



T.C.

CANKIRI KARATEKIN UNIVERSITY

INSTITUTE OF SOCIAL SCIENCES

POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

DEPARTMENT DEPARTMENT

**THE OBSTACLES TO WOMEN'S POLITICAL
PARTICIPATION AND HIGHER EDUCATION IN
SOMALIA**

RAYAN ABDIRAZAK MOHAMUD

MASTER'S THESIS

Supervisor

Asst. Prof. Dr. Şuayip TURAN

Çankırı – 2024

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SCIENTIFIC ETHICS STATEMENT

In the process from the proposal stage to the conclusion of the study titled *The Obstacles to Women's Political Participation and Higher Education in Somalia*, which I prepared as a master's thesis, I carefully followed the academic ethics and rules, that I obtained all the information in the thesis within the framework of academic ethics and tradition, that I prepared in accordance with the rules of writing the thesis. I declare that I cited every citation as a reference and that the works I have benefited from are those shown in the bibliography.

26 / 07 / 2024

Signature

Rayan Abdirazak MOHAMUD

THESIS ACCEPTANCE AND APPROVAL

ÇANKIRI KARATEKİN UNIVERSITY

TO THE DIRECTORATE OF THE INSTITUTE OF SOCIAL SCIENCES

This study titled *The Obstacles to Women's Political Participation and Higher Education in Somalia* prepared by *Rayan Abdirazak MOHAMUD* was found successful *unanimously* as a result of the thesis defense held on 26.07.2024 and was accepted as a Master's thesis in the *Political Science and International Relations* by our jury.

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APPROVAL

This Thesis has been accepted by the jury determined in the session of Çankırı Karatekin University Institute of Postgraduate Education Administrative Board, dated 26/07/ 2024 and numbered

Prof. Dr. Ersoy YILMAZ

Director of the Institution

PREFACE

I would like to express my deepest gratitude to my advisor, Asst. Prof. Dr. Şuayip TURAN, for his invaluable guidance, support, and encouragement throughout my master's thesis. His expertise, patience, and insightful feedback have been instrumental in shaping the direction and quality of this thesis. I am also immensely grateful to my family for their unwavering love, patience, and support. Their belief in me has been a constant source of motivation and strength, and I could not have completed this journey without their encouragement. I am deeply thankful for your friendship and support. Additionally, I would like to extend my sincere appreciation to Çankırı Karatekin University for providing the resources and a supportive environment conducive to academic research. The knowledge and experiences I have gained here have been invaluable. Finally, I would like to thank all my professors, colleagues, and anyone who has contributed to my academic journey. Your support and encouragement have played a significant role in my accomplishments.

26/07/ 2024

Rayan Abdirazak MOHAMUD

ABSTRACT

Thesis Title : The Obstacles to Women's Political Participation and Higher Education in Somalia
Thesis Author : Rayan Abdirazak MOHAMUD
Supervisor : Asst. Prof. Dr. Şuayip TURAN
Department : Political Science and International Relations
Type of Thesis : Master's
Acceptance Date: 26.07.2024

This study investigates the obstacles to women's political participation and higher education in Somalia, drawing historical parallels from Ancient Greece, Egypt, and Mesopotamia to modern times. Historically, women were often excluded from political participation and regarded as minors or enslaved individuals. The right to education, particularly higher education, is crucial for empowering women to engage in politics and decision-making processes. So, a comprehensive literature review and analysis were conducted, examining historical texts, educational policies, and contemporary studies on women's political participation. The findings indicate that women historically faced significant obstacles to political participation due to cultural norms, gender discrimination, and limited access to education and resources. Higher education emerged as a critical factor in providing women with the necessary networks, information, and skills for political engagement. Women's political involvement was shown to positively impact democratic processes, policy-making, and addressing the needs of marginalized groups. The study highlights the importance of removing barriers to education and promoting higher education for women to enhance their political participation. Ensuring women's active involvement in politics is essential for advancing democracy and achieving inclusive governance in Somalia. The findings underscore the need for continued efforts to support women's education and political empowerment to foster equitable and effective decision-making.

Keywords: Women, political participation, democracy

TURKISH ABSTRACT

Tez Adı : Somali'de Kadınların Siyasal Katılımının ve Yükseköğretimin Önündeki Engeller
Tezin Yazarı :Rayan Abdirazak MOHAMUD
Danışman :Dr. Öğr. Üyesi Şuayip TURAN
Anabilim Dalı : Siyasi Bilimi ve Uluslararası İlişkiler
Tez Türü : Yüksek Lisans
Kabul Tarihi : 26.07.2024

Bu çalışma, Antik Yunan, Mısır ve Mezopotamya'dan günümüze tarihsel paralellikler çizerek, Somali'de kadınların siyasi katılımı ve yükseköğretim önündeki engelleri araştırmaktadır. Tarihsel olarak, kadınlar sık sık siyasi katılımdan dışlanmış ve küçükler veya köleleştirilmiş bireyler olarak görülmüşlerdir. Eğitim hakkı, özellikle yükseköğretim, kadınların siyasete katılmaları ve karar alma süreçlerine dahil olmaları için çok önemlidir. Bu nedenle, kapsamlı bir literatür incelemesi ve analiz yapılmış, tarihi metinler, eğitim politikaları ve kadınların siyasi katılımına dair çağdaş çalışmalar incelenmiştir. Bulgular, kadınların tarihsel olarak kültürel normlar, cinsiyet ayrımcılığı ve eğitime ve kaynaklara sınırlı erişim nedeniyle siyasi katılımı önemli engellerle karşılaştığını göstermektedir. Yükseköğretim, kadınlara siyasi katılım için gerekli ağırlar, bilgi ve becerileri sağlamakta kritik bir faktör olarak ortaya çıkmıştır. Kadınların siyasi katılımının, demokratik süreçler, politika oluşturma ve marjinal grupların ihtiyaçlarının karşılanması üzerinde olumlu etkileri olduğu gösterilmiştir. Çalışma, eğitim önündeki engellerin kaldırılmasının ve kadınların siyasi katılımlarını artırmak için yükseköğretimin teşvik edilmesinin önemini vurgulamaktadır. Kadınların siyasette aktif katılımını sağlamak, Somali'de demokrasiyi ilerletmek ve kapsayıcı yönetim sağlamak için elzemdir. Bulgular, kadınların eğitimi ve siyasi güçlendirilmesine yönelik devam eden çabaların eşitlikçi ve etkili karar alma süreçlerini desteklemede gerekli olduğunu vurgulamaktadır.

Anahtar Kelimeler: Kadınlar, siyasi katılım, demokrasi

ABBREVIATIONS

BPFA	Beijing Declaration and Platform for Action
CGWO	Coalition of Grassroots Women's Organizations
COP	Community of Practice
HEI	Higher education Institutions
RT	Republic of Turkey
SGEPP	Somali Girls Education Promotion Program
SWA	Somali Women Agenda
SWLI	Somali Women Leadership Initiative
SWDO	Somali Women's Democratic Organization
SWDC	Somali Women's Development Centre
SWEE	Somali Women's Economic Empowerment
TNG	Transitional National Government
UNDP	UN Development Programme
UN	United Nations
UNMD	United Nations Millennium Development

1. INTRODUCTION

1.1. Background of the study

Education improves the ability to support women and their families economically, socially, and politically; education is a powerful change agent for women and their families. We can create a more gender-equal society and help make the future brighter for the next generation by educating girls and young women. Studies indicate that funding women's and girls' education yields a more significant return on investment than funding any other area of the economy. Not only is educating girls the right thing to do, but it is also a smart move. It is the best approach to guarantee that kids can realize their full potential and become valuable members of society. A nation's economic prosperity also benefits from girls' education since they tend to marry later and have smaller kids.

In 1970, the University Institute of the colonial era was renamed the Somali National University (SNU) in higher education. It began with departments of economics and law. It quickly became a full-fledged university, expanding its faculties to include essential subjects like agriculture, veterinary science, animal husbandry, engineering, and medicine. Italy primarily provided financial support for this national university, the former colonizer of Somalia (Abdulahi et al., 2020).

Somalia's educational system began to collapse long before the civil war, following the conflict with Ethiopia in the late 1970s and the ensuing economic crisis in the 1980s, policy development came to a standstill, significantly impacting social services, a wide range of actors (including local communities, the Somali diaspora, local and international NGOs, Islamic aid agencies, and the private sector) have contributed to the development and rehabilitation of the education sector in recent years as stability and security have improved in some parts of the country (Heritage institute, 2013).

Education is a vital human right, and it is essential for both social and personal development as well as economic expansion. Education can foster personal development, critical thinking, and creativity and provide people with the knowledge and abilities needed to excel in various careers. In the international education system,

the learning or teaching process is divided into three levels: primary, secondary, and university. By gaining knowledge, education alters a person's way of life. Education shapes an individual's mindset and perception. Education distinguishes between literate and illiterate people. Education is acquiring knowledge, abilities, values, beliefs, and habits. Anthology pedagogy, guided inquiry, and instruction illustrate instructional methodologies. Preschool, elementary, secondary, and tertiary education are typical educational levels.

The higher education sector experienced significant expansion between 2004 and 2012. 34 of the 44 institutions surveyed were established during the three regions' growth periods (Heritage Institute, 2013). There are an estimated 124 universities in Somalia, about 70 of which are in Mogadishu alone; the growth of private universities is fueled by the desire for profit and the lack of regulatory oversight. Graduation rates are hard to come by, but qualitative evidence points to a rise as more students transition from secondary school (Abdulahi et al., 2020).

Private organizations and companies are eager to establish numerous higher education universities alongside the government university; the Department of Culture and Higher Education bears the responsibility of creating a quality assurance mechanism to standardize higher education throughout the nation; however, due to inconsistent policies at the federal and state levels, the Department has only started the process of evaluating and registering universities that have left without accreditation, to lay the groundwork for the establishment of quality higher education regulations shortly (Abdishakur, 2020).

The diversity of founders and owners is a shared feature of the growth trajectory of higher education in Puntland, Somaliland, and South-Central. The local population and diaspora started some of the sample's universities, while corporate companies or religious non-governmental organizations started other universities. These institutions' ownership seems relatively amorphous; for instance, local communities and the diaspora built Amoud University, Hargeisa University, and Burao University. Currently, however, these institutions are regarded as public institutions under the control of the Somaliland government (Heritage Institute, 2013).

Reforming educational policies is a crucial issue in any country that has emerged from conflict; in order to improve Somali residents' competitiveness in the global job

market, the country's education policies generate a significant national effort to promote international education standards and build a suitable policy emphasis on quality education (Abdishakur, 2020). Primary education is the foundational level of education in every country globally, as it establishes the mini-structural framework that dictates the caliber of subsequent educational tiers. Literacy serves as the fundamental cornerstone of education. It is national identity and social cohesion at its core.

Higher education can provide various benefits, such as increased career opportunities, earnings potential, and greater social mobility. Higher education provides opportunities for personal development, intellectual exploration, and civic engagement. Gender disparities in access to higher education exist, and many people face significant barriers to obtaining a higher education. Financial constraints, a lack of access to educational resources, and systemic inequalities based on factors such as race, gender, or socioeconomic status are examples of these barriers. Women benefit greatly from higher education because it gives them the networks, information, and abilities necessary to engage in politics and decision-making. Conversely, women often encounter substantial obstacles in their pursuit of higher education, including but not limited to cultural norms, discrimination based on gender, and limited access to opportunities and resources.

Women's education is frequently regarded as a luxury rather than an essential development component. An education for a girl changes her life, her community, and the world around her. If she receives an education, she will be able to better care for herself and her family, earn a living, and contribute to the development of her country. Moreover, educating girls promotes economic growth, creates jobs, and reduces the high unemployment rates that plague many African economies. College is the level of education that follows high school. Higher education comprises all levels of learning beyond the bachelor's degree. In addition to pure science and technology institutions and medical, engineering, business, law, music, and art schools, it also encompasses teacher education programs.

Somali culture was cited as a general barrier or objection to girls' education; respondents did not go into great detail to support this claim, although some suggested that education might compromise Somali culture (McNally, 2020). In Somali culture,

educating women means educating their families; whenever women get an education, they work very quickly to educate their children, and sometimes women teach their children at home. It is frequently used to refer to higher education, such as a bachelor's or master's degree. Higher education can also refer to continuing education and professional development courses for those who have already earned a degree.

Given the dearth of university scholarships available, university girls primarily stated that their parents are the primary socioeconomic supporters of their decision to pursue an education at a university; parental guidance and financial support are perceived as the primary sources for them. Hence, this demonstrates the evident socioeconomic support parents give that enables girls to continue their education beyond secondary school and into higher education (UNFPA Somalia, 2021).

Many families cannot avoid paying the fees for both their boys and girls simultaneously. In Somalia's society, the family depends on a single personal source, usually the father or mother of the family. The individual's source of income is not fixed; it is a temporary occupation. Somali parents prefer men to pursue higher education while women stay home due to a lack of family income. The quality of education received by students can make parents proud of their hard work and their children's education journey. In Somalia, the quality of education is underdeveloped, which leads to many things, from the effects of civil wars to inadequate management of the education sector in the country's government education system and private education system. The number of schools and universities in Mogadishu is increasing as education quality deteriorates. In several African societies, women face a backward culture that does not want them to pursue higher education.

There are still gender disparities in secondary education. However, some encouraging developments in girls' participation; Uganda, Tanzania, and Sierra Leone have the highest GPIs, 103, 100, and 95 girls for every 100 boys enrolled in secondary school, respectively, while South Sudan and Liberia have the lowest gender parity 54 and 78 girls, respectively, for every 100 boys enrolled in secondary education, Somalia has the lowest ratio of girls to boys 67 for every 100 adolescents (Abdullah et al., 2020).

Discovered that retaining girls in school is aided by regular government provision of books and study resources and local innovations, encouraging women to pursue careers in law and politics can also serve as an enabler (UNFPA Somalia, 2021).

Gender differences in competitiveness vary between cultures, with women being less competitive than men in a patriarchal society and more competitive than men in a matrilineal society; this demonstrates that females attending single-sex schools had a higher likelihood of participating in a tournament than girls attending coeducational schools, this conclusion is in line with psychologists' observation that people's behavior is influenced by the gender of the people they associate with (McNally, 2020).

They studied the obstacles preventing girls from pursuing higher education (at universities or technical colleges). They reported these girls' social, institutional, cultural, and economic challenges (UNFPA Somalia, 2021). Education is a mechanical force that drives women's empowerment in society in several areas, such as their family, economic and social contributions, and, most importantly, political participation. Education for women contributes to the momentum and energy that the government and society put into development; additionally, it doubles the number of literate people in society.

The most significant barrier to school-age girls partaking in education has been traditional culture; the expectations placed on them as family carers and wage earners continue to take precedence over the girls' right to an education by social and cultural norms, girls and young women marry young, have children, and quickly adjust to their new circumstances without sufficient support should they wish to return to school, these requirements often disenfranchise these women and severely limit their ability to reach their full potential (Abdulahi et al., 2020).

Women are more likely to be represented in the engineering fields of chemical, biomedical, and architectural engineering than in the fields of mechanical, electrical, and nuclear engineering; women are more prevalent in computer science's human-computer interaction field than in robotics; women comprise 36% of general surgery residents and fellows within surgical sub-specialties, but just 13% of orthopedics residents and fellows (McNally, 2020). Comparatively speaking, according to the Puntland Education Sector Strategic Plan (2016), just 39% of students in all higher education institutions are female (UNFPA Somalia, 2021).

Higher education contributes to social justice and equality by promoting equal opportunities and social mobility and ensuring all individuals reach their full potential.

Higher education extends beyond the secondary level. Higher education provides advanced knowledge and skills in a specific field and can prepare individuals for careers in various fields, such as business, law, medicine, engineering, and others. Undergraduate, graduate, and professional programs are examples of higher education. Graduate programs typically focus on more specialized areas of study and research, whereas undergraduate programs typically provide students with a broad-based education in various disciplines.

Higher education provides opportunities for personal development, intellectual exploration, and civic engagement. However, only some have equal access to higher education, and many people need help to obtain a higher education. Financial constraints, a lack of access to educational resources, and systemic inequalities based on factors such as race, gender, or socioeconomic status are examples of these barriers. Identifying and removing these barriers is critical for promoting equal access to higher education and ensuring all individuals reach their full potential.

Higher education equips people with the knowledge and skills they need to succeed in various fields and professions, including medicine, engineering, law, business, and the arts. It also offers opportunities for personal development and can assist individuals in becoming more engaged and informed citizens. Higher education is critical to promoting social and economic development because it fosters a skilled and educated workforce, encourages innovation and creativity, and contributes to advancing knowledge and research. While there may be regional variations in the patriarchal structure, males generally dominate society.

Higher education comprises the entire academic trajectory from the juncture of secondary schooling until attaining a postgraduate research degree. In a nutshell, higher education is education beyond the secondary school level. According to the Cambridge Dictionary, higher education at a college or university is defined as subjects studied in detail at an advanced level. Higher education is a level pursued after high school, typically at a college or university. It usually entails more advanced and specialized study and research than secondary school. Higher education courses typically lead to a bachelor's, master's, or doctoral degree. Both contemporary higher education and a university can be readily described in terms of aspirations and

institutional and public engagement. Superior education encompasses an expanded array of tertiary establishments, including but not limited to colleges and universities.

These superior educational establishments can be coordinated in numerous ways, including coordination within a university and with other tertiary institutions like colleges and universities. A college, as defined by the British lexicon, is an institution that excels in a particular field of study and can offer degrees. The university is founded upon the hard and fast rule of providing superior education, a subset of superior training. Conversely, "university" and "better training" are occasionally applied interchangeably in other contexts. Obtaining additional education and a degree are advantageous in numerous ways. Over time, individuals with a college degree are eligible for more significant salary increases and earn more money than those who do not hold such a degree. Those who have completed a college education have a reduced likelihood of experiencing prolonged unemployment. Women have access to higher education to acquire the necessary knowledge, abilities, and self-assurance. It contributes to the improvement of inequalities and their family status.

Through education, women acquire the knowledge and abilities necessary to enter the workforce and participate in economic activities. This may enable them to attain economic autonomy, enhance their financial circumstances, and actively participate in the progress of their local economies. Furthermore, education regarding reproductive health, hygiene, and nutrition enhances women's health and well-being.

Education is essential for encouraging the leadership and political participation of women. Women granted educational opportunities are more inclined to possess knowledge regarding their rights and actively support causes that benefit them, their families, and their communities. Moreover, they are more likely to participate in political processes and take on governmental and civil society leadership roles. Higher education and political involvement are crucial for advancing women's rights and gender equality in Mogadishu and Somalia. Encouraging women to participate in political processes, increasing their access to education, and supporting their leadership development are all ways we can help create a more equal and inclusive society. The main topic of this study is the relationship between higher education and women's political participation in Mogadishu, Somalia. Geographically speaking, Somalia is an African nation situated in the Horn of Africa. Since 1991, when clan

militants destroyed the central military government, the country has seen more than three decades of conflict and disputes. Somali society established a clan-based transitional federal government (TFG) in 2000 at Arta in Djibouti, and the government of Somalia transitioned from a transitional federal government to a federal government in 2012.

The country's education system collapsed with the government's system, leaving individuals to maintain a system of education in a private school in an uncertain situation. Private schools covered the absence of government system education, while the weaknesses of the absence of government system education remained. The number of students attending school in Somalia is increasing yearly; however, this increase is disproportionate to men's probabilities. Many factors influence women's educational opportunities in Somalia. The experience of civil wars and conflicts in the country has affected the economy and the development of society, and socioeconomics is one of the vital permanent obstacles women face in the education sector.

Education delivers an opportunity for the person to create innovation for a new company or to be employed in the employment market, it also gives problem-solving skills and political empowerment in the political arena because all human beings are equal, and everyone is entitled to an education; therefore, males and females have equivalent opportunities to obtain an education. Somalis are a daily observer of their faith as a Muslim community. The Islamic faith espouses the principles of gender equality and the pursuit of knowledge by all individuals. Every individual is required to study Islam. In meetings, women are expected to maintain a respectful tone of voice. Frequently, the involvement of Somali women in meetings is restricted to delivering statements with no further contributions.

Political participation is citizens' contribution to their country's political movement and sensitive action taken by the government. Citizens can participate in their governments' politics by collaborating with them and expressing their support for them. Citizens have a powerful voice in today's technologically advanced and modernized world, and the government cannot ignore the interests of its citizens. Political participation was defined as "all voluntary activities by individual citizens planned to influence either directly or indirectly political choices at numerous levels

of the political system" or "movements of private citizens that seek to influence or encourage government and government politics" (Ekman and Amna, 2012).

Politics focuses on the struggle for power within the state. Therefore, power and the distribution of power within societies (or groups) are its primary concerns. Political engagement holds significant value in the lives of every individual, irrespective of gender. With its core instruments for human rights, the United Nations (UN) acknowledged political participation as a fundamental political right, realizing its importance for every citizen. Every person in a country has a right to an education. All citizens should have equal access to primary, secondary, and higher education by removing barriers.

The persistence of traditional perspectives and cultural prejudices explicitly concerning women's societal position and function is noteworthy, especially in rural regions. Despite this, it is evident that traditional gender roles and labor divisions are gendered. Social limitations impose more significant challenges on women when it comes to relinquishing their conventional domestic responsibilities and assuming public roles beyond the confines of the household. The prevailing perception that women's gender expression is primarily domestic restricts their ability to engage in formal political activities. The world is becoming ever more globalized due to the rapid advancement of technology and the globalization movement; politics has an extreme significance in this modernized world. Political factors significantly impact various facts of human existence, including development, economics, and society, because human beings reside in organizations that require judgments regarding allocating technical or energy resources for the group and resolving conflicts that may arise within the institution.

Somali women were a driving force in many ways; when Somalia's government collapsed and the country experienced uncertainty and conflict, women were the backbone of families and the mechanisms of peace-making and reconciliation; additionally, women were those who worked to provide first aid.

Political involvement and higher education are essential for promoting gender equality and empowering women in Mogadishu, Somalia. Obtaining postsecondary education equips women with the necessary information and skills to participate actively in politics. It also improves women's social status and economic chances. The degree of

education women obtain is positively correlated with their inclination to stand up for their rights and the interests of their families and communities. In addition, political participation is essential for advancing women's rights and gender equality. Women's viewpoints and needs are guaranteed to be considered during decision-making when they participate in political activities.

Additionally, it fosters the advancement of women's leadership and representation in politics, which could result in better policies that are inclusive of all women and girls. Social and cultural standards in Mogadishu limit women's movement, access to education, and other possibilities, which makes it difficult for them to participate in politics. However, many initiatives are underway right now to encourage women to enter politics and allow them to hold leadership roles.

For example, the Somali Women's Leadership Initiative (SWLI) works to increase female leaders' capacity and participation in political processes. The organization provides women with leadership training and mentoring and assists them with their political campaigns. Colleges, universities, and other postsecondary institutions are all examples of higher education. These institutions provide a variety of degree programs, such as undergraduate, graduate, and professional programs.

Similar to other developing countries, early marriage and pregnancy, the desire for females, and other discriminatory gender norms cause a large percentage of female students in Somalia to drop out of secondary school. In Mogadishu, for example, few females' complete high school, let alone go to college, due to the lack of possibilities; as a result, they often marry early. Few female professors nationwide can act as role models for young women.

More than two decades of violence have virtually destroyed Somalia's educational system. Across Somalia, girls and women encounter substantial economic and cultural barriers that impede their complete integration into society. Women are uncommonly afforded equal opportunities, particularly after completing secondary education. Women benefit from more excellent educational opportunities, as revealed by the community of practice (COP) discussions; however, this does not imply their complete and equal participation. Even if there are some positive viewpoints about the benefits of education for women and girls, some socio-cultural attitudes in Somalia continue to be a significant barrier to girls' education.

Poverty is a multifaceted concept that includes not only lack of money but also access to health care, education, political participation, and advancements in one's community and culture. Sometimes, women face obstacles when trying to enroll in universities, and sometimes, these obstacles come from their parents. These obstacles are related to the family's means of subsistence because university tuition is more expensive than that of secondary schools, making it unaffordable for low-income families. To overcome these challenges, women should have access to free education, scholarships created especially for them, and increased public awareness of the problem.

Overall, Somali women have faced numerous obstacles in pursuing their aspirations, particularly in areas fundamental to human rights, such as higher education and societal representation. As integral members of society, addressing the gaps affecting women is crucial. This research aims to highlight and bridge these gaps, promoting a more inclusive and equitable society.

1.2. Problem statement

Every level of education is massive, and an essential key is for men and women. Education is vital for society beyond the two genders. Both men and women need to have an advanced degree. Higher education is essential for women to gain the skills, confidence, and knowledge they need. It contributes to the improvement of inequalities and their family status. The implications of women obtaining higher education are extensive and transcend generations and even the immediate family.

Consequently, women are empowered to benefit from and contribute to Somalia's development. Somali parents and traditional elders view young girls' education as pointless and ineffective because they will marry and become dependent on their husbands for support. The fact that women in Mogadishu have limited access to higher education and political participation is a significant barrier to women's empowerment and the achievement of gender equality in the region.

Enrolling in higher education is difficult for women in Mogadishu due to a lack of resources, masculine cultural norms prioritizing male-dominated fields, and security considerations. This constraint hampers their capacity to obtain the necessary knowledge and competencies to engage actively in their local communities and the broader society. In addition, political participation among women in Mogadishu is

hampered by social and cultural norms that restrict their mobility, access to education, and other opportunities. This constrains their capacity to influence policies that have an impact not only on their own lives but also on those of their families and communities. Feminist political participation and restricted access to higher education in Mogadishu serve to sustain gender disparities and hinder the progress toward a society that is more inclusive and equitable. More representation of women's voices and perspectives is observed in decision-making processes, and the development of policies and programs must fully account for their needs.

Somali women have seen many challenges from their male counterparts regarding getting a higher education and participating in political activities in the government. Therefore, women are part of the society. Their gender gap acknowledges and gives women a share to be involved in higher education and political participation. Somali society needs awareness to focus on women's rights in society, especially Somali parents; parents see boys and girls as equal in all family rights in educational chances. The main goal of this study is to investigate the role of higher education and women's political participation in Mogadishu, Somalia. The study examines the gender gap challenges of Somali women in higher education and political participation in Mogadishu, Somalia.

By neglecting the distinct obstacles women encounter, such policies may contribute to continuing inequities in access to opportunities and resources. Despite making up a substantial proportion of the population, women continue to experience disparities in a multitude of spheres. Consequently, women are empowered to benefit from and contribute to Somalia's development. It is the same in Somalia, where several obstacles prohibit girls and boys from getting an equal education.

To commence, remember that politics, governance, and decision-making are among the most pivotal transforming domains. To promote greater female involvement in political processes, a comprehensive strategy must be adopted to tackle the diverse obstacles that impede women's political participation. Strategies for increasing the participation of women in political processes include the following:

The study makes a substantial contribution to the development of democratic nations where all citizens have equal access to higher education and political participation. The study aims to counter the stereotype that men dominate women in politics and the

classroom by advocating for equal opportunities for Somali people. This study brings out the obstacles to women's political participation and higher education in Somalia.

1.3. Obstacles and barriers

The prevailing cultural and social norms in Mogadishu, particularly in the context of women's higher education and political engagement, pose significant obstacles to women's empowerment. These norms, often reinforced by patriarchal society, discourage women from engaging in politics or higher education, leading to widespread resistance against female empowerment.

Security concerns are another significant barrier, as Mogadishu's instability and violence can deter women from pursuing education and political involvement. Ensuring women's safety through robust security measures and collaboration with local authorities is crucial. Economic constraints, particularly for those from economically disadvantaged backgrounds, also hinder women's access to higher education and political activities. Financial support, such as scholarships and grants, can play a crucial role in enabling women to overcome these barriers.

Institutional barriers, such as the lack of supportive policies and limited capacity of educational and political institutions, are critical obstacles. Many institutions lack adequate resources or infrastructure to support female students and political aspirants. Strengthening these institutions and implementing gender equality policies are essential steps to facilitate women's participation.

Access to quality education remains a significant challenge for women in Mogadishu due to the limited availability of higher education institutions and programs, coupled with insufficient infrastructure and resources. Addressing these barriers requires investment in educational infrastructure and resources, as well as expanding access to quality education for women.

Political barriers, such as underrepresentation and systematic exclusion from political networks, further limit women's participation. Efforts to increase women's political representation and create inclusive political networks are vital to overcoming these barriers.

A lack of awareness about the importance of higher education and political engagement among women and their families further compounds these challenges.

Advocating for legal and policy reforms and ensuring effective enforcement are crucial to addressing these barriers.

Social and familial pressures also play a significant role in restricting women's opportunities. Engaging with families and communities to shift these perceptions is essential for promoting women's empowerment.

1.4. Objective of the study

The main goal of this study is to ascertain how much higher education influences women's empowerment in Mogadishu about political engagement and the significance of higher education. In addition, this research attempts to determine the influence of higher education on women's political involvement, measure the level of women's political involvement in Mogadishu, explore the barriers that prevent women from participating in politics in Mogadishu, and investigate the challenges Somali women encounter when attempting to increase their education in the country. Finally, the study intends to evaluate the efforts made by women's organizations to raise the political involvement rate of women.

1.5. Research questions

- What role does education play in women's empowerment in Mogadishu?
- What part does higher education play in women's political participation?
- In addition, it is necessary to determine the level of female political participation in Mogadishu.
- What is the barrier Somali women face when trying to pursue higher education?
- What barriers do women in Mogadishu face when participating in politics?

1.6. Significance of the study

Studying women's political engagement and higher education in Mogadishu is crucial because it touches on several significant problems related to gender equality and women's empowerment in Somalia. First, there is a good chance that higher education will make a big difference in Mogadishu's progress towards women's social and economic freedom. By providing individuals with the information, abilities, and tools required for employment and economic activity.

Higher education can assist women in enhancing their economic standing, expanding their independence, and contributing to their communities' economic progress. Secondly, political engagement is paramount for fostering gender equality and constructing more inclusive societies in Mogadishu.

The involvement of women in political processes can advance gender-sensitive policies and programs that benefit women and girls, in addition to ensuring that their needs and perspectives are considered during decision-making. Furthermore, investigating the correlation between higher education and female political engagement in Mogadishu may provide valuable insights into the obstacles and prospects women encounter in Somalia. This can assist development practitioners and policymakers in the country in designing and implementing programs and policies that advance gender equality and women's empowerment. Addressing gender inequality is imperative. Because of gender inequality, women in Mogadishu and throughout Somalia face significant obstacles, including a lack of representation in political institutions and restricted access to education and economic opportunities. A more profound comprehension of how to tackle these obstacles and advance gender equality within the nation can be attained by examining the correlation between women's political engagement and higher education in Mogadishu.

Higher education possesses the capacity to substantially contribute to the advancement of economic development in the city of Mogadishu. Higher education can facilitate the expansion of small enterprises and other economic prospects by equipping women with the requisite expertise and competencies to participate in economic endeavors, thereby enabling them to contribute to the municipality's and nation's holistic progress. Women's empowerment in Mogadishu and the country can be facilitated by expanding women's higher education and political participation. Giving women the skills, knowledge, and opportunities that allow them to fully participate in all parts of society, including politics and the economy, empowers them to take charge of their personal lives and destinies.

Political engagement and higher education are indispensable elements in forming more inclusive societies. Promoting women's engagement in political processes and higher education can guarantee that they are adequately represented at all societal levels and have a meaningful impact on decision-making. This can promote the

development of more inclusive communities that value variety and promote equality for all people. Among the socioeconomic challenges that Mogadishu and Somalia face are instability, poverty, and violence. Analyzing the connection between women's higher education and political engagement in Mogadishu might help us better understand how to overcome these obstacles and encourage social and economic development in the nation and municipality.

Analyzing the relationship in Mogadishu between women's political participation and access to higher education might provide inspiration and role models for young women and girls across the country and city. Other women's accomplishments can inspire them to pursue their goals and aspirations in higher education and political leadership. Furthermore, women's political engagement and higher education can substantially contribute to Mogadishu's and Somalia's efforts at peacebuilding. When women participate in peacebuilding and conflict resolution decision-making processes, their unique perspectives and insights can contribute to more successful and durable peace processes. Women's violence in Mogadishu and Somalia is a serious problem since it prevents women from fully participating in higher education and political activities.

An analysis of the relationship between women's political participation in Mogadishu and higher education can lead to a more thorough understanding of the strategies for preventing and addressing violence against women, as well as creating a safer and supportive environment for women's involvement in these critical fields. International development initiatives are affected by the research on women's higher education and political engagement in Mogadishu.

Understanding the challenges and opportunities women face in Mogadishu will help improve the planning and implementation of international development programs that support gender equality and women's empowerment. Several Sustainable Development Goals (SDGs), including SDG 4 (Quality Education), SDG 5 (Gender Equality), and SDG 16, are closely related to women's political participation and higher education in Mogadishu.

Encouraging women to participate in politics and pursue higher education can help achieve these critical international goals. Investigating the correlation between women's political engagement and higher education in Mogadishu is essential as it advances the Sustainable Development Goals, reduces violence against women, and

fosters peace. Investigating the connection between women's higher education and political participation in Mogadishu is essential because it can help build a more equitable and inclusive society for all Somalis and provide insight into initiatives to advance gender equality and women's empowerment. The advancement of gender equality, economic prosperity, democracy, and informed policymaking at the local and national levels depends on analyzing the relationship between women's higher education and political engagement in Mogadishu.



2. LITERATURE REVIEW

Political participation is the act of citizens actively participating in politics, usually by voting or protesting. It is a crucial part of contemporary democracy because it allows citizens to hold elected politicians responsible and to have a voice in how their country is run. When citizens engage in politics, their voices are ensured to be heard. Political participation is an open and free choice in that every citizen, man and woman, can be part of the activities of politics of the country.

Deth (2021) identifies four characteristics of political participation: first, it is defined as an action or endeavor; mere interest in politics or television viewing does not qualify as participation; second, it is voluntary and not mandated by the legal system or imposed by the ruling class; and third, it pertains to the endeavors of individuals in their capacity as non-professionals or amateurs, as opposed to, for instance, politicians, civil servants, or lobbyists, it is also critical to remember that political engagement covers a broad spectrum of issues about the government, politics, and state, it is not limited to specific domains, hierarchies, or geographical areas, such as national elections or correspondence with political party representatives.

Throughout history, women have been marginalized from political structures and processes due to many structural, functional, and individual factors that vary by country's social context. Nevertheless, a pervasive issue regarding women's political engagement exists, which transcends the specificities of national and local circumstances and affects liberal democracy, development, and national and international politics; on account of this, it is critical to evaluate these notions critically and comprehend how gender impacts democracy and development, hence preventing women from effectively participating in politics (Bari, 2005).

The global movement for gender equity is one method of societal transformation for women that can increase women's political participation; although enshrining equality in law does not immediately create equity in society, it is an essential first step in that direction (Ahmed et al, 2018). This step provides a way to reduce and bring out the legitimate power of men's dominance in the political arena.

Women's engagement in political leadership is declining on a global scale. Currently, 19.5 percent of legislators worldwide are women, less than the 30% goal that was supposed to be reached by 2005; this goal was established in the Beijing Platform for Action in 1995 (Mohamed, 2019). However, in today's world, no one can debate reaching a maintenance of equity between men and women in the political arena. Meanwhile, women's quotas of 30% are a global achievement.

By imposing the ideology of gender roles, patriarchy confines women to the domestic sphere as spouses and mothers while placing men in the public sphere. This is a significant factor that exerts an influence on the political engagement of women worldwide. Nonetheless, this ideological division needs to reflect reality more precisely. Frequently, the boundaries between the public and private are obscured in women's daily lives. Nevertheless, this perception persists in both Northern and Southern regions: It is believed that men belong in the public sphere while women belong in the domestic sphere (Bari, 2005).

The study clearly showed a significant relationship between women's political participation and their economic situation; consequently, the government and its allies should place a great deal of emphasis on women's economic status, particularly their sources of income, since it plays a crucial role in enhancing their political engagement in Somalia (Madinah and Mohamed, 2019). The role of the government in the enhancement of women's political engagement is currently underway; some alternatives can participate and need to be stronger through enhancing women's involvement in social activities that include creating jobs and small businesses.

The rates and patterns of political participation between racial/ethnic groups and Whites, as well as between genders, have been observed to differ; these disparities are seen as problematic normatively because they highlight democratic injustices, while equal participation for all groups would ideally allow people to express their political preferences and concerns on an equal footing, privileged identities and higher wealth lead to higher rates of participation, and democratic structures and institutions are not impartial (Brown, 2014).

A worldwide agenda for the twenty-first century is contained in the United Nations Millennium Declaration, which was issued in 2000 and included a statement of principles and values in addition to eight specific goals with corresponding targets;

these goals are known as the Millennium Development Goals (MDGs), The United Nations resolved to "promote gender equality and the empowerment of women as effective ways to combat poverty, hunger, and disease and to stimulate timely sustainable development, 37 It is commonly acknowledged that attaining Goal 3, which aims to empower women and promote gender equality, is crucial to reaching the remaining seven MDG (Ahmed et al, 2018).

Women in Somalia received equal opportunities to influence community development and political decisions that led to the country's independence in 1960 as a result of their significant contributions to the anti-colonial battle for national freedom. Unfortunately, Somali women were abandoned once their country gained independence; this is not specific to Somalia, in many regions of the world, it is typical for women to be engaged as partners during difficult times (Hashi, 2013).

One may characterize Somali society as patrilineal and patriarchal, with a male preponderance. In Somali society, women's status could be clearer due to their transient status as members of no clan; women in Somali society have historically been allowed to participate in official clan decision-making. However, their ability to network across clan lines and their home association with their spouse always made them prominent (Musse, 2014). Women in Somalia participate mostly in home activities; women live within the boundaries of men's legitimate society in Somalia.

Women face obstacles in the political arena due to sociocultural norms that limit their impact to the domestic and to their lack of social capital in a society where family history and clan membership have a significant influence on decision-making, decisions on political participation are also frequently decided informally at men's meetings; these factors include women's lower educational attainment than men's and the lack of funding available to female candidates to pay for their campaigns (Nagaad, 2019).

Women's involvement in local government can have a significant impact on both regional and national development, particularly on social concerns like infrastructure, healthcare, and education that directly impact the daily lives of their families, women's participation in politics as voters, advocates, activists, and decision-makers are influenced by a variety of factors that vary depending on sociocultural background, economic status, geographic location, and political systems (Musse, 2014).

Additionally, it is debatable to what degree the increased representation of women in parliament has translated into actual influence and power; for instance, appointments of candidates with less political experience have resulted in essential personalities losing out on seats, in addition to the noticeable lack of women in influential roles such as Director Generals inside ministries (Mohamed, 2019).

Like women in other parts of Africa, Somali women are integral to the growth of their societies; it is true that in both agro-postural and nomadic social contexts, women perform the majority of the hard work, the different roles of women and is based on what is known as "xeer," a xeer a Somalia cultural based on beliefs of norms and religion based that is a document of rules and procedures that describe what is legal and what is illegal in society, one of the essential cultural precepts states that only men are allowed to hold political office and that men should represent women (Hashi, 2013).

In Somalia, the thing that mostly affects and impacts women's political participation is culture. To assess the impact of culture on women's involvement in local councils, participants were asked whether Somali culture restricts women's ability to participate in local governments. In response, all research participants (100%) concurred that culture impacts women's participation in local governments (Adam et al., 2018).

Somali authorities have seen the empowerment of women through increased asset ownership and decision-making involvement as a key factor in promoting peace and prosperity. However, women have not had the chance to fully engage in government for a very long time (Musse, 2014). This engagement was pushed by international communities and the United Nations, which were making it their state-building.

When it comes to Somali women, the primary things that prevent them from making political decisions are clan-based politics and male dominance in politics. Men make up the majority of political representatives and decision-makers, and women are underrepresented in these roles and often feel isolated; the majority of men involved in the decision-making process have accused women of undervaluing their contributions during political debate meetings (Ahmed et al., 2018).

It is also encouraged on the grounds of fairness and justice, and women's participation primarily consists of their efforts in community development. Women's participation

is the capacity to involve them in every department, including advocacy, community development, conferences, training, education skills, and human rights (Hashi, 2013).

In another study, Mohamed found that 90% of respondents said that, in contrast to their male counterparts, who receive financial support to run their election campaigns, women candidates do not have the support of their clans (Mohamed, 2019).

Abdi et al. (2016) aimed to determine respondents' opinions regarding the statement, "In our customs, women are prohibited from discussing public affairs as it harms her dignity," in order to examine the impact of cultural influences on women's involvement in politics, according to the data analysis, 16 (30.8%) respondents strongly agreed with the statement, while the majority of respondents 20 (38.5%) agreed with it.

The indicator also revealed that, on average, clans and sub-clans do not support having women represent them in community development; without a doubt, the respondents agreed that clan and culture typically go hand in hand and have been in abeyance within communities for a long time, which has resulted in the shaping of women as passive participants in social and political movements (Hashi, 2013).

The elders were instructed to see to it that women were represented in the Parliament, but there was no clear directive on how this was to be accomplished, and many of the elders declined to name women; women did, however, secure 14% of the seats. More prominent clans were less likely to appoint women, even while the smaller clans gave women a proportion of seats; nonetheless, during the 2016 federal election, women showed up ready to make their voice heard, and their gain of 24% of seats was made possible by several causes, to advocate for and increase awareness of the significance of claiming the minimum 30% that women had been promised, groups like as Talo-Wadaag and the Somali Gender Equity Movement (SGEM) were established (Affi, 2020).

It was also determined that Somali culture made it difficult for women to participate in politics actively. If a woman marries a man from a different clan, she cannot represent her clan in politics because her clan may not trust her to pass on its policies to her married clan's members, making her a victim of clan politics (Abdi et al., 2016).

Introduced in 2009 by the Ministry of Family Affairs and Social Development (Now the Ministry of Employment, Social Affairs and Family, MESAF) with funding from

UNDP Somaliland, the Somaliland National Gender Policy is one of the recent efforts to improve women's visibility and participation in public affairs, the National Gender Policy's content was primarily viewed as "externally developed" and dictated by donor language; it focused on five thematic areas: gender-based violence, education and training, health and reproductive health, political participation and decision-making, and poverty reduction and economic empowerment (livelihoods) (Nagaad, 2019).

For instance, of the 275 members of the powerful Parliament in the 2012 election, just 37 (or 14%) are women; it is noteworthy, although, that the proportion of female lawmakers has increased in the 2016 election, for example, there were 66 women (or 24%) among the 275 elected legislators in the House of legislators. However, quotas alone cannot change fundamental power structures or discriminatory practices, nor can they provide women with the political training necessary to be successful and influential in government (Madinah and Mohamed, 2019).

According to Adam his following researchers on women's leadership in public administration, there are 13 female senators in Somalia out of 52 (25%); 65 female members of the lower House out of 275 (24%); 2 female parliamentarians out of 66 (3%), eight female parliamentarians out of 89 (9%), and 32 female parliamentarians out of 149 (21%), in Puntland, there are two female lawmakers in Jubaland (2%) and five female lawmakers in Hirshabelle state (5%), out of a total of 74 legislators, out of the 82 MPs in the House of Representatives in Somaliland, only one is a woman. None are in the upper House (Adam et al., 2018).

The perception of women's ability to impact decision-making and the receptivity of the community towards their political engagement vary sharply with the actual representation of women in government structures: Nine out of 365 local council representatives, one out of 82 female MPs, no women in the Upper House (Guurti), three out of 32 female ministers (two full and one deputy minister), and no female judges are present at the moment (Nagaad, 2019). Merely two female members of the 66-member House, four female ministers out of the 46-member cabinet, and 66 female councilors (14%) out of 478 district councilors are found in Puntland (Adam et al., 2018).

In Somalia, 2016 was a year of political building, with much-needed emphasis being paid to women's political engagement; the Federal Government announced an election

model on January 28, 2016, which would reserve 30% of the seats in both Houses of Parliament for women. In addition, women's registration fees to run for political office were reduced by 50%, and a campaign aimed at increasing the representation of women in the federal Parliament was carried out; the outcomes were noteworthy. Compared to 2012, when there were just 14% female MPs, in 2016 there were 24% female elected MPs, although this is a substantial gain, the suggested goal of 30% is still not met (Mohamed, 2019).

Using data from the Garowe district, it aims to investigate whether women's participation in politics in Somalia, especially Puntland state, is influenced by the share of political posts held by clans and cultural customs, according to a 2013 study from the Puntland Ministry of Planning, women make up slightly more than half of the population, and district reports also showed that women outnumber men because these women's involvement in politics is a crucial opportunity for them to discuss issues about women, particularly those related to political agendas, to exchange opinions, and to reach consensus on decisions as part of national decision-making platforms, the government of Somalia recently developed a women's quota to guarantee that 30% of the country's Parliament, comprising representatives from both the upper and lower houses, are female (Abdi et al., 2016).

The political sphere is structured on the values, lifestyles, and nonnative men; this is also called the "manly model" of politics. It is predicated on the concepts of rivalry and conflict, and it frequently overlooks methodical cooperation and consensus, which are particularly prevalent across party lines; because of this, women either reject politics in general or this particular male-style politics, and very few of them participate in politics (Ahmed et al., 2018).

The president of Somalia signed the Federal Electoral Law in February 2020. This bill would enable Somalia to switch to a multiparty system and hold elections with one person, one vote. In addition, the president declared that even in the absence of voter registration, the election would proceed as planned (Affi, 2020).

Women's registration fees to run for political office were reduced by 50%. The lobbying campaign's goal was to raise the proportion of women in the federal Parliament. The outcomes were noteworthy: Compared to 2012, when there were just

14% female MPs, in 2016, there were 24% female elected MPs. Although this is a substantial gain, the suggested goal of 30% still needs to be met (Adam et al., 2018).

Somalia still has a long way to go. As the country's recently established governmental structures develop and solidify, women will continue to encounter glaring gender disparities as well as numerous obstacles to exercising their rights and gaining equitable access to resources and services. For all three regions, the percentage of women in government is 8% on a national average (Madinah and Mohamed, 2019).

The researcher suggested that all political parties in Somalia should be obliged to implement a female quota as the country transitions to a multiparty system: women. Women should be part of electoral commissions with explicit authority to disqualify male candidates for women's seats to guarantee compliance (Affi, 2020).

The study of Madinah and Mohamed recommends that The few elected women to the cabinet and chamber of Parliament should advocate for gender parity and representation as well as encourage other young women to enter the political sphere; this makes it easier for women to engage in politics and other public life activities, for their benefit, Somali women should also express the difficulties they face in the social, political, and economic spheres (Madinah and Mohamed, 2019).

Encouraging women to participate in politics can help to improve democratic institutions and procedures in Mogadishu. Women's political participation is a crucial part of democracy, especially in democratic systems across the globe, including Somalia, to ensure that policies and programs are developed with women's needs and interests in mind, as well as that their voices and perspectives are appropriately acknowledged by ensuring women's representation in political institutions and decision-making processes.

Political activity in any society involves the pursuit and accumulation of power, which is used to organize society, distribute resources, and sway decisions in favor of specific interests. Women's groups, like others, aim to influence the distribution of power according to their declared interests. However, violence and electoral conflicts between men and male youth are the main barriers to women actively participating in Nigerian politics. Women's participation is primarily expressed through voting and tacit support, highlighting the need for increased mental health awareness and change in power structures (Arowolo and Aluko, 2010).

Despite efforts by Nigerian women's groups, advocates, activists, civil society organizations, the Nigerian government, and international agencies to reverse this trend and increase women's active participation in politics and public life, the percentage of women in positions of political authority in Nigeria continues to remain low, falling short of the 30% Beijing Platform of Action and 35% National Policy on Women in Nigeria recommendations (Nwabunkeonye, 2014).

Men participate in politics at a substantially higher rate than women; it is essential to clarify that while women's participation in elections and appointments has progressively increased, it still falls short of the 30% global target set by the international community (Arowolo and Aluko, 2010).

In Nigeria's 50 years of independence, President Goodluck appointed more women to cabinet posts than any of his predecessors, military or civilian; in comparison to earlier administrations, his government received great honors for the empowering of women; thirteen women were appointed to the cabinet by President Goodluck Jonathan, accounting for 31% of the affirmative action recipients President Goodluck Jonathan has fulfilled the nation's 35 percent affirmative action requirement for the appointment of women to political office (Iloka, 2021).

Out of 360 House of Representative members, there were solely 12 women (3.3%) in 1999; these figures increased to 21 (5.8%) in 2003; these figures further increased to 25 (6.9%) in 2007; and these figures slightly decreased to 26 (7.2%) in 2011, similarly, out of 109 Senators, there were only three women (2.8%) in 1999; these figures increased to 4 (3.7%) in 2003; these figures increased to 9 (8.3%) in 2007, and these figures declined to 7 (6.4%) in 2011 (Nwabunkeonye, 2014).

It is imperative that women actively participate in politics in democratic societies; in the broad interests of collectivity, women's political engagement usually assures the political system's legitimacy, responsiveness, accountability, and transparency at all levels of government (Dim and Asamoh, 2019).

Women registered the lowest participation rate ever in the 2015 elections when compared to prior ones, making them the biggest losers; when it comes to women participating in the election process without them, the males appear to have completely forgotten about them, women's limited involvement in elected offices appears to have gotten worse, based on the results of the recently finished elections Concern over their

declining or sharply decreased participation in elective posts across the nation from 2007 to 2011 and now in 2015 is mounting, in the recently finished National Assembly election, eight women were elected as senators, while fourteen women were elected to the House of Representatives in the 2015 election (Iloka, 2021).

The deeply ingrained sociocultural and religious customs in Nigeria that are biased towards men and against women pose a significant obstacle to women's active engagement in politics; in Nigeria, authority figures such as husbands, fathers, mothers, and other relatives discourage women from engaging in public life from childhood through adulthood because of the cultural perception of a virtuous woman as quiet, submissive, and someone who should be seen and not heard (Nwabunkeonye, 2014).

There are disadvantages associated with Nigerian women's limited political engagement, both in terms of voting and elective office; several concerns affecting women and children are frequently disregarded in the predominantly male Nigerian Parliament, which seldom addresses matters about women (Dim and Asamoh, 2019).

According to Regulation 127, which was previously mentioned, an unmarried female police officer who becomes pregnant will be let off from the Force; because of all this discrimination against women, they are unable to escape poverty and are hence less likely to enter politics, women naturally suffer the most, if women are okay with becoming the objects of their employers' or bosses' sexual gratification, they may be able to keep their jobs in certain situations (Iloka, 2021).

The "step-down" technique refers to a political party asking a female candidate who has advanced through the nomination process and is eligible to run for office to step down in favor of a more qualified candidate (usually a man). In this scenario, the female candidate is not considered indigenous (Nwabunkeonye, 2014).

Higher cost election: While both men and women are affected, women are affected at a higher rate in Nigeria; one significant barrier for women in politics is the high expense of funding political campaigns and parties; the governor's race could cost as little as 200 million naira to contest, how many men and how many women can raise such a large sum of money on behalf of women? Given her meager contribution to the formation and funding of the party, which political party would nominate a woman (Arowolo and Aluko, 2010).

Women's political engagement is allegedly restricted mostly by sociocultural and religious views and values, which frequently inform formal legal and institutional structures (Dim and Asamoh, 2019). The male-biased nature of our society limits women's engagement in politics; in Nigeria, for example, women are underrepresented in the political, economic, and social domains of national life, women are both misunderstood and underrepresented in the political sphere, men intentionally put up unneeded obstacles to make life complicated, if not impossible, for women,¹² Many people view female politicians as whores (Iloka, 2021).



3. HIGHER EDUCATION AND POLITICAL PARTICIPATION OF WOMEN IN MOGADISHU

3.1. Women and higher education

Societies that have equal opportunities for gender and removed stereotypes for women live peacefully in the environment. Women with higher levels of education are more likely to challenge gender stereotypes and fight for additional opportunities and rights for both themselves and other women. Furthermore, higher education can help the greater community by fostering social and economic advancement. Women who have completed more schooling are likely to have higher earning capacity, allowing them to support their families and contribute significantly to the local economy. Furthermore, there is a positive association between women's health outcomes, access to healthcare services, and higher education.

Women comprise over 50% of undergraduate university students worldwide, particularly in the developed world or "global north," thanks to a 50-year acceleration of HE reforms linked to the broader economy. However, these percentages do not translate into the classroom or change gender norms. The disparities are striking, as it will demonstrate: for undergraduate students, the gender gap has closed, but for women in academia, the dominance of male power means that the gap is still resistant to change (David, 2015).

Women assumed the roles and positions vacated by the men, who comprised a significant portion of the wartime population. By seizing the opportunity to learn, numerous women demonstrated their capabilities.

In addition to improving women's and their families' health and well-being, this can also improve the community's general public health. Higher education can make a significant contribution to the advancement of women's empowerment and gender equality. Higher education access positively correlates with women's likelihood of becoming financially independent, having better job opportunities, and participating more in social and political arenas. Women can obtain the skills and information required to navigate the political system successfully, participate in policy discussions, and run for political office through higher education. Higher education is essential for

women to gain the skills, confidence, and knowledge they need. It contributes to the improvement of inequalities and their family status. The ramifications of women obtaining higher education are extensive and transcend generations and even the immediate family. However, numerous barriers stand in the way of women's empowerment and access to higher education (Turan and Mohamud, 2022).

One of the most critical ways that higher education can encourage women's political participation is by providing women with the skills and knowledge they need to succeed in politics. Critical thinking, problem-solving, communication, and leadership are all required skills for political leadership. Higher education can help women develop these skills and prepare them for political leadership positions.

3.2. The role of higher education in women's empowerment

Higher education has a significant potential to empower women and advance gender equity. Higher education institutions can help break down barriers to opportunity and advance a more inclusive and equitable society by providing women with access to education. Higher education can greatly empower women because it gives them the knowledge and abilities they need to succeed in their chosen fields. Higher-educated women are more likely to have access to prominent and well-paying employment opportunities, which gives them financial stability and autonomy. Higher education can also help develop critical thinking and problem-solving skills applicable in various personal and professional contexts. Since women are not a homogeneous group, it is critical to recognize the importance of their participation. Women's life experiences differ greatly depending on their age, educational attainment, and type of residence (rural versus urban), all influencing the development of unique needs and priorities. In addition, only some women elected to the parliament or other legislative bodies may give equal weight to women's issues and rights. Women's representation is essential for developing transparent, responsive, and inclusive democratic systems, even though it is not the only factor (Pepera, 2018).

Reliant women do not possess empowerment. It is a myth that women believe that the only thing that gives them power is to be highly educated and employed. Women need to come to terms with the actual meaning of empowerment after emerging from a long sleep. Everyone must realize that empowering women extends beyond giving them access to technical fields. Women need to remember that they are also thinking,

reasoning, and rational human beings. Women have been viewed as less than equal to men in many aspects for centuries. Women were prohibited from voting, owning property, and holding many jobs. Strong ties to tradition and culture caused this predicament (Sharma and Afroz, 2014).

The potential impact of higher education on empowering women and advancing gender equity is substantial. Institutions of higher education can contribute to promoting a more equitable society and eliminating opportunity barriers by equipping women with the necessary knowledge and skills for success and by fostering more inclusive and supportive learning environments. By actively confronting the obstacles that impede women's access to higher education, we can guarantee that every individual has the necessary opportunities to flourish and make valuable contributions to society. In addition to women, higher education can transform the lives of their families and communities. It gives women the confidence, knowledge, and opportunities to acquire new skills that enable them to pursue their passions and accomplish their objectives. Higher education enables women to actively engage in the economy, society, and politics, fostering development. Access to it continues to be significantly restricted for women. Panchani's research concludes that higher education helps individuals improve their family status and reduces inequality. Achieving higher education can impact women's families and future generations. There is a significant correlation between the level of education women attain and their degree of empowerment (Panchani, 2017). By creating more inclusive and supportive learning environments, higher education can also help to promote gender equity. In order to break down cultural biases and promote understanding and empathy, institutions can work to promote diversity and inclusivity in their curricula, faculty, and student body.

Institutions can help women overcome obstacles when pursuing higher education by offering resources and support services like career counseling, mentorship programs, and childcare. Beyond helping them grow personally and professionally, higher education also helps women in other ways. In addition, higher education can be beneficial in promoting social progress and gender equity. Higher-educated women are more likely to engage in political and civic activities like activism, voting, and advocacy. In addition, women who pursue higher education are more likely to be in

leadership roles, which can support diversity and gender equity in a range of fields. One of the biggest obstacles preventing women from pursuing higher education is money.

Women are more likely than men to be poor, which can make higher education prohibitively expensive. Furthermore, women care for children or other family members, making working full-time and furthering their education difficult. This can make it difficult for women to obtain the resources and assistance they require to succeed in higher education. Cultural biases and stereotypes can also be significant barriers to women's higher education access. Many societies expect women to prioritize domestic responsibilities and discourage them from pursuing higher education. Women face discrimination and harassment in academic settings, which deter them from furthering their education. This can create a hostile and unwelcoming learning environment for women, making academic success difficult.

Institutions of higher learning significantly influence women's accessibility to higher education. Because historically, institutions of higher learning have been built with men's needs in mind, women may face institutional barriers. The lack of programs, resources, and support services that institutions need to give women the tools they need to succeed makes it hard for them to deal with the challenges of navigating higher education. This may prevent women from pursuing their full potential and restrict their access to higher education.

3.3. The role of women in higher education

Women need to have access to higher education in order to promote gender equality and give women the opportunity to engage in their communities and society entirely. Women need to have access to higher education. By obtaining the skills, information, and resources required for postsecondary education, women can enhance their quality of life, health, and ability to participate in social, political, and economic spheres. Higher education helps provide women with the skills and knowledge they need to participate actively in the workforce and the economy. They can improve their financial situation, achieve economic independence, and actively contribute to developing their local economies. Research suggests that women with access to higher education are more likely to be employed in higher-paying positions and have more economic mobility throughout their lives.

Education about nutrition, hygiene, and reproductive health improves the health and wellbeing of women. This could help improve children's health, lower the rate of maternal mortality, and promote healthier lifestyles. Apart from technical institutes, schools of pure science, and professional schools in the fields of medicine, engineering, business, and marine science, other establishments are included, like Teachers' Training Schools. While obtaining a higher education can help women become more self-sufficient, literacy alone cannot make them so (Panchani, 2017). Higher-educated women are more likely to be aware of their rights and to actively defend those rights on behalf of their families, communities, and themselves. In addition, they are more likely to engage in political processes and occupy leadership roles in civic society and the government. Women need access to higher education to advance gender equality and empower women globally. In addition to empowering women to engage in economic, social, and political activities, higher education provides them with the knowledge, skills, and resources they need to improve their health, wellbeing, and quality of life. The provision of higher education aids in equipping women with the necessary competencies and understanding to actively engage in economic endeavors and the workforce. This may enable them to attain economic autonomy, enhance their financial circumstances, and actively participate in the progress of their local economies. Women granted access to higher education demonstrate a greater propensity to secure higher-paying employment and achieve lifelong economic advancement. Higher education also benefits women's health and wellbeing by teaching them about nutrition, hygiene, and reproductive health.

This may contribute to the advancement of child health, the mitigation of maternal mortality rates, and the encouragement of healthier lifestyles. Women need access to higher education to advance gender equality and empower women globally. While developed countries have long supported women's higher education, the US has made progress with programs and the Women's Educational Equity Act. These laws fund initiatives promoting women's education and guarantee equity. In the United States today, more than half of undergraduate and graduate students are female.

Higher education equips women with the necessary information, abilities, and resources to enhance their health, well-being, and quality of life, in addition to giving them the ability to engage in political, social, and economic activities. Higher

education helps provide women with the skills and knowledge they need to participate actively in the workforce and the economy. They might be able to improve their financial situation, achieve economic independence, and actively contribute to developing their local economies.

Women who do attend school are frequently subjected to discrimination and violence. Such treatment has devastating ramifications for women, girls, and their families. Although many African countries have adopted gender equality laws and policies, they have not been fully implemented or enforced. As a result, discrimination against women and girls is common, and poverty is widespread. Education for girls is also critical to Africa's economic development and stability. For example, many African countries experiencing unrest as a result of civil unrest have high rates of female illiteracy. Girls' education can help prevent such conflicts by ensuring that peaceful conflict resolution mechanisms are implemented to promote political stability and greater community cooperation.

Higher education also benefits women's health and well-being by teaching them about nutrition, hygiene, and reproductive health. This can aid in the reduction of maternal mortality rates, the improvement of child health, and the promotion of healthier lifestyles. Higher education for women is critical for promoting gender equality and empowering African women to participate fully in their communities and society. South Africa is a southern African country with a long history of promoting women's higher education. The country has several universities and colleges that offer programs explicitly aimed at promoting women's education and empowerment, such as the Gender, Health, and Justice Research Unit at the University of Cape Town and the Gender Studies program at the University of Witwatersrand. Nigeria is a West African country that has made strides in promoting women's higher education.

The Nigerian government has implemented policies aimed at increasing female enrolment in higher education, and several universities and colleges, including Obafemi Awolowo University's Women and Gender Studies program, offer programs specifically aimed at promoting women's education and empowerment. In Morocco, women's empowerment and advancing gender equality depend heavily on higher education. The Moroccan government has undertaken significant efforts in recent times to promote gender equality in the educational system and to facilitate women's

access to higher education. Higher education has given women the resources, skills, and knowledge to participate in the labor force and carry out economic activities. This might allow them to become financially independent, improve their financial situation, and actively contribute to developing their local economies.

Women granted access to higher education demonstrate a greater propensity to secure higher-paying employment and achieve lifelong economic advancement. Like other East African nations, Ethiopia has made significant progress in advancing women's position in higher education. Furthermore, the East African country of Rwanda has made significant progress in favor of women in higher education in recent years. The goal of the policies that the government of Rwanda has implemented is to increase the proportion of women who are enrolled in higher education. Many colleges and universities offer specialized programs that promote women's education and empowerment to support this endeavor. One such program is the Gender and Development Studies program at Addis Ababa University. As a result of policies and initiatives implemented by the government to increase female enrolment in higher education, many institutions of higher learning now enroll more than half of their student bodies.

This has aided in Rwanda's overall economic and social development and the creation of a more inclusive and equitable society. In order to empower women to participate actively in their communities and society at large and to advance gender equality, higher education for women is a crucial component. Improving women's access to higher education can help create a more equal and inclusive society. Higher education is frequently seen as a vital tool in Mogadishu for advancing gender equality and women's empowerment. Improving women's access to higher education can help create a more equal and inclusive society. Higher-educated women are more likely to have the skills and information necessary for participating actively in their communities and society and a more thorough awareness of their rights. Women and girls face discrimination in Somalia.

Access to education is a significant concern in Somalia, specifically for the younger female population. Numerous social, economic, and security concerns hinder access to education for adolescent girls and young women; furthermore, families do not

prioritize or have the financial means to pay for their children's schooling (Office Coordination Humanitarian Affairs, 2022).

Higher education can also help women develop the networks and connections they need to succeed in politics. Politicians frequently rely on social networks and connections, and higher education can help women gain access to these networks. Women who pursue higher education are more likely to have access to social and professional networks that will help them grow in their fields of expertise, including politics. Civic education theory is the most widely accepted explanation of the relationship between political engagement and education. According to the civic education hypothesis, education equips people with the knowledge and skills needed to understand and support democratic ideals and the abilities needed to participate in politics actively (Hillygus, 2005).

Women who pursue advanced degrees have a greater chance of obtaining higher-paying employment, which can enhance their economic standing and autonomy. Various political, religious, and economic factors have impeded Somalian girls and young women's access to formal education. Many Somali children, particularly girls, encounter barriers to receiving an education (OCHA, 2022). Girls are enrolled in primary and secondary education at an unprecedented rate; however, qualitative research from the Somali Institute for Development Research and Analysis (SIDRA) suggests that discriminatory gender norms are still a significant reason why many girls in Somalia drop out of secondary school (Sidra institute, 2019).

Historically, poverty, conflict, and cultural norms have all hindered women's access to higher education in Mogadishu, Somalia. However, there have been recent attempts to improve women's access to higher education in the region. The Somali National University (SNU), a well-known establishment in Mogadishu, is actively working to increase women's access to higher education. The Somali National University has launched programs and initiatives to support women's access to higher education and boost the number of female students enrolled in these programs. In addition to the SNU, various other organizations and initiatives strive to enhance the accessibility of higher education for women in Mogadishu. Programs that provide financial aid and scholarships to women pursuing higher education are also included among these initiatives, which aim to increase the proportion of female faculty and administrators.

Women with higher levels of education are more likely to be aware of their rights and to fight for what is best for their families, communities, and themselves. AGES provides educational opportunities to over 80,000 underprivileged girls and young women living in the Banadir Region, Hirshabelle, Jubaland, and Southwest States of Somalia. USAID and UK Aid support it in partnership. With the support of USAID, AGES reached about 40,000 additional marginalized adolescent girls and young women aged 15 to 25 by expanding its eleven-month non-formal education course to older girls who have never attended school (OCHA, 2022).

This initiative facilitates the educational advancement of young women and girls using mentorship and scholarship programs. In addition to promoting girls' education, the SocieteGobonaiseEntroposageProduitsPetroliers (SGEPP) addresses cultural and social obstacles that hinder their access to learning. Along with the SGEPP, other organizations and initiatives strive to advance women's education in Mogadishu. These initiatives encompass endeavors to augment the representation of women in administrative and teaching positions alongside programs that furnish women with vocational education and skill enhancement. Despite these efforts, women's education in Mogadishu continues to face significant challenges. Due to security concerns, poverty, and other factors, many girls and women are unable to attend school. In many areas of the region, more schools and educational resources must be needed to restrict the educational opportunities available to both boys and girls. Education is essential for the advancement of gender equality and the empowerment of women to participate fully in their communities and society at large. Education gives women the skills and information they need to improve their quality of life, health, and ability to engage in social, political, and economic activities. Like many other countries, women's access to education has historically been restricted in Somalia. The lack of educational opportunities for Somali women can be attributed to several factors, including poverty, conflict, and cultural norms. To increase women's access to education, however, recent efforts have been made to increase the number of female educators and administrators and promote girls' education. Despite the possibility that tertiary education could enhance women's political participation, significant barriers face women.

Economic inequality remains a substantial barrier to women's political engagement, as women often face limitations in financial resources compared to their male

counterparts. In many nations, cultural obstacles prevent women from pursuing political leadership positions. The gender gap in political representation is also exacerbated by institutional barriers, like voting systems that support male candidates. Somalia became a federal republic in 2012. Clan elders chose the appointed members of parliament for each clan in the first indirect election. Somali leaders adopted the Garowe Principles, which initially promised a 20% quota for women in all federal, regional, and local government positions in response to pressure from the international community and women's organizations. Later on, this was increased to 30% (Aff and Hassan, 2022).

Women can gain the knowledge and skills needed to engage in advocacy and activism on issues that are important to them through higher education. Political activism, such as running for office or organizing political campaigns, and advocacy on gender equality, human rights, and social justice are examples. Women who pursue higher education may also have the chance to engage in volunteer work, community service, and other civic activities that can further their political education and experience. Somali women have battled for representation since they were denied equal access to leadership and decision-making roles following their independence. On the other hand, the civil war significantly changed how Somali women were perceived in society. Somali women, taking care of their families and making ends meet, made significant contributions to social welfare and community development by building schools, giving medical assistance, and mediating disputes between clans (Aff and Hassan, 2022).

Women can gain confidence and a sense of empowerment through higher education; both are crucial in promoting women's political participation. Women who have attained higher levels of education believe they possess more excellent capability to run for political office or engage in political activities. Additionally, women can develop agency and leadership abilities through higher education, both essential for political engagement. The Somaliland Constitution (2001) stipulates that in a democratic and multiparty system, Somaliland women are endowed with the same political rights and decision-making authority as their male counterparts. Consequently, the Somaliland Constitution (2001) (Ahmed, 2013) explicitly forbids gender discrimination and advocates for promoting equality. Higher education can

give women the necessary knowledge and abilities to engage in political processes and decision-making actively.

This includes critical thinking, research and analytical abilities, and political institutions and processes knowledge. Higher education provides opportunities for women to study political science, public policy, and other fields related to political participation. Women can be better prepared to engage in political activities such as running for office, participating in political campaigns, or engaging in advocacy and activism by gaining knowledge and skills through higher education.

The first Transitional National Government (TNG) since the fall of the state was established in 2000 in Djibouti, largely thanks to the efforts of women and civil society organizations at the Arta Conference. A four-clan power-sharing arrangement, agreed upon by the male political elites and traditional elders, gave each of the four major clans Darod, Digil and Mirifle, Dir, and Hawiye 61 seats. Thirty-one seats were allocated to the remaining 0.5, which consisted of unarmed clans that did not belong to any of the four major clans (Aff and Hassan, 2022). Men continued to hold the domain of political representation based on the clan system as formal politics emerged after independence in 1960. Ironically, Somali women entered politics during the Siyad Barre regime, but even then, their roles were limited, and they were not assigned many prominent positions (Ahmed, 2013). Moreover, educated women can lead in fields where women need to run for office and engage in politics. Even though there are more men than women in the classroom, women are more common than ever, which is good because there are more educated girls than ever (Turan and Mohamud, 2022).

3.3.1. The importance of higher education

In constructing a global workforce, developing a skilled workforce capable of competing in a global economy through higher education is essential. Equipping students with the requisite expertise and competencies to operate across diverse industries and sectors helps individuals adapt to the ever-evolving demands of the global marketplace. Establishments of higher education are vital hubs for research and innovation, as they facilitate the creation of novel products, technologies, and services. This can stimulate global economic expansion and enhance individuals' living standards. The development of a sense of global citizenship and the promotion of

cross-cultural cooperation and understanding are both objectives that higher education can help to advance.

This has the potential to effectively tackle worldwide challenges, including poverty, inequality, climate change, and inequality, while also fostering a more harmonious and prosperous global community. In order to contribute to the resolution of complex global problems such as climate change, poverty, and inequality, higher education can equip students with the knowledge and abilities necessary to develop inventive solutions. Higher education institutions can promote internationalization by allowing students to study abroad, participate in cross-cultural exchanges, and collaborate with scholars and researchers worldwide. This can contribute to a more interconnected and globally engaged society. For many people, higher education is necessary to advance their careers and pursue their passions.

It is an opportunity to develop critical thinking and problem-solving abilities and expand knowledge and expertise in a particular field. Numerous types of higher education exist, such as universities, trade schools, and community colleges. Although every option possesses its own advantages and disadvantages, they all offer the chance to develop and advance within a nurturing setting. Additionally, it encourages entrepreneurship and the formation of new businesses while producing a highly skilled labor force capable of contributing to developing new products, services, and technologies. Accredited universities possess a more significant advantage in providing employers with qualified personnel. International accreditation provides employers worldwide with a compelling justification for investment in training at higher education institutions (Hanh, 2019).

Individuals receive the knowledge, skills, and credentials needed to pursue various career opportunities, improve personal development, increase social mobility, contribute to economic growth and innovation, and become more engaged and active citizens through higher education. Individuals can develop problem-solving, communication, and critical thinking abilities through pursuing higher education, which are applicable in both personal and professional spheres. Additionally, it fosters individual growth, illumination, and the investigation of novel concepts and viewpoints. An essential rationale for the significance of higher education is that it equips individuals with the requisite knowledge and competencies to thrive in their

selected disciplines. Through academic programs, students can acquire subject-matter expertise, problem-solving and critical thinking abilities applicable in various contexts, and critical thinking vision.

The international orientation of universities has undergone a profound transformation throughout history, manifesting in contemporary times in notably intricate and distinct ways compared to how it was in previous centuries. Higher education has undergone significant transformations in recent decades, as attributed by UNESCO, owing to increased enrolment, student mobility, diversity of provision, research dynamics, and technology. The global university enrolment of 235 million students has increased by more than twofold in the past two decades and is projected to continue rising. Notwithstanding the demand increase, the enrolment ratio is 40%, exhibiting considerable variation among nations and regions. Higher education is being pursued by over 6 million students in foreign nations (UNESCO, 2023).

The increased earning potential that comes with a degree or certification is one of the most significant advantages of higher education. Many employers require or prefer advanced education candidates, and those with degrees often earn higher salaries than those without. However, higher education provides more than just financial benefits. It is also a chance to broaden one's perspectives and better comprehend the world. Higher education helps students develop a more global perspective by exposing them to new ideas, cultures, and points of view. Higher education is vital for creating a trained and educated labor force, which is necessary for economic growth and development.

Building knowledge competencies in higher education entails assisting students in acquiring the knowledge, skills, and abilities required for academic and professional success. This entails developing various competencies necessary for success in many fields, such as critical thinking, communication, research and information literacy, collaboration and teamwork, and professionalism and ethics. Higher education institutions provide a variety of educational experiences, such as coursework, research projects, internships, and experiential learning opportunities, to help students develop these competencies. These experiences are intended to help students develop their knowledge, skills, and abilities in a specific field of study and prepare them for future

careers. Students, for example, can practice critical thinking skills by analyzing texts, evaluating arguments, and solving complex problems.

Additionally, higher education allows for personal growth and development. Students are challenged to think critically and independently, which can lead to increased self-awareness and confidence. Despite the numerous benefits of higher education, it is essential to recognize that it can be costly and inaccessible to all. Policymakers and educators need to collaborate to improve access to higher education and support for students from diverse backgrounds. International education and development are inextricably linked, and education is a crucial development driver. Education is critical for economic growth, social development, and poverty reduction and is recognized as a fundamental human right. International education contributes to development by promoting access to quality education and ensuring that education is relevant to the needs of individuals, communities, and societies.

This approach offers a trajectory for international education and development discourse regarding the interconnections among development, technological advancement, production, and education. This is particularly significant as there is a resurgence of policy and research attention towards the intersection of higher education and development. Academic institutions of higher learning increasingly acknowledge their obligations to accomplish a range of critical objectives, including the advancement of sustainability, the development of global citizenship, and the advancement of social justice. These obligations include ensuring that higher education remains relevant to societal needs and promoting positive change worldwide. Higher education institutions worldwide increasingly realize their responsibility is to guarantee full inclusion for students with disabilities and diverse needs. International treaties and conventions, particularly the United Nations Convention on the Rights of Persons with Disabilities (2006) and the Universal Declaration of Human Rights (1948) have had a substantial impact on the recognition of the fundamental right to be included in society (Dalton et al., 2019).

Higher education institutions (HEIs) must ensure that their education meets the necessary quality standards and prepares students for their future academic and professional endeavors. Hence, quality assurance is an important consideration. HEIs have increasingly focused on quality assurance in recent years, and many have

implemented systems and processes to ensure that they provide high-quality education. Accreditation is a critical component of quality assurance in higher education. Accreditation is how an external organization evaluates a school to ensure it meets specific quality standards. Whether accreditation is mandatory or voluntary depends on the country and type of institution.

Higher education is an excellent opportunity for personal and professional development. It provides an opportunity to learn, grow, and acquire new skills while broadening one's worldview and increasing earning potential. While not without challenges, higher education remains essential for many people to achieve their goals and pursue their dreams. After secondary education, tertiary education is learning in universities, colleges, and other institutions. It is typically more specialized and advanced than secondary education and prepares students for specific careers or further academic pursuits. Higher education provides individuals with valuable knowledge and skills required for success in their chosen fields while encouraging critical thinking skills and intellectual growth. Furthering one's education can broaden one's horizons and expose one to various perspectives and ideas. Interacting with students from various cultures and backgrounds can promote creativity, empathy, and cultural competency.

Furthermore, advanced degree programs frequently allow for more specialized study in a specific field, providing opportunities to participate in cutting-edge research or innovation. Aside from the personal benefits of obtaining a college education, society benefits when its citizens are well-educated. A well-educated population has been shown to have lower unemployment and poverty rates while also positively contributing to economic growth through increased productivity and entrepreneurship.

It provides numerous advantages, including increased knowledge and skills, better job prospects, and higher earning potential. Higher education can also improve job prospects because many employers prefer to hire candidates with advanced degrees or certifications. Furthermore, higher education can help individuals stand out in competitive job markets, increasing their chances of landing jobs in their desired fields. Higher education can also lead to higher earning potential. According to studies, people with a higher level of education earn more money over their lifetimes than those with only a high school diploma. Individuals with higher earning potential have more

excellent financial stability, allowing them to achieve their goals and pursue their dreams. In addition to personal benefits, higher education is critical to the growth and progress of society.

Universities and colleges can help address societal challenges such as healthcare, education, and environmental issues by producing knowledgeable and skilled graduates. Higher education institutions are also research and innovation hubs where groundbreaking discoveries and inventions can improve people's lives. Higher education has the potential to increase social mobility and reduce inequality. It can provide individuals from disadvantaged backgrounds with opportunities for academic and professional success that would otherwise be unavailable to them. Exposing students to a range of cultures, ideas, and points of view is another way that higher education can support diversity and inclusivity. Because of a combination of several noteworthy and recognizable characteristics, African women are the most disadvantaged and excluded group in the political sphere. Among the most prominent features were African customs and traditional laws, which were primarily founded on patriarchal dominance (Turan and Mohamud, 2020).

Discrimination against women in higher education can take many forms, including limiting access to specific fields of study, unequal treatment in the classroom or research settings, and underrepresentation of women in leadership positions. Women also face harassment or bias from peers, faculty, or administrators, creating a hostile or unwelcoming environment. Women's discrimination refers to unequal or unjust treatment of women based on their gender. This can take many forms, such as limiting access to educational opportunities, unequal pay or job opportunities, harassment, or violence. Women continue to face discrimination in several nations where these inequalities have direct repercussions. (Irhoumah and Ayedh, 2020).

Higher education is an essential step in personal and professional development, as well as societal growth and progress. It provides numerous advantages, including increased knowledge and skills, better job prospects, and higher earning potential. Individuals and society can benefit from a more knowledgeable, skilled, and innovative population by investing in higher education. Higher education has the potential to empower women by providing the skills and information needed for individuals to take on leadership roles in their communities and beyond. This can help Somalia in its

endeavors to promote women's empowerment and gender equality. Encouraging women to pursue higher education is crucial because it can give them better job opportunities and higher incomes, improving their and their families' financial situation.

This could aid in lowering poverty and advancing economic growth in Somalia. Gender-based violence needs to be addressed, and higher education can contribute to this effort by raising awareness of gender issues, fostering understanding of these issues, and giving women the information and skills they need to stand up for their rights and defend themselves against violence. Encouraging peace and reconciliation: Higher education can also be critical in fostering peace and reconciliation in Somalia by giving women the information and abilities needed to stand up for their rights and defend themselves against abuse. This has the potential to make Somalia a more welcoming and gender-neutral society. Every year, more and more students in Somalia are pursuing higher education.

This growth has resulted in the country's stability, which has become more reliable in recent years. Another factor contributing to an increase in the number of students pursuing higher education is that in Somalia, education is essential in the workplace, and youth are learning that without a higher education, their chances of finding work are slim. Men and women attend higher education, but a number of factors prevent them from attending at the same time. These factors include family income and people's traditional culture.

3.3.2. Cultural obstacles to women getting higher education

Cultural norms erect several barriers that keep women from actively engaging in politics. The patriarchal culture that permeates Nigerian society expects women to fit in and stay within the lines of male dominance and female subservience. Women are considered unfit to make wise decisions and belong at home, so it is considered impolite for them to attend political events like public rallies. (Arowolo and Aluko, 2010). Promoting the worth of women's careers and education also requires fighting cultural prejudices and preconceived conceptions. This could involve encouraging men to support the advancement of women in the workforce and showcasing the academic and professional achievements of women in the media. Women are not supposed to lead; instead, they are supposed to follow. This is a cultural convention.

Significant barriers to women's participation include stereotypes about women, opinions held by society about their leadership abilities, and a lack of assertiveness in women. The advancement of women into political participation is influenced by traditional views on gender equality (Kassa, 2015). Biases based on culture can also prevent women from pursuing higher education. Certain cultures value family responsibilities more than education, discouraging women from pursuing careers in particular fields.

Cultural biases can also impede women from pursuing higher education. In many societies, women are often expected to prioritize family responsibilities over education, limiting their personal and professional development opportunities. Furthermore, when pursuing higher education, women face discrimination and bias, particularly in male-dominated fields. This can lead to a hostile learning environment, undermining women's self-esteem and academic success.

Women are starting to look into power dynamics and the redistribution and allocation of resources in their favor as they become more aware of their mental health. Institutional impediments can hinder women who are pursuing higher education. The resources and support networks within institutions need to be improved to meet the specific needs of women, such as child care and flexible scheduling.

Women face discrimination and harassment from their peers or faculty members, creating a hostile learning environment and undermining their confidence and academic success. Somalia is one of the countries where culture has traditionally kept women out of society while giving men preferential access to higher education. Nonetheless, culture impacts society in many areas of the country, especially in regions where women are dominated over men by accessing higher education for cultural reasons.

3.3.3. Financial obstacles of women getting higher education

Financial limitations are a prominent impediment to women's pursuit of higher education. Low-income families account for a more significant proportion of females than males, and these individuals have difficulty affording tuition, books, and other costs related to higher education. Numerous women will be compelled to incur substantial debt to finance their education or be unable to pursue their academic ambitions. Each woman and society as a whole may be profoundly affected by these

obstacles. Lack of access to higher education hinders the ability of women to attain sustainable employment and reduces their earning potential, ultimately leading to financial insecurity and challenges in attaining long-term objectives.

Society disregards the expertise and contributions of women in numerous fields. Even with the assistance of family members, a persistent obstacle acknowledged by all participants was the intricate task of managing professional obligations alongside familial duties.

Institutional barriers, financial constraints, and cultural prejudices hinder academic advancement for women. Identifying and eliminating these barriers is imperative to advance gender equality and enable women to realize their academic and professional aspirations. We can ensure that women have the opportunities and resources they need to thrive and contribute to society by working to create a more inclusive and supportive education system. Systemic changes are required at the societal and institutional levels. Policies addressing financial barriers to higher education, support for women in non-traditional fields, and creating more inclusive and supportive learning environments are examples of this. Addressing cultural biases and stereotypes can also promote the value of women's education and careers, as well as break down gender-based educational barriers.

The obstacles that women overcome to pursue higher education are numerous and intricate. Budgetary limitations are among the most significant challenges. Because women are more likely than men to come from low-income families, financing higher education may be challenging. In certain instances, women were compelled to decide between taking on a large debt load to pay for their education or forgoing further education altogether. In low- and middle-income nations, where women's access to education is often restricted, financial barriers to higher education are particularly severe. For instance, women are less likely than men to attend primary and secondary school. They are even less likely to pursue higher education in many Sub-Saharan African and South Asian nations.

Women may find it challenging to attend school due to various economic and cultural reasons, including the need to support the family income, cultural norms that place a higher value on boys' education, and a need for infrastructure in rural areas. Institutional barriers may also impede women's access to higher education. For

instance, many institutions lack the tools or networks of support necessary to address the particular requirements of women, like childcare or flexible scheduling. In addition, women frequently experience discrimination or harassment from teachers or peers, which undermines their academic success and creates a hostile learning environment. These obstacles may have a profound effect on women individually as well as on society at large.

Women unable to obtain a higher education face limited employment opportunities and lower earning potential, resulting in financial insecurity and difficulty achieving long-term goals. Furthermore, society overlooks women's contributions and expertise in various fields, limiting progress and innovation. Systemic changes are required at the societal and institutional levels. Scholarships and other forms of financial aid are examples of policies that address financial barriers to higher education. Furthermore, institutions can work to create more inclusive and supportive learning environments by offering childcare services, developing mentorship programs, and promoting gender equity and diversity.

Women face complex and multifaceted barriers to obtaining higher education. A coordinated effort across society, including policy changes, institutional support, and cultural transformation, is required. By empowering women to pursue higher education, we can promote gender equity, foster innovation and progress, and support individual and societal development.

4. THE ROLE OF WOMEN IN POLITICAL PARTICIPATION

Much work has been done to encourage and facilitate women's participation in political and decision-making processes at all levels (local, national, and international). The issue of women's political participation is of global concern. The United Nations has substantially contributed to advancing women's political engagement through its various organizations and initiatives. The UN Women's Empowerment Principles serve as a guide for promoting women's leadership and involvement in the workplace, and the UN Development Programme (UNDP) promotes women's political participation through policy advocacy and capacity-building programs. Moreover, a large number of civil society and women's rights organizations have been actively promoting greater female political participation on a global basis. In numerous other cases, women's political participation has significantly impacted countries worldwide.

Due to various social, cultural, and economic barriers, women's political participation in Africa has historically been low. Women face discrimination and harassment when running for public office, and cultural norms that value male leadership discourage women from participating in politics. Nonetheless, many efforts have been made recently to support African women's political participation. For example, several countries have implemented quota systems that require women to hold a certain percentage of seats in parliament and other governmental bodies. With 61 percent of women holding seats in the lower house of parliament, Rwanda has the highest percentage of female lawmakers worldwide. In addition, many African civil society and women's rights organizations have been promoting women's political participation.

A lack of political party support, inadequate access to education and resources, and instances of harassment and discrimination in political spheres are a few examples. Political engagement can manifest in diverse ways and transpire locally, nationally, or globally. Formal and informal processes include participating in elections, joining political parties or interest groups, and undertaking social media campaigns and other forms of online activism.

A fundamental tenet of the legal concept of democracy is the importance of political equality: it is contended that women, being equal citizens, ought to participate

alongside men in public decision-making; failure to do so would constitute an absence of democracy. Conversely, empirical theory delineates democracy through the inclusion of establishments such as the following:

- Freedom to engage in commerce and affiliate with an organization
- Freedom of expression
- The ability to run for office and vote in elections
- The ability of political leaders to garner support and votes
- The availability of information and alternative data sources
- Fair and impartial election procedures
- Internal management of companies

Government policy is influenced by votes and other forms of public expression of interest (Tremblay, 2007).

The political regime and women's rights are the two broad categories into which political issues relating to women's representation can be divided. The first dimension relates to women's political citizenship, and the primary indicator is the year that women gained the right to vote in national legislative elections. Numerous research works have demonstrated a relationship between this measure and the percentage of female lawmakers, and academics have paid great attention to this correlation.

The active involvement of women in politics is critical in the pursuit of gender equality and the advancement of democratic and inclusive societies. In addition to voting, running for office, joining political parties and civic organizations, and advocating for policy changes, women can engage in politics in various ways. Women have traditionally been underrepresented in politics in Mogadishu and Somalia due to various cultural, social, and economic barriers. Women face discrimination and harassment when running for political office, and they are discouraged from participating in politics because cultural norms favor male leadership. However, there have been some encouraging recent developments.

To increase women's political participation, the Somali government has implemented a quota system mandating that women hold a minimum of 30 percent of parliamentary

seats. In addition, an expanding coalition of civil society organizations and women's rights activists has advocated for greater female political participation. In addition to educating the public about the significance of women's political engagement, these organizations have equipped women with the knowledge, abilities, and materials necessary to serve as influential political leaders. In addition, research indicates that women are more likely to prioritize issues significant to them and their families, such as healthcare, education, and social welfare, when they are politically active.

This may result in policies and programs that are more attuned to gender issues, which would benefit women and their communities. Political participation by women can yield numerous beneficial outcomes for society as a whole. When women have a more significant say in politics, they can advocate for policies that advance gender equality, such as parental leave, equal pay, and access to healthcare and education. In addition, women's participation in politics can promote security and tranquility. Women are disproportionately affected by violence and conflict; as such, their participation in initiatives aimed at peacebuilding and conflict resolution can help to guarantee that their needs and viewpoints are taken into consideration. Furthermore, female political participation allows women to mentor and serve as role models for younger girls and women.

This can contribute to advancing gender equality in society and serve as an example for future generations of female leaders to emulate. Nevertheless, substantial obstacles continue to impede women's political engagement in Mogadishu and Somalia. Women's political participation has been increased through targeted policies and programs, such as training programs for women interested in running for office and quotas for women's representation in political bodies. A few examples include instances of harassment and discrimination in political spheres, cultural and social norms that favor male leadership, and limited access to resources and education. Furthermore, efforts have been made to promote discussions about the importance of women's participation in politics and to address prejudice and gender bias in the political arena.

Formal bureaucratic political authority was bestowed upon the Somali people upon establishing the Italian administration. Undoubtedly, the colonial administration instituted a policy that barred women from engaging in political activities or making

decisions. The original primary advisory board, which was comprised of 48 members when established in 1946, was reduced to men only. Discrimination against women exercising equal political rights, among other egregious ancient evidence, became the primary historical ordinance standard for regulating the electoral strategy of the legislative council. By this 1958 ordinance, girls were prohibited from voting or casting ballots. The ancient Somali political election was the first to utilize male suffrage, even though Somalia ceased to be independent and the colonial ruler and his regional commissioner assumed control of the entire electoral system (law, 1958). Although Somalia ceased to be an independent nation in 1960, political representation was constructed almost exclusively on the extended family machine, and men continued to occupy that region satirically. This development coincided with the emergence of a right-wing political ideology. In 1991, when SiyadBarre's regime collapsed, the nation was plunged into an unprecedented political vacuum characterized by the disintegration of all governmental institutions. In response to the most recent political trend, the human population 15 organized itself according to extended family lines. Given its pivotal role in facilitating the reconciliation process, the extended family has emerged as the most advantageous social unit to employ in this context. Even with the involvement of young women in the reconciliatory approach and all endeavors about state development, they continued to be safeguarded within the negotiating delegate selected from the Somali settling clans.

They came to support the efforts to convince heads of large families to make amends. Women are also thought to be unfit for leadership roles in the community and politics. This is due to the complicated nature of the Constitution's provisions about women's political participation. One of the most common complaints about the accessibility of seats reserved for women is that the laws are unclear about their responsibilities. No matter where it occurs, the use of patriarchy as a tool, a philosophy, or a practice has a wide range of adverse effects on women's lives. It seems that patriarchal ideologies have become so ingrained in society that they are regarded as conventional. Although the goal is equality, these mindsets will inherently be biased in their effectiveness. Frequently, non-secular misinterpretations and social-cultural standards are used to reinterpret the rights of girls, resulting in a decline in self-esteem.

Furthermore, women should be strongly dissuaded from exercising their political rights to vote and elect legislators, which is equivalent to those of men. The patriarchal society imposes laws and prison policies that affect women's perceptions of themselves, limit their access to information and data, and uphold their inferior social standing to men. The most important factor influencing women's autonomy over their lives is education.

Women in Somalia encounter supplementary obstacles from inadequate academic performance and societal conventions that impose stringent restrictions on their mobility in public areas. Consequently, they need more inclination to engage in political activities. The existence of a male-dominated environment within political institutions may deter women. Due to the scarcity of women in positions of authority, those who do are compelled to design interior aesthetics and fashions that cater to men's preferences. The inability of women to confront their issues stems from their surrender. Eventually, they will be subjected to severe treatment by their peers and by society as a whole. A significant proportion of male elected officials hold a pessimistic view of their female counterparts. They bear in mind the prohibition on women running for popular seats. They express disapproval regarding the price of reserved seats. Women's ability to make decisions is significantly hindered by the lack of collaboration that males in positions of authority engender. In Somalia, indirect elections allocating Somali women to reserved seats represent a quiet improvement for Somali women; these reserved seats have gained Somali women 30% of seats in the Somali parliament; however, the government has yet to complete that exact percentage.

Women's political engagement is indispensable for advancing gender equality and fostering the development of more inclusive societies in Africa. Although recent years have seen some progress in terms of the political representation of women in Africa, a substantial gender disparity persists in both political participation and leadership. There is a growing trend among African women's organizations to advocate for adopting affirmative action policies. Despite the explicit guarantee of equal political participation for women found in all African constitutions and laws, women in Africa have historically experienced marginalization in political participation and decision-making. Because of a combination of several noteworthy and recognizable

characteristics, African women are the most disadvantaged and excluded group in the political sphere. Among the most prominent features were African customs and traditional laws primarily founded on patriarchal dominance (Ahmed, 2013).

Political and social engagement in society requires women to maintain a work-life balance. Alongside the necessity for education, this may be the most challenging aspect of political leadership for women in Africa to master (Kuwonu, 2019). Throughout history, African nations have placed a low value on the contributions of women to political participation and decision-making. Even with the endorsement of women's equal political participation by nearly all African constitutional amendments and regulations, African women remain the most marginalized and disenfranchised in the political sphere. This is because it is the product of several notable and distinguishable attributes, with African customary legal norms and norms, which were established based on patriarchal dominance, being among the most significant (Ahmed, 2013).

The fundamental principles of gender equality, non-discrimination, and women's representation and political participation are all embodied in the United Nations Charter. As per Kandawasvika (2021), the Preamble declares that it is imperative to "reaffirm faith in fundamental human rights, the dignity and worth of the human person, and in the equal rights of men and women." Adjamagbo-Johnson is an employee of WILDAF (Women in Law and Development in Africa). Despite certain political advancements on the continent, such as women assuming leadership positions or participating in government, she maintains that women's rights remain incompletely acknowledged and that insufficient emphasis is placed on promoting their leadership. "Because there is currently no female head of state in Africa, there cannot be an alternative to access to education or knowledge," she continues, "It is a veritable paradox."

The advancement of women's rights, gender equality, and developing a more inclusive and democratic society. Women actively involved in politics can promote gender equality at all levels of society, increase the influence of women, and fight for their rights. Engaging in political activism allows women to shape policies that affect their own lives and the lives of their families and communities. The significance of women's political engagement in Mogadishu is heightened in light of the formidable obstacles

they encounter in the area. Security concerns, discriminatory laws and practices, social and cultural norms that restrict the mobility and access to education and other opportunities of women, and security concerns are some of the obstacles they face.

A more democratic and inclusive society can emerge in Mogadishu and throughout Somalia due to women's political participation. Women's participation in political processes can guarantee that women's and girls' needs and viewpoints are considered during the decision-making process and advance gender-sensitive policies and programs that benefit them. Political participation is essential for women in Mogadishu, Somalia, to be empowered. Women actively involved in politics can promote gender equality at all levels of society, increase the influence of women, and fight for their rights. Engaging in political activism allows women to shape policies that affect their own lives and the lives of their families and communities. Furthermore, it promotes women's increased visibility and representation in political institutions, which may create inclusive and equitable policies and programs.

Social and cultural norms in Mogadishu limit women's mobility, access to education, and other opportunities, which makes it difficult for them to participate in politics. Despite this, several programs are being implemented to encourage and facilitate women's political leadership roles. One initiative that aims to improve the capacity and participation of women leaders in political processes is the Somali Women's Leadership Initiative (SWLI). The organization supports women running for office by providing them with campaign assistance, mentoring, and leadership development. Furthermore, initiatives such as quotas for women's representation in political institutions can help increase the number of women in politics and their representation. Speakers from the Security Council and the Deputy Secretary-General today called for a 30% quota of legislative seats to be reserved for women in the country's upcoming election, citing Somalia's 2016 parliamentary elections as a turning point where women occupied nearly a quarter of the seats (UN, 2019).

4.1. Somalia's democratic state in 1960 and women's political participation

Somalia gained independence in 1960 and established itself as a democratic state under the leadership of its first President, Aden Abdullah Osman Daar. However, women's political participation in the nation was incredibly restricted at the time. The majority of the nation was patriarchal, and women's participation in public life, including

politics, was restricted by cultural and traditional norms. Women in Somalia were denied equal access to education and training opportunities necessary for pursuing careers in politics during the 1960s, and they were also prohibited from holding positions of political leadership. Cultural beliefs and societal expectations that viewed politics as male-dominated also deterred women from entering the field. Some women participated in political activism during this time despite these barriers.

Early in the 1960s, a group of Somali women formed the Somali Women's Democratic Organization (SWDO) with the dual goals of advancing women's rights and increasing their participation in political life. Members of SWDO fought for women's voting rights and representation in political leadership roles, and they actively promoted gender equality and women's political participation. Still, during the 1960s and the following decades, Somalia saw only slow progress in women's political participation. The nation experienced episodes of political instability, one of which was a military coup in 1969, which led to the installation of a socialist regime. During this period, political power was consolidated among a small number of individuals, and women's political engagement was additionally limited. In Somalia, substantial measures to advance women's political participation materialized at the turn of the twenty-first century.

A new constitution was adopted in 2012, guaranteeing women's political participation and allocating 30% of parliamentary seats to women. Indeed, this measure has recently increased women's political representation in Somalia. In addition to the difficulties that women faced in Somalia during the 1960s, the subsequent decades were marked by political instability and conflict, which further restricted women's political participation. Somalia's central government fell apart in 1991, and the country descended into chaos, with various factions fighting for power. This resulted in a protracted civil war that lasted more than two decades. Women were disproportionately affected by the conflict during this period, with many facing gender-based violence and displacement.

Women's political participation was severely restricted due to the conflict and its aftermath, which hindered their access to political, educational, and training opportunities. Despite these challenges, some women continued to advocate for women's political participation and gender equality. For example, the Coalition of

Grassroots Women's Organizations (COGWO) was founded in 2000 by Somali women who wanted to promote women's rights and their involvement in peacekeeping and governance. Somalia has made progress in recent years toward increased female political participation. In 2012, the professional constitution of Somalia, in addition to international agreements supporting women's rights and gender equality. At Somalia's election held in 2016, female candidates were sworn in federal parliament.

Somali women continue to encounter numerous obstacles when attempting to participate in politics, such as prejudice, restricted access to education and training opportunities, and cultural biases. In Somalia, however, endeavors are underway to tackle these obstacles and advance gender equality in the political sphere. Despite the transition to democracy in Somalia in 1960, women's political engagement was notably restricted. Decades of tedious progress have passed, notwithstanding the efforts of some women to advocate for gender equality and women's political participation. In Somalia, substantial measures to advance women's political participation have only been implemented recently.

4.2. Women's political participation during the military regime of Mohamed Siyad Barre 1969 up to 1991

State control and restrictions were imposed on the political engagement of women in Somalia throughout the military regime led by Mohamed Siyad Barre. Although the Barre regime initially endeavored to advance women's rights and enhance their political engagement, these endeavors were predominantly symbolic. They failed to yield substantial transformations in the status or representation of women. Women's organizations were founded, and women were encouraged to engage in politics during the early years of the Barre regime. In addition, the goal of creating a Ministry of Women's Affairs was to promote women's rights and welfare. On the other hand, women's political participation was mainly limited to state-run organizations, and their ability to influence decision-making procedures was also restricted.

Women's political participation was further restricted as the Barre regime became more repressive in the 1980s. Women's organizations were disbanded, and the government no longer prioritized women's rights and welfare. Women were severely restricted in their ability to participate in politics and public life, and they were prohibited from taking part in decision-making processes. Under the Barre

administration, some women persisted in engaging in politics and advocating for women's rights despite these challenges. Women worked through unofficial networks and channels to advance gender equality and women's empowerment, and women's organizations operated in the background.

To advance gender equality and empower women through the implementation of policies, Barre's administration increased the opportunities available to women to participate in political and economic endeavors. The Somali Women's Democratic Organization (SWDO), founded in 1975 to promote gender equality and represent the interests of women in government, served as an example of this. The National Women's Development Organization (NWDO), which has branches across the country, organized women's activities and fought for their rights. Additionally, significant government positions, including the National Assembly and the Council of Ministers, were filled by women. Additionally, women were allowed to pursue careers and education in law, medicine, and engineering. Despite the encouragement of women's political participation during the Somali military regime, numerous restrictions persisted.

In government and other institutions, women were frequently relegated to supporting roles and denied equal representation and decision-making authority. Moreover, instead of advancing the cause of gender equality and the empowerment of women, the regime often exploited women's political engagement to advance its propaganda and policies. During Mohamed Siyad Barre's military regime in Somalia, some policies were implemented to promote women's political participation; however, these initiatives were usually used for political purposes and had little effect on advancing gender equality or women's empowerment. While some efforts were made to promote women's rights and increase their political participation, they were symbolic. They did not result in significant changes to the status or representation of women.

Women's organizations were established, their impact on decision-making processes was constrained, and as the regime became more repressive, political participation for women was even more restricted. Despite these obstacles, some women supported women's rights and got involved in politics during the Barre administration, usually in the background and through unofficial networks. Since the Barre regime fell in 1991, women's participation in politics in Somalia has gradually increased. Women have

made substantial contributions to the country's efforts for peacebuilding and reconciliation and actively advocating for gender equality and women's rights. Substantial barriers still exist, including societal and cultural norms that limit women's involvement in politics and public life, as well as ongoing violence and insecurity in many parts of the nation in recent years from 2010 till now.

4.3. Challenges of women's political participation

Women actively engage in politics to advance gender equality and sustainable development. Nevertheless, women persistently encounter barriers restricting their ability to engage in politics and exert influence. Nonetheless, the advent of industrial capitalism during the twentieth century legitimized universal civil rights and secularized politics. Women formed collectives when they became cognizant of the influence and magnitude of industrial capitalism and globalization. These efforts inevitably culminated in the gradual removal of socioeconomic and political constraints on women and the pursuit of a quicker institutionalization of equal rights for all. In contemporary societies, the extent to which women engage in education, economic endeavors, and political processes is not inherently restricted or formalized, contingent upon the degree of technological advancement and modernization (Arowolo and Aluko, 2010).

Gender bias and discrimination are major issues that women face. Women are frequently stereotyped as less capable or qualified for leadership roles than men, and they face resistance or hostility when attempting to participate in politics. This can limit women's political participation and influence and contribute to women's underrepresentation in political institutions. Women also face barriers to the education and resources required for political participation. This can include limited access to political education, information, resources, and financial support for political activities. Women need access to these resources to compete with men for political positions and influence. Women's political participation faces significant but manageable obstacles.

4.3.1. The Status of women's access to higher education in Mogadishu

Males continue to outnumber females, but women are currently more numerous in academic settings. This is a positive development because it indicates an

unprecedented number of educated young women. While females generally exhibit more significant effort and outnumber males in undergraduate courses, their representation in postgraduate and doctoral programs is comparatively limited. Throughout Somalia, including Mogadishu, historically, women have had limited access to higher education due to insecurity, cultural and societal norms, a scarcity of resources, and insecurity. However, there have been some encouraging recent developments. Women in Somalia have traditionally been expected to prioritize family and household responsibilities over education and career opportunities.

Women face pressure from their families or communities to prioritize other responsibilities, making it difficult to pursue higher education. In addition, women's education has been severely hampered by Somalia's security conditions, especially in the 1990s and early 2000s when the civil war was at its worst. It was difficult for women to continue their education during this time because a large number of colleges and universities were destroyed or closed, and a large number of families were forced to flee their homes. Nonetheless, there have been initiatives to support women's education in Somalia, including Mogadishu, in recent years. A growing movement of women's rights activists is pushing for greater access to education and other opportunities for women, and some universities and colleges have implemented policies to encourage women to enroll.

4.4. Cultural theories of barriers to women's representation

Nations can adopt broad measures to advance women's empowerment and gender equality. This can involve educating the public and launching campaigns to dispel stereotypes and increase understanding of women's obstacles when trying to participate in politics. Additionally, nations can implement laws to prevent discrimination and violence against women and to promote women's involvement in politics at all levels. Lastly, political parties and other groups can offer resources, support, and training to female candidates to help them overcome cultural barriers to running for office.

4.4.1. Financial obstacles to women getting political participation

Economic inequality is one of the most significant barriers to women's political participation. Women frequently have less access to financial resources than men,

making it challenging to finance political campaigns or maintain a political career. Furthermore, due to caregiving responsibilities or other societal expectations, women frequently need more time for political engagement. These barriers can limit women's opportunities to gain the necessary experience and networks for political leadership, perpetuating the gender gap in political representation. Women cannot attain freedom without being liberated from every form of oppression. It is widely acknowledged that the accomplishment of the reconstruction and development program's objective is contingent upon the tangible manifestation of tangible improvements in the status of women in our nation, granting them equal agency and participation in all spheres of life (Kassa, 2015). Women face more significant challenges than men in raising funds for their campaigns, particularly if they need access to traditional funding sources. Women, for example, have a more difficult time obtaining donations from large corporations or wealthy donors who typically support male candidates. Personal finances: Women thinking about running for office face financial difficulties. For example, they must take time away from work to campaign, resulting in lost income. Women elected to political office face additional challenges balancing their political responsibilities with personal and professional obligations. Women interested in politics have resources different from their male counterparts, such as networks of political supporters, campaign advisors, and media contacts in Somalia.

Economic impediments are among the most substantial barriers to women's political participation. The economic disparity between men and women often poses challenges for women, impeding their ability to finance political campaigns and sustain a political career. In many nations where women have less access to financial resources, the likelihood that they will live in poverty is more significant. This results in them needing help raising the necessary funds to run for office, limiting their political participation opportunities. The time available to women for political engagement is significantly constrained due to their caregiving obligations, which exacerbates the barrier to their political participation. To promote gender equality and ensure that women and other underrepresented groups have equal opportunities, nations should contemplate implementing public financing systems for elections.

Countries also impose greater transparency in campaign financing to ensure that female candidates have equal access to funding. Furthermore, political parties and

other organizations can provide training and support for female candidates, including fundraising and campaign management resources. Finally, education and awareness-raising campaigns can help to promote greater gender equality and inclusion in politics, thereby lowering financial barriers to women's political participation.

4.4.2. Institutional barriers and obstacles to women getting political participation

The policies, practices, and structural factors within political institutions that limit or prevent women from participating in political processes and decision-making are institutional barriers to women's political participation. These obstacles manifest in diverse ways and are contingent upon the political climate; nevertheless, they are all manifestations of systemic elements that sustain gender inequity and restrict women's political participation. Additionally, institutional obstacles to women's political participation are present. Numerous political systems exhibit a bias in favor of men, as exemplified by electoral systems that disadvantage female candidates and political parties that prioritize male leadership. Furthermore, efforts to promote gender equality and boost women's political participation are hampered by the lack of resources and support found in political institutions, which adds to the gender representation gap's continued existence.

Women face discrimination within parties, such as being excluded from leadership positions or receiving less support for their campaigns. Campaign finance laws can also be a barrier to women's political participation. Women face more significant challenges than men in raising funds for their campaigns, particularly if they need access to traditional funding sources.

Media coverage and the media itself can influence public opinions of women in politics. Compared to men, women are subjected to greater scrutiny, criticism, and minimization of their accomplishments. Political leaders, institutions, and society at large collaborate to foster more welcoming and encouraging environments for women in politics to remove institutional barriers to women's political participation. It will be necessary to adjust election procedures, political party structures, legislation governing campaign financing, media coverage, and more significant social and cultural norms that influence how we view women in politics. Political institutions are marked by gender bias and discrimination, such as unequal treatment based on gender or

stereotyping of women's leadership abilities. This can limit women's political influence and create a hostile environment for women who want to get involved in politics. Institutional barriers to women's political participation require a concerted effort on the part of political institutions and actors and societal support for gender equality. This can include policies and programs that promote women's representation in political institutions, efforts to address gender bias and discrimination within political institutions, and electoral reforms that allow women and other underrepresented groups to participate more fully.

4.4.3. Traditional and religious barriers

Traditional and religious barriers to women's political participation are cultural and religious norms, beliefs, and practices that prevent women from participating in political decision-making. These obstacles, which keep women from attaining full and equal political participation, can be ingrained in society. Traditional barriers include things like limited access to education, patriarchal attitudes that emphasize men's roles and contributions in society, and cultural norms and practices that restrict women's mobility or emphasize women's roles in the home and family. Religious barriers include interpretations of religious texts or beliefs that support gender discrimination or restrict women's political participation.

Specific conservative communities or religious leaders may consider the political participation of women to be inappropriate or unacceptable. The convergence of these obstacles may present formidable challenges for women aspiring to engage in political activities, encompassing prejudice, marginalization, and physical aggression. A multifaceted strategy is necessary to overcome traditional and religious obstacles to women's political engagement. This entails collaborating with civil society organizations, religious leaders, and community members to foster a shift in perspectives and advance the cause of gender equality. This may encompass efforts to educate and train women, involve men in dialogues about gender equality, and establish secure environments where women can engage in political activities without apprehension of violence or prejudice. The persistence of traditional perspectives and cultural prejudices explicitly concerning women's societal position and function is noteworthy, especially in rural regions.

4.5. Women's political participation in Mogadishu

Women's political participation has historically been low in Somalia. However, since 2012, there have been specific changes nationwide. The Federal Government of Somalia was established in 2012, allowing women to participate in political decision-making. In line with the government's commitment to guaranteeing women's representation at all levels of government, a 30% quota for women's representation in parliament was instituted on September 9, 2012. The National Gender Policy, adopted in 2016, aims to promote gender equality and women's empowerment in all areas of society, including politics. A significant increase in the number of women in parliament resulted from allocating 24% of the seats for women in the 2016 parliamentary elections.

This quota still needs to be achieved (as a result of insecurity and cultural barriers, among other obstacles). A target of 30% female representation in the 2021 parliamentary elections was achieved; women occupied 24% of the seats, exceeding the quota. Women's civil society organizations have significantly promoted greater political engagement among women in Somalia. They have worked to strengthen women's political participation and increase public awareness regarding the significance of women's representation in decision-making. After many years of transitional government, Somalia established a permanent state. The inaugural central government of international recognition was proclaimed in Mogadishu on August 20, 2012. Within the same month, 275 parliamentarians were elected, including 38 women. The established government made numerous pledges to empower Somali women and achieve gender equality. In 2013, the Hassan Sheikh-led government embraced the New Deal Compact, which prominently featured several commitments that addressed gender inequalities and thus prioritized women's rights.

Women persistently encountered gender disparities and an assortment of additional obstacles when attempting to assert their rights and secure equitable access to resources and provisions. Despite an increase compared to the transitional periods, women continued to be underrepresented in parliament and the cabinet. For instance, women comprised 37 members (14%) of the 275-member strong parliament, rendering them a minority. Even with the Garowe II agreements and principles mandating 30%

female representation in all political institutions, women comprised two of the ten-member cabinet (UNDP, 2012).

Given the underrepresentation of women in leadership positions, the Hassan Sheikh administration took the initiative to appoint female foreign ministers and deputy prime ministers. Fosiyo Yusuf Haji Adan, who was bestowed with the highest position ever, and Maryam Qasim, who was bestowed with the Ministry of Development and Social Services comprising five ministries, were the two women appointed. Additionally, three women have held the position of Deputy Minister (Dini, 2013).

In 2014, the federal government appointed a new cabinet, resulting in an expansion of the ministerial portfolio from ten to twenty-five. In 2014, this resulted in a decline of 20% in the percentage of women serving in the cabinet to 10%. However, the number of women in parliament remained unaffected (UNDP, 2014: 7). However, the situation transformed with the gradual transition to a federal system in 2012. There were numerous endeavors and attempts to secure political positions for women. Civil society organizations, with the international community's backing, advocated for the cause of women who encountered difficulties in the 2012 elections. Efforts included the implementation of gender quotas and restricting clan leaders' influence and power in Somali elections.

Women encounter multifaceted obstacles and are shaped by cultural, religious, and traditional factors. They encounter many challenges, encompassing economic, social, cultural, and security-related concerns. Women's progress is significantly impacted by culture, which encompasses the values, norms, and beliefs of a particular people. Somali society is patriarchal, which limits women's chances, particularly in the political arena. Women's suitability for political positions is compromised and rendered incompatible due to the patriarchal system's view of them as subordinate. Women hold a submissive position according to this ideology. However, clannishness is the most significant barrier preventing women from participating in politics. According to a report on a research study, clan leaders believe that women are fundamentally weaker than men. They are thought to be too simple-minded to speak for the clan.

Somali women need help becoming members of parliament and involving themselves in the country's decision-making process, even though the clan system of the 4.5

formula is utilized to elect members of the upper and lower houses of parliament. This is evidenced by the fact that clan elders have ignored and denied the nomination of women candidates to represent their clan and the likelihood that clan elders will accept female candidates in the competition. Women have historically had a formal impact on the traditional clan system in Somalia. Historically, women were not permitted to participate in clan meetings or decision-making spheres, dating back to ancient Somali times. This means the country's politics are based on the complementary power between clans and their subdivisions.

Despite the efforts of many African nations to promote gender equality in politics through affirmative action, the majority of African women's current political engagement and involvement in decision-making have been hindered by a lack of understanding regarding African culture regarding the traditional leadership roles of women. As mentioned, Somali women encounter barriers to political engagement and decision-making similar to women in other African nations.

Cultural obstacles, including discrimination against women and adherence to traditional gender roles, may impede the political engagement of women. In order to surmount these challenges, a comprehensive strategy is necessary, which entails cooperation with religious leaders, community leaders, and civil society organizations to alter perspectives and advance gender equality. Women need more resources and competencies to participate in politics. Women in Somalia face significant security risks when participating in politics. Providing training and resources, such as leadership and public speaking, can help women develop the skills they need to succeed in political positions. Security measures, such as gender-sensitive security forces and safe spaces for women, can help to mitigate these risks and ensure that women feel safe participating. Men can play an essential role in encouraging women to participate in politics.

Engaging men in gender equality discussions and encouraging them to support women's political participation can help create a more inclusive political environment. Women's political networks can provide support, mentorship, and opportunities for women to get involved in politics. Encouraging the formation of these networks can assist women in politics in developing relationships with other women in politics, increasing their visibility and influence. There is a need to increase transparency and

accountability; making political processes transparent and accountable can help promote women's participation while preventing corruption and discrimination. This can include open and transparent election processes and establishing mechanisms for reporting and dealing with cases of discrimination or harassment.

4.6. The importance of women's political participation

Women can demonstrate the kind of excellent critical thinking the country expects of them because they are an essential part of society. Throughout the civil wars that ravaged many countries in the 1990s Africa, in particular the importance of women's political participation became evident. In order to address the multitude of issues that confront their respective countries, male and female legislators collaborate; additionally, in order to promote sustainable democracies and accomplish global development goals, women need to be encouraged, empowered, and supported in their pursuit of becoming significant political and community leaders (Pepera, 2018).

Certain regions have experienced more substantial progress. For instance, in Africa, the percentage of female legislators rose from 11 to 24 percent. Similarly, the Arab states have witnessed a substantial increase in the number of female parliamentary speakers, which has also increased from 3 to 17 percent. Women have been seen to be a part of state-building and peacebuilding efforts in countries that have experienced civil wars in the last two decades or so. Women were the driving force behind establishing peace and a stable environment in these countries, and Somalia was one of the countries that experienced civil wars. Nevertheless, what has remained crucial is the active involvement of Somali women in peacebuilding and state-building endeavors throughout the nation, from the inception of its conflicts and wars to the present time.

5. WOMEN IN POLITICS

Democratic institutions predominantly function as an exclusive form of governance for women or as a system in which women rule and are ruled unequally; it is unwise to presume that democracy is advantageous for women. Democratization does not invariably improve women's conditions (Dovi, 2006).

Discriminatory laws and practices, cultural and societal norms that restrict women's mobility and opportunities, and restricted access to education and training all hinder women's political participation in many nations. For instance, in certain nations, women are not allowed to vote or run for office, and in other nations, they face severe obstacles to political engagement, like harassment and violence. Several nations are actively working to increase the number of women in political leadership positions and encourage women's participation in democracy. Globally, women's democratic participation varies greatly, and progress toward gender parity in political representation has been sluggish. These efforts can take many forms, such as advocating for gender-sensitive laws and programs, expanding access to training and education, and removing institutional and societal barriers preventing women from participating in certain activities.

With the increasing presence of women in politics across various regions, it has become more evident that merely securing female representation in formal political spheres is insufficient to 'engender' democracy. An extensive portion of the discourse surrounding the "engendering" of democracy has been devoted to integrating women into formal political institutions and other pre-existing democratic structures. Nevertheless, a literal interpretation of the term 'engendering democracy' might suggest that it refers to democratizing democracy by effecting genuine inclusiveness changes within political systems (Cornwall and Goetz, 2005).

Women have been marginalized in the process of shaping democracy and representation. In ancient Greece, the cradle of the democratic experiment, citizenship was strictly exclusive to males descended from Athens. The theorists of popular sovereignty and the social contract, including Hobbes (1588-1679), Grotius (1583-1645), Locke (1632-1704), Madison (1751-1836), Pufendorf (1632-1694), and Rousseau (1712-1778), at best ignored women and, at worst, supported their

enslavement to the home and private spheres. Not all three revolutionary movements establishing representative democracy the American Revolution (1775–1783), the French Revolution (1789), and the Glorious Revolution of 1688 in England involved women in national governance. (Tremblay, 2007)

Communist governments in Southeast Europe characterized women's paid labor as emancipation. To achieve this goal, it was vital to release women from household duties assumed to be public. Through work, women would be freed from male dependency and forced marriage. The legal system also adopted this economic policy approach, which abolished pre-communist regulations that were discriminatory towards women and required men to predominate in all household matters. The study found additional notable predictors of variation in women's political participation: political socialization, political interest, and political efficacy.

5.1. Somali women in politics

Notwithstanding these favorable advancements, Somali women persistently encounter substantial impediments to engaging in political activities, including restricted opportunities and mobility, discriminatory legislation and customs, and cultural and societal conventions that curtail women's progress and prospects. These encompass efforts to promote policies and initiatives that are attuned to gender considerations, enhance opportunities for education and training, and confront systemic and societal obstacles that hinder women's political engagement.

5.2. Women in political accountability

Women have made significant strides in political accountability. Political accountability refers to the procedures that hold elected officials and government institutions accountable for their actions and decisions. The involvement of women in politics is crucial for ensuring that policies and decisions accurately represent the viewpoints and requirements of every citizen, including women. Their increased participation in political accountability is one way that women have increased their representation in elected office. Despite a substantial increase in the number of women serving in national legislatures across the globe over the past few decades, a substantial gender disparity in political representation persists. Furthermore, women have assumed leadership positions in government bodies charged with oversight and

accountability, such as ombudsperson offices and auditing institutions. Women have also contributed to political accountability through their activism and advocacy.

In recent years, Somalia has made some progress in promoting women's participation in political accountability, but significant challenges remain. Somalia has a long history of conflict and instability, which has made establishing stable and effective governance structures difficult. This has had a particularly negative impact on women, who face significant barriers to political and social participation. Women's representation in Parliament: Somalia adopted a new constitution in 2012 that requires at least 30% female representation in all elected and appointed bodies. In 2016, Somalia held parliamentary elections and more than the 30% quota was met when 24 percent of women were elected to the lower house of Parliament. In 2021, Somalia held fresh elections; preliminary reports suggest that the proportion of women in Parliament has increased, though official results are still pending. Women's activism and advocacy: Women's organizations and civil society groups have been instrumental in advancing accountability and defending women's rights in Somalia.

For example, the Somali Women's Agenda for Change is a coalition of women's organizations that advocates for women's political and social participation. Participation of women in local governance: Women are becoming more involved in local governance structures such as district and traditional councils. In Somaliland, for example, women hold many seats on traditional councils responsible for resolving disputes and providing local governance.

5.3. Women in decision making process

Numerous global initiatives have been implemented to increase the participation of women in decision-making processes. Two policies and initiatives that the United Nations has put in place to increase the number of women in decision-making bodies are the adoption of the Sustainable Development Goals, which include a specific objective of achieving gender equality and empowering all women and girls, and the establishment of UN Women. This organization advocates for women's empowerment and gender equality. Sub-Saharan Africa is a perfect place to test the effects of civil war endings on women's political representation. The majority of nations affected by major internal armed conflicts are in Africa, even though there is a correlation globally between the resolution of conflicts and the presence of women in leadership roles.

Africa saw the highest rate of civil conflict worldwide after World War II. Nonetheless, during the previous 20 years, for example, it happened in Rwanda and Somalia, significant declines in conflict have been noted in the area, which has coincided with an astounding increase in the number of women serving in legislative bodies. 2008, Rwanda made history by electing most of its female lawmakers to the national legislature. Not long after escaping a brutal civil war and ethnic genocide, the nation elected the most significant number of women to its Parliament worldwide. In African post-conflict nations, women held an average of 27% of parliamentary seats in 2010; in the remaining countries, the proportion was 14% (Hughes, 2015).

Cultural biases and stereotypes also contribute significantly to women's political participation. Men's leadership qualities are frequently valued more highly in society, with women perceived as less competent or less suited for political leadership roles. This perception discourages women from pursuing political leadership positions, resulting in a need for more female political role models.

Advancements for women in Africa are quantified in minuscule increments, and the ongoing struggle remains extensive. Women are increasingly being included in political decision-making processes, which is encouraging. The unfavorable aspect is that the growth rate has remained sluggish, averaging merely 1% in 2018 over the preceding year. The percentage of female ministers worldwide peaked in 2018 at 20.7% (812 out of 3922), according to the 2019 edition of the biennial Inter-Parliamentary Union (IPU) Map of Women in Politics (Musau, 2019).

The main reason behind this gap is the societal expectation that women should always take care of the home, regardless of their marital status; this expectation limits women's ability to grow in their careers by learning new skills. However, there have been some encouraging developments recently in the quest to boost the proportion of women participating in decision-making. For example, the 2012-ratified Provisional Constitution of Somalia includes provisions ensuring women's participation and representation in politics. The constitution stipulates that women hold at least 30% of the seats in the Parliament and other national decision-making bodies. Moreover, coordinated programs and regulations have been implemented to encourage increased participation of women in politics and decision-making. The Somali Women's Leadership Initiative (SWLI), for example, offers resources and training to women

who aspire to run for office, all the while working to raise awareness of the importance of women's political participation.

Women in Somalia continue to face significant barriers in their attempts to participate in decision-making. Examples include the absence of support for political parties, limitations on resources and education, and incidents of harassment and discrimination in settings where decisions are made. According to Shukria's research, women in conflict zones frequently need access to decision-making processes, even though they take on additional roles and responsibilities. In particular, social and economic barriers hinder women's participation in decision-making processes (Dini, 2010).

5.4. Women's engagement in politics and conflict resolution

Factors beyond mere direct violence and insecurity impede the political engagement of women. Although participation may offer a sense of autonomy, it must be viewed in the context of pre-existing structural limitations (such as clan loyalty, corruption, and institutional legitimacy). All Somali territories have adopted quota systems to increase the number of women serving in government institutions. These quotas have thus far failed to ensure adequate representation. An examination of the structural impediments that hinder the involvement of women in both formal and informal institutions is warranted. An advocate for women's rights opined that greater awareness and education are necessary for women to assume responsibility for their choices and engage in public discourse.

5.5. Women quotas

Women's quotas are a policy tool to promote gender equality in political representation by establishing a target number or percentage of women in political office. Quotas include legislative quotas, party quotas, and voluntary quotas. Legislative quotas are regulations mandating women's reservation of a specific proportion of parliamentary seats. While many case studies show how women have risen to the presidency in various countries, more is needed about the representation of women in developing countries' cabinets, courts, security forces, and civil services. Political parties and other organizations can freely set quota targets to increase the percentage of women in leadership roles in politics.

Women's quota proponents assert that their effective mechanism increases the number of women in political leadership roles and advances the cause of gender equality. Quotas may help address structural barriers that prevent women from participating in politics, such as discrimination and social and cultural norms that limit women's opportunities and mobility.

In Somalia, quotas have been implemented to increase the number of women holding political leadership positions. The country's 2012 provisional constitution stipulates that "the representation of women in all governmental bodies, including parliament and other elected or appointed public bodies," should be "not less than 30%." Somalia conducted parliamentary elections in 2016 using a new electoral framework with a quota for women's representation. After the elections, women's representation in Parliament rose sharply from 14% to 24%. Even though this does not meet the 30% quota, it is still a notable improvement and shows how quotas may affect the representation of women in political leadership.

Somalia has implemented various other initiatives to augment women's political engagement level. An illustration of this can be seen in the initiative undertaken by the United Nations Development Programme (UNDP) in Somalia, which sought to augment women's political engagement by providing assistance and training to female candidates and promoting female political party membership. Civil society organizations have also significantly contributed to the rise in Somali women's political participation.

According to the Somali Women's Agenda (SWA), a coalition of women's rights organizations, women should be elected to political leadership positions in Somalia. These advances are encouraging in Somalia, where women still face significant obstacles to political participation, such as restricted access to training and education, discriminatory laws and practices, and cultural and societal norms that limit women's opportunities and mobility. Sufficient efforts and systemic changes will be needed to address these issues to ensure equal opportunities and representation for women in political decision-making and to promote gender equality. These encompass efforts to promote policies and initiatives that are attuned to gender considerations, enhance opportunities for education and training, and confront systemic and societal obstacles that hinder women's political engagement.

5.5.1. Voluntary party quotas

Political parties can promote gender equality and women's political participation through voluntary party quotas. A political party's voluntary party quota refers to its pledge to field a specific proportion of women on its candidate lists for electoral purposes. In contrast to mandatory quotas, mandated by law, voluntary quotas are agreements the parties reach voluntarily. Voluntary party quotas may offer several benefits. To begin with, their support can contribute to the advancement of female representation in political office. The number of women elected to office could rise if political parties pledge to include a certain percentage of women on their lists of candidates because doing so would encourage and assist female candidates. Party quotas that are voluntarily enforced can influence attitudes and perceptions about women's political participation.

Political parties convey the value and importance of women's political participation when they openly declare their commitment to advancing gender equality. This could promote more inclusive and equitable political environments while challenging traditional gender roles. Voluntary party quotas can help create a pipeline for female leaders. For upcoming generations of women, women elected to public office act as role models and inspirations. This may inspire more women to pursue careers in leadership and politics. Women in political parties need more room, especially on electoral lists. The political birthday party leaders are obligated to complete this task. Voting rights are extended to electors, both male and female, who believe that girls are capable of taking on leadership roles. Only female electoral lists ought to be rejected.

5.6. Women in political development

Sustainable and inclusive development necessitates the participation of women in politics. Enhancing governance, promoting social and economic advancement, and supporting democratic institutions are all aspects of political development. Women's engagement in this process is essential to ensuring that these policies and programs advance gender equality and that women's perspectives and needs are considered. There are many more ways for women to get involved in politics besides running for office and advocating for policy changes. Still, many barriers prevent women from

participating in politics, including discrimination, a lack of access to formal education and training, cultural beliefs, and social norms.

Women must be represented in political institutions so that their perspectives are considered, and their voices are heard during policymaking. Gender-sensitive policies can be developed by increasing the number of women serving in Parliament, local councils, and other decision-making bodies, and gender issues can be more effectively addressed. This exemplifies how women's political leadership can motivate and enable other women to engage in political progress. By serving as mentors and role models for other women, women can contribute to forming a pipeline of future female political leaders. Women can advocate for programs and policies that promote women's rights and address gender inequality. Women's political participation and the promotion of gender equality can be significantly advanced through the action of women's organizations and networks. The involvement of women in community-level politics can significantly influence political progress. Women possess the capacity to mobilize and organize their communities around issues that are significant to them, in addition to advocating for grassroots-level change.

5.6.1. Women in political empowerment

The ability of women to engage in political decision-making and influence the laws and policies that impact their lives is known as political empowerment. Achieving gender equality and advancing sustainable development depend heavily on women's political empowerment. To achieve political empowerment for women, an environment conducive to their participation in political processes needs to be established, devoid of any form of discrimination or obstruction. This includes tackling challenges such as gender-based violence, limited educational and training opportunities, and societal attitudes that deter women from engaging in political activities. The process of granting women greater autonomy, access to resources, and opportunities to participate in all facets of society is women's empowerment.

It involves actively supporting the cause of gender equality, challenging discrimination based on gender, and resolving systemic obstacles that restrict the opportunities and decisions of women. Education, economic, political, and social empowerment are all manifestations of women's empowerment. It encompasses expanding the opportunities for women to obtain financial aid, education, healthcare, and employment, in addition

to enhancing their representation in leadership roles and decision-making processes. Women are not a homogenous group, and it is vital to acknowledge that their participation is crucial. Women's life experiences vary greatly depending on their age, level of education, and residential location (rural or urban), resulting in distinct priorities and requirements.

Women's issues and rights may not be considered equally by all women elected to Parliament or other legislative bodies. Although not the sole determinant, women's representation is a critical component in the formation of democratic systems that are transparent, responsive, and inclusive (Pepera, 2018). Increasing the number of women in political leadership positions, establishing quotas or reserved seats for women, providing training and support for women candidates, and engaging women in civil society and grassroots organizations empower women politically. Research has indicated that women are more inclined to prioritize issues often disregarded or undervalued, such as health care, education, and social welfare, when they possess political power.

Women's participation in political decision-making may enhance societal outcomes, such as economic growth and social development. The Fourth United Nations Conference on Women in 1995 produced the Beijing Platform for Action, highlighting the urgent need for increased political empowerment for women. In particular, it promotes greater female participation in private and public decision-making to achieve gender parity in resource distribution. In Africa, women make up a tiny percentage of those in positions of authority. The proportion of female parliamentarians is 8.7% on average, with the lowest proportion (0% in Djibouti) and the highest proportion (29%) in South Africa (Sweetman, 2000). Despite this, women continue to encounter numerous obstacles that impede their political empowerment, such as discrimination, limited access to resources and opportunities, and cultural and social norms that discourage female political participation. Ongoing endeavors and systemic transformations are necessary to tackle these concerns and guarantee that women are afforded equitable opportunities and are adequately represented in political decision-making. Empowerment is a continuous process that is rooted in the local community. It encompasses group participation, reflective thought, caring, tolerance, and appreciation. Using this procedure, individuals who do not possess an equal share of

tangible resources can acquire greater access to and authority over those assets. Additionally, it can be seen as a process that grants individuals self-determination, democratic representation in the affairs of their society, and a deeper comprehension of their surroundings.

The political and civic empowerment of women is crucial for development and democracy. The consideration of gender, specifically the collective of women, is a critical aspect in analyzing social-political structures. Lean et al. (2021) present a comprehensive synthesis and multidisciplinary overview of contemporary research about approaches aimed at augmenting women's civic and political engagement. In which men and women have equal rights and opportunities, a more equitable and just society is what women's empowerment ultimately seeks to achieve. It benefits individuals, families, communities, and societies and is vital to sustainable development. Women require empowerment.

Greater awareness is required regarding this matter; women have access to education and devise strategies to enhance their academic performance. Certain regions of the nation have not been informed of this. Like men, women necessitate supplementary programs and training to advance their careers and remain competitive in the community. Somalia faces significant barriers to women's empowerment due to its lengthy history of conflict, limited access to resources and education, and traditional gender roles that have frequently prevented women from participating in public life. However, the country has recently seen some positive developments that have aided women's empowerment. The proportion of Somali women in essential government roles, including those in the legislature, courts, and civil service, has increased recently.

This has been facilitated by initiatives to raise the representation of women in politics, such as the implementation of a quota system that sets aside 30% of parliamentary seats for women. In recent times, there has been an improvement in Somalia's economic empowerment of women, as they are increasingly participating in business and entrepreneurship. There has been a push to provide women greater access to financial services and industries like trade and agriculture. Through initiatives to advance education, particularly for girls, women's empowerment has also contributed to women's empowerment in Somalia. The government has implemented policies to

increase girls' access to education as well as efforts to address social and cultural barriers that have limited girls' participation in education.

Women are expected to maintain a subdued tone of voice instead of speaking up like men. Frequently, the involvement of Somali women in meetings is restricted to delivering statements with no further contributions. Several issues about women are consequently brought up and discussed in the programs. In numerous nations, particularly African countries like Somalia, women encounter difficulties in securing employment and contend with precarious circumstances; there are no longer any employment opportunities that are advantageous for men but disadvantageous for women. Although specific progress has been made toward empowering women in Somalia, the country still faces formidable obstacles that are surmounted. Among them are the following: combating gender-based violence, expanding access to social services and healthcare, and advancing gender equality in every aspect of society. Nevertheless, recent developments provide optimism regarding the ongoing progression of women's empowerment in Somalia.

5.7. Women and the state

In ancient Greece, women's relationship with the state was primarily shaped by their social and legal status, which was generally subordinate to men's. Women were barred from participating in the political life of the city-state, which was the center of ancient Greek society. Only free-born male citizens of a certain age had the right to vote, hold public office, and participate in the city-state's decision-making processes. Women also faced strict social norms and expectations regarding their roles and behaviors. They were expected to confine themselves primarily to the domestic sphere and fulfill traditional roles as wives and mothers. Women had limited access to education and economic opportunities and relied heavily on their male relatives for their social and economic status.

Women's political and state participation has varied dramatically depending on social norms, legal frameworks, and economic structures. In some societies, women have traditionally played important roles in political and state affairs. Women, for example, held positions of power as pharaohs and queens in ancient Egypt and were involved in religious and political decision-making. In several pre-colonial African societies, women occupied significant positions as chiefs, advisors, and healers. Women

appeared to have no qualms about making and standing by difficult management decisions despite the circumstances. The female manager acknowledged that, in addition to the difficult choice of declining an offer, leadership also entails considering the long-term viability and welfare of the group.

The nationalist movement orchestrated and advocated for rejecting sectarianism and exclusive clan affiliations among Somalis in favor of soomaalinimo, a collective Somali identity, about political programs. They hoped that the shared language, culture, religion, and territory could serve as the foundation for an independent, modern state for a unified Somali people under their own youthful, educated, modern, and urban leadership. They saw ignorance (lack of education) and smaller-scale communal identities based on clan and sub-clan as the primary internal obstacles to unity (Kaptein, 2009). The state-woman relationship, the effects of conflict on women, and policy recommendations to advance women's equality are just a few of the topics covered in-depth by the feminist literature that currently exists. However, the literature's insights regarding the effects of interventions on women need to be more present.

It is generally accepted that they contributed substantially to the nationalist movement that supported independence and the political parties that competed in the post independence arena. They recruited new members and took office, organized and housed young nationalists who were turned down for jobs due to their party affiliations, helped find resources for large-scale congresses and protests, wrote poetry to uplift morale, raised awareness and sustain momentum, donated their meager personal finances including jewelry to raise money from both allies and foes.

5.7.1. Challenges to women's recruitment

The barriers and obstacles women face when attempting to join political parties and seek political office are challenges to women's political recruitment. Depending on the country and context, these difficulties can be structural or cultural. Gender discrimination is one of the most significant obstacles to the recruitment of women. As candidates, women encounter prejudices, harassment, and violence, all of which deter them from engaging in political activities. In addition, societal and cultural norms that place a premium on women's domestic and familial responsibilities may inhibit

their inclination to engage in political activities. An additional noteworthy obstacle pertains to the insufficient political backing for women.

Women's lack of support from their communities, families, and friends makes political participation easier. In addition, they have restricted access to networks, finances, and educational opportunities—all of which are necessary for political engagement.

Negative stereotypes can also pose a significant barrier to female recruitment. Stereotypes portray women as weak or lacking in leadership abilities, making it more difficult for them to gain support and recognition from their peers. Women also find political culture unwelcoming, making it difficult for them to participate in and advance within political parties.

5.7.2. Women in nation-building and state-building

In building more inclusive and sustainable societies that support gender equality and human rights, women's contributions to both processes are essential. Women can play various roles in creating a nation or state, such as community organizing and advocacy, economic development, entrepreneurship, and political leadership and participation. Participation of women in these fields contributes to the development of policies and programs that advance gender equality, tackle the particular difficulties women face, and consider women's needs and perspectives in decision-making processes.

Women's leadership and participation can also contribute to peace and stability because women are often well-positioned to bridge divides and promote dialogue and reconciliation. Despite the significant contributions of women to nation-building and state-building, they frequently face significant challenges in their efforts to participate fully in political and economic processes. This may encompass promoting women's involvement in leadership and politics, enhancing educational and training opportunities, and guaranteeing that the rights and requirements of women are taken into account in all development endeavors. By actively enabling women to participate in these processes, we can contribute to constructing more just, equitable, and sustainable societies that benefit all. The breakdown of civil society, which lowers overall security, sets civil wars apart. The United States and the United Nations, which spearhead most nation-building initiatives, should prioritize gender equality. Few nation-building policymakers would contest the essential goal of creating egalitarian, democratic, just, and fair societies that respect women's human rights. Some contend

that it would be foolish to take a chance when the vessel is already dangerously unstable enough to capsize and that pursuing that goal "too soon" will cause disruption (Williamson, 2018).

Politicians and elders from the Somali clan met in 2000 in Arta, Djibouti, to support a peacebuilding conference supported by the international community. The meeting's goal was to create a fictitious power-sharing formula. The '4.5' formula has since affected democracy and politics in Somalia. The six Somali clans have been reduced to 4.5 due to the artificial nature of the category, compelling them to form alliances with those with whom they share little to no similarity. In addition to influencing political, social, and economic organizations, the 4.5 system also affects how organizations like NDI select participants for activities designed to preserve clan equilibrium. Elites who participated in this formula for power-sharing have attained even more influential positions with the assistance of the international community. Fifty percent of the mandates are allocated to minority clans, excluding women and youth who do not hold full membership in the Somali clan (Elmi, 2014).

This highlights the 'right' of the individual to participate in society, including the right to work without gender discrimination and their freedom of choice. Conversely, augmenting the enlistment of women in law enforcement contributes to safeguarding the rights of every woman in society. The relationship between "human rights" and the potential contribution of women to nation-building is examined from a more comprehensive perspective in this interpretation (Williamson, 2018).

5.7.3. Somalia women in state building

Somalia has a long history of conflict and instability, which has made establishing stable and effective governance structures difficult. Despite significant challenges and barriers to participation, women in Somalia have played an essential role in state-building efforts. Women have been elected to political office in Somalia at various levels, including national and regional. In 2016, Somalia held parliamentary elections, and more than the 30% constitutionally required quota of women was elected—24 percent of them to the lower house of Parliament. Women have also held regional and cabinet positions. Women's groups and civil society organizations have been crucial in advancing good governance and women's rights advocacy in Somalia. The Somali

Women's Agenda for Change, an alliance of different women's organizations encouraging women's political and social engagement, is an example.

Somalia's reconciliation and peacebuilding initiatives have been significantly influenced by the participation of women. The level of female involvement in initiatives aimed at strengthening and reforming the security sector in Somalia is on the rise. An instance of this can be observed in Somalia in 2010, where women's organizations actively promoted the incorporation of female viewpoints into the nation's nascent constitution. As an illustration, in 2019, Somalia swore in its inaugural female police commissioner, who has significantly advanced the cause of gender-sensitive policing and the prevention of violence against women.

Significant obstacles persist in Somalia, impeding the full participation of women in state-building initiatives. Frequently excluded from decision-making processes, women face violence and discrimination when they do voice their opinions.

Women's groups and civil society organizations have established literacy programs and schools for women in rural regions characterized by limited access to education. Significant female participation has been in Somali initiatives to foster economic growth and entrepreneurship. Women's organizations have established training workshops and microfinance programs to aid women in establishing businesses and attaining financial independence. Significant obstacles persist in Somalia, impeding the full participation of women in state building. Frequently excluded from decision-making processes, women face violence and discrimination when they do voice their opinions. It is crucial to continue promoting gender equality and women's empowerment in every facet of Somalia's political and social life to address these issues. This encompasses efforts to support women's political empowerment, economic empowerment, and educational advancement, in addition to tackling the root causes of gender discrimination and inequality.

5.7.4. Women in social participation

Many Somali women work in the informal sector, where they face low wages, long hours, and a lack of social protection. Women have also been disproportionately affected by the country's long-term conflict, which has resulted in displacement and limited economic opportunities. Despite these challenges, Somali women are increasingly becoming entrepreneurs and community leaders. Women-owned

businesses are becoming more common in Somalia, and several initiatives are being launched to encourage women's economic participation and entrepreneurship.

5.7.5. Women in peacebuilding

Women play an essential role in global peacebuilding efforts. They bring unique perspectives and experiences to the table, and their inclusion is critical for ensuring that peace agreements are sustainable and effective. Women can also help bridge divides between conflicting parties by building relationships and promoting dialogue. In addition to formal peace negotiations, women frequently play essential roles in community-level peacebuilding efforts, where they work to prevent conflicts from escalating, mediate disputes, or opine on policy issues. Despite their significant contributions to peacebuilding, women are frequently underrepresented in formal peace processes and decision-making bodies. Women's roles in the building during times of civil war are critical, as they frequently bear the brunt of the conflict's violeconflict'ssplacement.

Women are also uniquely positioned to contribute to peacebuilding efforts because they frequently have strong networks within their communities and can serve as critical mediators and negotiators. Women work to prevent violence from escalating during civil wars by organizing community-based peace initiatives, promoting dialogue between conflicting groups, or advocating for peace at the local and national levels. Regardless of the critical contributions of women to peacebuilding during times of civil war, they frequently face significant challenges in their efforts to participate fully in peace processes. Women face discrimination or exclusion from decision-making bodies, or they lack the resources and support needed to engage in peacebuilding initiatives effectively.

It is imperative to prioritize efforts that foster more comprehensive and efficient peace initiatives amid civil war. This includes ensuring that women's voices and perspectives are heard and valued in all peacebuilding efforts, encouraging women's participation in formal peace processes, and providing training and resources to help women develop their leadership and negotiation skills. Women have been instrumental in organizing peacebuilding initiatives in West Africa, where conflicts have ravaged economies and communities. Women have frequently occupied leading positions in community organizing and peace initiatives at the local and national levels, utilizing

their social connections and aptitude for organizing to advance discourse and reconciliation.

Women face discrimination or exclusion from decision-making bodies, or they lack the resources and support necessary to engender peace effectively. Women's participation in peacebuilding in West Africa is critical for promoting more inclusive and effective peace initiatives. This includes providing training and resources to help women develop their leadership and negotiation skills, encouraging women's participation in formal peace processes, and ensuring that women's voices and perspectives are heard and valued in all peacebuilding efforts and help promote a more just and peaceful future for all members of society by empowering women to take an active role in peacebuilding in West Africa. Women have also played essential roles in peacebuilding efforts in East Africa, where conflicts have devastated communities and economies.

Women have been at the forefront of local and national peace initiatives, leveraging their social networks and community organizing skills to promote dialogue and reconciliation. Women have also played an essential role in Somalia's peace efforts, where conflict and political instability have persisted for decades.

Women face discrimination or exclusion from decision-making bodies, or they lack the resources and support needed to engage in peacebuilding initiatives effectively. Efforts to support women's participation in East African peacebuilding are critical for promoting more inclusive and effective peace initiatives. This includes providing training and resources to help women develop their leadership and negotiation skills, encouraging women's participation in formal peace processes, ensuring that women's voices and perspectives are heard and valued in all peacebuilding efforts, and helping promote a more just and peaceful future for all members of society by empowering women to take an active role in peacebuilding in East Africa.

5.7.6. Somalia women in peacebuilding

The promotion of peace and reconciliation in Somalia has been greatly aided by civil society organizations and women's groups. Women take the Somali Women's Leadership Initiative, a coalition of women's groups for the active participation of women in peacebuilding and the inclusion of women's perspectives in peace discussions. Throughout Somali history, men and elders especially—have been seen

as having the ability to promote peace via negotiation and mediation. Despite women's typical women from decision-making forums during peace treaty negotiations, their position within the clan structure allows them to arbitrate disputes and serve as the first point of contact between opposing groups.

Women have effectively raised finances for peace talks and demobilization efforts by persuading elders and others to get involved in the dispute. Unlike males, who often want peace through diplomatic agreements, women hope for peace through providing stable employment, knowledge, the truth, and reconciliation. (Jama, 2010)

The United Nations Security Council passed Resolution 1325 on Women, Peace, and Security in tandem with the Arta process in 2000. This highlights the need for women to have "equal participation" ion and full involvement in all efforts for the maintenance and promotion of peace and security, as well as the need to increase their role in conflict prevention and resolution decision-making." During the Art" conference, female advocates convinced President Omar Guelleh of Djibouti to provide women a place in the discussions and a quota of 25 seats in the 245-member Parliament. However, the achievement was marred when males, using the '4.5 methods,' these women for Parliament instead of considering their qualifications based on clan membership with male MPs (Jama, 2010). Women have been active in local dispute resolution and conflict mediation in Somalia. In the Puntland area of Somalia, women have been designated as mediators to settle disputes between clans and communities.

In Somalia, substantial barriers persist that impede the complete engagement of women in peacebuilding endeavors. Frequently excluded from decision-making processes, women face violence and discrimination when they do voice their opinions. To solve these concerns, it is essential to advocate for women's empowerment and gender equality in all spheres of Somalia's political and social life. This includes addressing the underlying causes of gender inequality and discrimination and supporting women's economic empowerment, political participation, and educational development. The promotion of mutual understanding and communication throughout Somali communities has seen the active participation of women.

5.7.7. Women in economy

To attain inclusive and sustainable economic growth and alleviate poverty, women's involvement in the workforce is vital. As consumers, entrepreneurs, and workers,

women make substantial contributions to the economy; their engagement in economic activities can improve conditions for themselves, their families, and their communities. Nevertheless, women often encounter substantial obstacles when attempting to engage in the economy, including prejudice, restricted educational and vocational prospects, and cultural and societal conventions that restrict their ability to move and opportunities. Due to these barriers, women can find it challenging to fully engage in the economy, which might limit their economic potential and create gender imbalance. Women may contribute to economic development in various ways, including granting them access to education and training, advocating gender-sensitive policies and initiatives, and removing institutional and cultural barriers to their economic engagement.

Advancements in women's economic development may yield more extensive societal ramifications. Studies indicate that economically empowered women are more inclined to make investments in their families' health and education, which may result in improved prospects for children and subsequent generations.

Achieving sustainable and inclusive economic growth and lowering poverty depend heavily on women's economic empowerment. Women, their families, and communities can benefit from efforts to advance women's economic development, which can also advance general economic growth and development. To ensure equal representation and opportunity for women in the economy, it is necessary to undertake ongoing efforts and systemic changes to remove the barriers preventing them from participating in it. Economic development and women's empowerment are mutually reinforcing. The former concerns expanding the latter's access to the latter's social development elements, such as rights, health, education, and earning opportunities.

Amartya Sen has eloquently argued that while development can significantly reduce gender inequality in one direction, continued discrimination against women can impede progress in the other. Thus, development can be accelerated through empowerment (Duflo, 2013). Opting to employ women in Somali business and industry is an arduous and purposeless choice that compromises the region's proper region due to the frequent maternity leave that is taken; women are disproportionately underrepresented in higher education.

The Somali government, for instance, initiated the Somali Women's Economic Empowerment (SWEE) initiative in 2019 to expand women's access to women's education and market prospects. Women entrepreneurs in numerous industries, including agriculture, fishing, and handicrafts, have benefited from the project. In addition, international and non-governmental organizations (NGOs) are collaborating to increase women's economic participation in Somalia. For example, the United Nations Development Programme (UNDP) has implemented a project aimed at empowering Somali women entrepreneurs by providing them with access to finance, training, and mentorship. Efforts are also being made to address women's unique economic development challenges.

In Somalia, for instance, efforts to promote gender-sensitive policies and programs and expand women's access to training are aiding in eliminating some of the obstacles to women's economic emancipation. Despite the considerable obstacles Somali women encounter in economic development, endeavors are being made to promote entrepreneurialism and economic participation among women. Ongoing endeavors and systemic transformations are imperative to surmount the obstacles impeding women's economic emancipation and guarantee equitable economic opportunities and representation.

5.7.8. Women in social development

The involvement of women in social development is imperative to attain inclusive and sustainable progress that positively impacts every citizen. Social development is the process of enhancing the quality of life and well-being of communities and individuals; the participation of women is essential for ensuring that the benefits of social development are distributed equitably.

Barriers to education, training, and cultural and societal standards limit women's mobility and participation. Women may be encouraged to participate in social development, including offering education and training, advocating gender-sensitive policies and programs, and removing institutional and cultural barriers. For instance, initiatives that provide health and social welfare education and training to women can promote positive social outcomes and increase their participation in these fields. Society reflects that a woman is in every society. It becomes oppressed when marginalized, elevates society, and attains empowerment when strengthened.

5.8. Women in politics

Women in international politics are essential to the worldwide achievement of gender equality and human rights. Despite this, women are still underrepresented in leadership positions in international institutions like the World Bank and the United Nations. In order to create a more inclusive and efficient global government, it is imperative to support women in international politics. These initiatives include encouraging women to take on leadership roles and participate in politics at all levels.

These discussions later evolved into calls to be allowed to exercise the *Droit de cité*, which criticized aristocratic masculinity and contested the right of males to set laws for women. At the revolutionary French assemblies, which created constitutions, declared the Rights of Man, and updated outdated laws to meet the demands of a developing society, women like Pierre Guyomar and Olympe de Gouges fought for women's full parwomen'sion in decision-making processes (Offen, 2001).

In the international political sphere, the contribution and representation of women in political areas will come shortly, as it is supported by several massive issues that prevent women from accessing numerous activities in society and culture. Culture is the key to many societies worldwide, and married women subsequently participate in declining women's movements in community activities. Brown (2014) argues that women's political empowerment can be traced back to the Nineteenth Improvement Compromise, which led to the early acceptance of women's suffrage. Nevertheless, he contends t hat although 1920 is often cited as the year formalizing women's political emancipation, traditional and cultural attitudes continue to prevail, especially in rural areas, regarding women's roles and standing. Notwithstanding this, it is evident that traditional gender roles and labor divisions are gendered.

Women struggle more than males to give up their conventional domestic and public responsibilities. Women's engagement in female politics is restricted since women's gender women's is still predominantly seen as domestic. The universe is growing increasingly globalized due to the tremendous forces of globalization and technological advancement, and in the context of modernity, politics has an extreme meaning. Even after obtaining the right to vote and political representation, women have frequently encountered substantial obstacles and prejudice in the political sphere.

Women still experience violence and prejudice in public and political spheres due to their gender, and in many nations, their representation in government is still lower than that of males. Despite these obstacles, global women's groups have worked for greater gender parity in the political and governmental spheres. The movements above have been crucial in effecting legislative and policy modifications aimed at tackling gender-based violence and discrimination, in addition to augmenting the presence of women in public life and governance.



6. CONCLUSION

Education is a fundamental human right that every person, male or female, is suitable for and has equal access to. In Mogadishu, Somalia, women's higher education plays a minimal role, and this has to change. On the other side, there needs to be more political engagement in Mogadishu and a low role for women in politics. Women belong in society, need a voice in decision-making, and attempt to be represented in the government. Although women's political engagement is extremely limited in Somalia, they possess significant vitality.

The position of women in Somalia's higher education was devastated by the fall of Somalia's central government. The goal of learning or teaching at the establishment of the Somali language in 1972 helped this revolution succeed in allowing a large portion of Somali society to write and read without distinguishing between male and female parts of society. In 1991, during the period of military government in Somalia, women's higher education level was great and perfect for other educated women in the continent. Due to numerous barriers from the family and the state of the nation, Somali women had limited opportunities to pursue higher education.

Somali families, the majority of them belong to the middle class; as a result, parents choose to send their girls to work at home while their boys pursue higher education since the cost of a single student's education is equal to the pail of a single family. This is also a goal of the prevailing traditional culture in society, which holds that higher education is not valuable in any way. The low proportion of women in higher education in Somalia is also reflected in the lack of female speakers at university lectures, panels, and discussions.

Somali society needs to be oriented and understand the value of women pursuing higher education. Prior to the fall of the government, there was no such orientation, which explains to society the advantages of women pursuing higher education for themselves and their communities. The need for women to have access to higher education attempts to clear to society; this will help those who have been neglected or are unaware of the importance of women's higher education to change their opinions. The government, academics, religious scholars, and civil society must accept this direction. The society needs to speak up about it.

Parents have a responsibility to fulfill when it comes to their daughters' higher education: they have to permit them to pursue higher education and acquire the same knowledge as men. The government of Somalia has to assist parents who cannot cover the cost of their daughters' higher education. In addition, the government of Somalia needs to provide opportunities for women to obtain employment. Somali women should be given the chance to pursue higher education. Since women are vital to society, they play a part in granting them access to higher education.

The role of women in higher education in Mogadishu, Somalia, is not sufficient for the society of Mogadishu; there is a need to change this shortage. The rate of women going to higher education is meager compared to the rate of men going to higher education in Mogadishu Somalia. Obtaining knowledge for every individual, male or female, so females obtain the same access as males in higher education in order to be fair to both genders. Factors create the mismatch between males and females in higher education; those factors parents solve, and the government should help parents to attend females' higher education.

Government of Somalia's current fragile state, the energy, and capacity of women lack in the arena of Somali politics; the government needs to raise the rate of women in the country because Somali women have to sharpen ideas and theories to add the movement of the state development, the government needs to try to advance the creativities and knowledge of Somali women by giving chance to involve them in the politics of the country. The government needs to have a policy on educating women to add to the field of administration and management so that others can have role models, learn in any field of higher education, and keep filling the gender gap of Somali women.

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