given over the page. As can be seen there are many people who can contribute to a development project. Youth employment involves face to contact between the participants and those who make the decisions. It strengthens relationships between bureaucrats and beneficiaries (Outreach International, 2017). This is the stage where the community helps in implementing the infrastructure or service. Youths need to work together and to mobilize resources to tackle problems collectively (Narayan, 2012). Many development organizations undervalue the capacity of youths to collectively solve problems (Narayan, 2012). The participation of youths in youth development projects is a major aspect of an empowering approach. Participation works well at the small scale. Community based organisations if trained correctly can manage and supervise locally based construction and maintenance activities very effectively (Meshack, 2014). There is a fine balance between success and failure of participation in that it needs to be locally based with little input from external forces. Governments and donors can in fact undermine contributions made by the community in that they take over projects and locals lose their sense of ownership (Meshack, 2014).

Making the youth involved in empowerment and participatory programs is hard to achieve due to their social exclusion. The gap between the poor in rural areas and those of their more wealthy countrymen is large and widening (Godinot and Wodon, 2016). Because the youth are socially excluded, often development organizations such as the World Bank think of the poor as ignorant and complacent. More often than not they are excluded from participating in projects in a meaningful way, due to pre-existing biased views that they are not worthy, or indeed, have the skills to participate effectively. The structure and cultures of the various organizations in the application of empowerment programs have significant effects on the achievement of empowerment objectives (Bebbington et al, 2017). Deeply rooted professional cultures within organizations reduce everyday commitment on the ground to implement empowerment

objectives (Bebbington et al, 2017. 615). A major problem is objectives getting lost in the bureaucratic chain. Youth employment as a concept goes against entrenched values and powers in most of the organizations where empowerment is implemented (Bebbington et al, 2017).

5.2 Conclusions

5.2.1 Objective one; the forms of tertiary institutions and how they promote youth employment in Mogadishu, Somalia.

Objective one; From the findings of the study, the researcher concluded that tertiary education activities such as Universities, retraining, Vocational and technical training have equipped students with various technical skills like Tailoring Skills and Entrepreneurship/Business Management Skills which enabled youths to learn how to be self-employed through creating small and medium sized enterprises to earn a living, thus fulfilling the mandate of tertiary institutions in promoting youth employment in Mogadishu, Somalia.

Furthermore, forms of tertiary institutions in Youth employment has a serious impact on the development of a country, especially in the case of Somalia. The massive share of youth in Somalia combined with the very high unemployment rates can cause a serious threat to the country's overall development.

5.2.2 Objective two; the skills offered by tertiary institutions and how they promote youth employment among the Youths in Mogadishu, Somalia

Objective two; From the findings of the study it was concluded that tertiary education develops the youths and results in superior performance with in their activities by replacing the traditional weak practices by efficient and effective work related practices. It is an effective tool for achieving social cohesion, integration and self-esteem among the youths in Mogadishu, Somalia.

Furthermore, the study concludes that the more soft skills an individual student possesses, the higher their chances of employment and the density of employment connection networks they may have. The findings of our study suggest that the youth in tertiary institutions are receiving some form of soft skills training through the different programs and course work offered at their respective universities. Nevertheless, the study established that only a few soft skills were imparted through the different coursework. We also observed that youth with soft skills were more competitive in pursuing employment opportunities than those without. Colleges and universities therefore need to adopt a more practical approach in the delivery of the soft skills programs with related evaluation models that have objectively measurable indicators. This will provide opportunity for empirical analysis of the impact of such courses as well as reveal remedial measures that need to be put in place.

5.2.3 Objective three; Influence of Tertiary education policy on youth employment in Mogadishu Somalia

Objective three; Government policy significantly improves youth employment activities in Mogadishu, Somalia. Hence concluding that Government policy not only develops the capabilities of the youths but also sharpen their thinking ability and creativity in order to take better decision in time and in more productive manner, it also enables the youths to behave in an effective manner.

Furthermore, the study concluded that youth employment has become a major issue around the globe with remarkable differences across regions and countries. Benefit regimes and activation policies play a major role in facilitating, or hampering, a smooth transition of young people into the labour market. Countries with more generous benefit systems tend to have larger active labour market policies in general and for young people in particular. They also have more systematic activation strategies that are implemented to make the receipt of benefits conditional upon participation in active measures and engagement in job search. The restrictions embedded in benefit system

tend to affect young unemployed people in particular and, in some countries, activation strategies are stricter and more demanding for young people than for adult unemployed.

5.3 Recommendations

Based on the findings, the study recommends the following:

5.3.1 Objective one; the forms of tertiary institutions and how they promote youth employment in Mogadishu, Somalia.

The government of Somalia should provide financial support to partners and institutions implementing tertiary education activities which will enable them higher the rights qualified, experienced and technical lecturers to facilitate the students with necessary advanced skills in different areas ranging from; Computer and Secretarial Training, Electrical Engineering, motor vehicle mechanics, Catering and Food Production, Tailoring Skills, plumbing, among others. This could take either or all of the following forms: cost recovery through charging user fees; government part funding to the tertiary education institutions.

Furthermore, the study recommends that tertiary institutions a urged more to provide youth opportunities to create jobs and enterprises and livelihoods diversification programs are also required for sustainable economic growth considering the sheer size of this population group. The youth of Somalia need access to seed capital, market support and training in business development.

5.3.2 Objective two; the skills offered by tertiary institutions in promoting youth employment among the Youths in Mogadishu, Somalia

Given the nascent/formation level of the management structures of respective tertiary education institutions, it is critically important to train and build the functional capacity of these institutions on the tertiary skills training concept and employment promotion so that they can be stronger in their role of designing and implementation of literacy and tertiary education in skills like; Computer and Secretarial Skills Training, Electrical Engineering, Catering and Food Production Skills, brick laying, building and architecture, Moto vehicle mechanics, etc. with economic and social relevance to the community.

Further, the study recommends that it might be useful to integrate social entrepreneurship as a soft skills development program in all the college/university programs in Somalia. This will considered crucial to the current global job environment is more inclined towards innovation that seeks to solve a myriad of social challenges through entrepreneurship.

5.3.3 Objective three; Influence of Tertiary education policy on youth employment in Mogadishu Somalia

Orientation of the tertiary education teachers on adult education pedagogy/methodologies. Even if they have been found qualified during recruitment, orientation is critically important for consensus and solidifying their understanding on tertiary and livelihoods skills training objectives and expectations as well as the different stages in the learning process.

Furthermore, to job creation government policies, the skills gap must be addressed to support the employment of graduates by removing the structures which tend to impede the agency of the youth. Whilst access to tertiary education is much higher in urban areas, the acquisition of employable skills continues to be a barrier to employment. The

development of educational programs with vocational and skills training components is critical. There must also be cooperation between the private sector and education institutes to ensure that students are being trained in skills that are in demand. Vocational schools that partner with sectors such as the tourism and the manufacturing industry will be able to create a training-to-position pipeline that satisfies the needs of businesses while providing crucial employment.

5.4 Contribution to knowledge

In spite of the efforts of the Government of Somalia and international community, weak coordination and fragmented implementation of actions has not supported the effective growth of the tertiary education sector. The choice of skills training is not always guided by the needs of the market but by need to address all needs by youth projects whose scope is too small to warrant such undertakings. Implementation of education programs in Mogadishu, Somalia is coordinated through the Education Sector Committee (ESC), yet there are many partners with sub-programs falling under this sector but subsumed under a different thematic area. In such situations, tertiary education does not receive appropriate technical direction for its success.

5.5 Areas for further research

Prospective researchers and even students are encouraged to research on the following areas;

1. Vocational Training and Social economic development of youths in Mogadishu, Somalia.
2. Tertiary education and promotion of entrepreneurship among the youths in Mogadishu, Somalia.

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APPENDICES

APPENDIX I: INSTRUMENTS/QUESTIONNAIRES

Dear respondent;

I am **ALI FARAH ABDULLAH, Reg No. MDS/1175-06176-14790** a student of Kampala International University carrying out a research on **"*Tertiary Education and Youth Employment in Mogadishu, Somalia*".** You are kindly requested to spare a few minutes and fill this questionnaire. This research is purely academic and any information provided will be treated with at most confidentiality. Thank you for your cooperation. .

Instructions: Please I kindly request you to you to spare some time and fill this questionnaire appropriately by ticking ☐ in the boxes provided from the alternatives provided on each question. Your responses will only be used for this academic purpose and will be treated with utmost confidentiality. Thank you very much for your time and co-operation

SECTION A: Demographic Characteristics

1. Kindly indicate your gender. (Tick as appropriate)

a) Male ☐ b) Female ☐

2. Select your age bracket. (Tick as appropriate)

a) 18-24 years ☐ b) 25-36 years ☐

c) 36-44 years ☐ d) 44 years and above ☐

3. How long have you spent in Mogadishu?

a) Less than 1 year ☐ b) 4-5 years ☐

c) 2-3 years ☐ d) 6-10 years ☐

4. Highest level of education

a) Primary ☐ b) Degree ☐

c) Diploma ☐ d) Masters ☐

Section II: The forms of tertiary education in Mogadishu Somalia.

Please indicate the extent of your agreement with statements listed below ranging from 5- strongly agree (SA), 4- agree (A), 3 not certain (NS), 2 disagree (D), 1- strongly disagree (SD).

Items on the forms of tertiary education in Mogadishu Somalia.	**SD**	**D**	**A**	**SA**
There are Universities in Mogadishu offering different courses in areas of architecture, business, journalism, law, library science, accountings, pharmacy, public policy, human medicine, professional engineering, podiatric medicine, scientific dentistry, education, and veterinary medicine				
Vocational Schools programs have always helped the Youths in Mogadishu to acquire practical knowledge in business ventures ranging from computer training, tailoring, mechanic , etc				
Technical institutions in Mogadishu offer education focused on research and vocational training				

Section III: The skills offered by tertiary institutions in promoting youth employment in Mogadishu Somalia.

Please indicate the extent of your agreement with statements listed below ranging from 5-strongly agree(SA), 4- agree (A),3 not certain (NS), 2 disagree(D),1-stronglydisagree (SD).

Items on the skills offered by tertiary institutions in promoting youth employment in Mogadishu Somalia.	**SD**	**D**	**A**	**SA**
Youths have been able acquire various business development and entrepreneurship skills which have enabled them create their own business and earn a living.				
Tertiary institutions in Mogadishu have offered Tailoring Skills to students where they are taught how to design, knit and saw various fabrics of clothes				
Some students or youth been able to acquire necessary mechanical and Electrical Engineering skills where they are taught how to repair various electrical appliances like TV sets, radios, ironing machines, DVD players, and others.				

Section III: The influence of Tertiary government education policy on youth employment in Mogadishu, Somalia.

Please indicate the extent of your agreement with statements listed below ranging from 5-strongly agree(SA), 4- agree (A),3 not certain (NS), 2 disagree(D),1-stronglydisagree (SD).

	SD	D	A	SA
The youths in Mogadishu also benefit from entrepreneurship programs				
The youth have been uplifted and helped to attain leadership in generating businesses and entrepreneurship opportunities				
The government has always enabled youth to collaboratively develop information and communications technology-based solutions for challenges identified with unemployment				
With returning stability to Mogadishu, there is hope to empower a young and energized population to take charge in re-establishing an environment that promotes foreign investment and job creation				
The youths are encouraged to start their own businesses				
The youths are provided with funds to start their own businesses				

Thank you

APPENDIX II: INTERVIEW GUIDE

1) In your opinion, explain the importance of tertiary education on youth employment in Mogadishu Somalia.

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2) In your opinion, explain how tertiary education has influenced youth employment in Mogadishu Somalia.

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