

RESEARCH

Degrees Without Direction: The State of Higher Education in Somalia

Veynuus research, in preparation.

WHAT THIS DOCUMENT COVERS

- 01 What the expansion actually produced**
Somalia went from a single functioning university in the early 1990s to more than 50 registered institutions. The study asks what that growth has delivered in teaching quality and in graduate outcomes.
- 02 Why the same disciplines dominate**
Enrolment concentrates in a narrow set of established fields while emerging ones remain thinly taught. The paper examines what drives that concentration and what it costs students and the economy.
- 03 What employers actually require**
The study asks employers which capabilities they find missing in graduates, and whether universities have ever been told in a form they could act on.
- 04 Who is accountable for quality**
A line of inquiry into the current state of accreditation and regulation, and what a quality assurance framework for Somali higher education would need to contain to be credible.
- 05 How institutions stay solvent**
The paper examines dependence on student fees, the near-absence of research budgets, and which financing arrangements — public, diaspora or donor — could hold over time.
- 06 What the evidence will not support**
Where reliable data does not exist, the paper intends to record the gap rather than estimate around it, and to treat the absence itself as a finding about the sector.

STATUS

This document is in preparation. Veynuus publishes research only once the underlying fieldwork, data and review are complete, so no findings are presented here. This file records the scope and intent of the work and will be replaced by the full publication on release.

To be notified when this document is published, or to discuss the work behind it, write to contact@veynuus.com.

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