



Puntland State University, the University of Hargeisa and the Rift Valley Institute

Supporting the Delivery of High Quality Research in Somalia

External Evaluation Report

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Abbreviations

CPSRCD	Centre for Postgraduate Studies, Research and Capacity Development
DFID	Department for International Development
ET	Evaluation Team
FGD	Focus Group Discussion
HQRTP	High Quality Research Training Programme
iDC	Intermedia Development Consultants
IPCS	Institute for Peace and Conflict Studies
KII	Key Informant Interview
MSC	Most Significant Change
NADFOR	National Disaster Preparedness and Food Reserve Authority
OCVP	Observatory of Conflict and Violence Prevention
PRIO	Peace Research Institute Oslo
PSC	Project Steering Committee
PSU	Puntland University
RCB	Research Capacity Building
RVI	Rift Valley Institute
SOAS	School of Oriental and African Studies
SSF	Somalia Stability Fund
SPSS	Statistical Package for the Social Sciences
ToR	Terms of Reference
UoH	University of Hargeisa

Summary of the Project

Objectives

To develop individual capacities for research through training in research methodologies, the provision of scholarships, and work placements in research projects;
To develop competence in two Somali higher education institutes for training and research through investments in human resources, research resources and in equipment and facilities;
To support the socio-economic development of Somali communities by enhancing local capacities for evidence-based research to generate knowledge that will inform governance and development policies.

Main activities:

Supporting the development of existing, locally funded and managed Somali universities to deliver high quality training courses in social science research;
Supporting the development of specialist research and training centres specialising in peace and conflict studies and development studies;
Developing capacities for evidence-based research that will inform Somali development policies and bring local knowledge to bear on international development policies.

Outputs

Somali university teachers, students, development practitioners and policy makers receive quality training in research methodology and are able to undertake and manage research;
Individual researchers have increased access to training and support for their research and career development;
Development of two specialist research centres in conflict and peace studies and development studies, with the ability to produce high quality research on Somalia that can be accessed by a wide range of development actors.

Start date: August 2015

End date: December 2017, with no-cost extension to April 2018

Budget: \$691,268 – with an additional \$70,354 for refining the design phase.

“

If I put it in a nutshell

I can say that this project has been the springboard in establishing a research culture within the university.

Sied Muhumud Jibril, Vice-President, University of Hargeisa

The project has made the university more aware of the importance of research

Ahmed Shire Ahmed, Deputy Vice-Chancellor of Academic Affairs

Puntland State University

Overview

The evaluation of the Research Capacity Building (RCB) project was carried out in April 2018 by John Fox and Abdulkadir Sh. Mohamed Salah of iDC. The analytical framework they used in devising the fieldwork checklists and in structuring this report is based on the commonly used 'big five' themes of relevance, efficiency, effectiveness, impact and sustainability.

Relevance

Two questions underlie any evaluation of a project:

- Is it doing the right thing?
- Is it doing things right?

Without doubt, with the RCB project, the answer to the first of these questions is Yes.

The Research Capacity Building project has clearly done the right thing. The lecturers at both the Puntland State University (PSU) and the University of Hargeisa (UoH) needed support in acquiring knowledge about research and in developing research skills. Both research centres, the Institute for Peace and Conflict Studies (IPCS) at UoH and the Centre for Postgraduate Studies and Research Capacity Development (CPSRCD) at PSU needed strengthening of their human and material resources. Somalia and Somaliland needed locally generated and locally implemented research in support of social and economic development.

The theory of change underlying the project was that if lecturers are trained in research methods and provided with more research resources, then the two institutions would be strengthened, and then their research would support the reduction of conflict and lead to more stable governance and more effective development. And this is clearly in line with the Somalia Stability Fund (SSF) outcome in relation to conflict prevention and management: that 'communities' vulnerability to conflict has been reduced by addressing grievances, tackling drivers, and supporting critical actors for peace-building¹.

Three significant needs and priorities have been addressed: training courses in research methods; the provision of facilities and equipment; engagement with research stakeholders through public forums. However, the envisaged outcome that research would be produced that actually influenced policy makers is one that, in the main, was unlikely to be achieved within the project period; for this, more funding and mentoring support would be needed. However, in both Puntland and Somaliland there is evidence that the presentations and discussions in the forums established by the project have had some immediate impact on the policy makers who attended.

A few of the design assumptions can be challenged as too ambitious: the assumption that lecturers' and students' proficiency in the English language could be achieved within the time frame of the project, even though this was not an actual goal of the project; that 30%

¹ www.stabilityfund.so

of the participants in the training would be women; that certification of participating lecturers that they had acquired sufficient research methods could be done effectively.

Efficiency

The selection of the three partners in the project was appropriate. Both PSU and UoH are public universities, independent but with good links with government; both are committed to strengthening their research capacities; both had well-qualified staff to take on the coordinating role for the project. And RVI has a strong record as a research institution with experience in both Puntland and Somaliland.

All three partners were appropriately engaged in the managements of the project. Certainly, in the design stage all partners were very much engaged. Both IPCS and CPSRCD provided coordinators for the project activities; both institutions are producing research papers and holding forums for dissemination of research activities, though the two coordinators are busy people, travelling, and with many demands on their time. RVI took on the overall coordinating and reporting role – and liaison with SSF.

With regard to funding, all respondents who answered the question whether the project funding had been sufficient hesitated before answering, Yes. However, the evaluation team (ET) questions whether enough funds were available for delivering the training and for carrying out the mentoring of the participant lecturers by the training providers. It was most unfortunate that the first consultant contracted to design and deliver the research methods training proved to be far from competent. PRIO, who took over, certainly had the research expertise to deliver the training, with a team leader well experienced in research on Somali issues – but, because of distance and time, the team was unable to facilitate individual practice of research skills or to carry out the mentoring of participants. The appointment and inevitable dismissal of the first consultants caused a significant delay in project implementation, and this has had a ‘knock-on’ effect throughout the project period.

In relation to the way the training was conducted, the participating lecturers would have wished for more timely feedback to the group research assignments. And the ET feels it is a pity that there wasn’t more emphasis on individual mentoring. With such a dispersed project, overall coordination and mentoring must have been problematic, especially with difficulties in moving between Hargeisa and Garowe. And in the final phase it might have been better to have appointed a single manager to oversee the important closing activities.

Effectiveness

The following envisaged outputs were achieved, related to the first objective of building the capacity of lecturers:

- A needs assessment was carried out by PRIO;
- 40 participants (24 at IPCS; 16 at CPSRCD) have received three training courses in research methods;
- Students in both universities are receiving some training in research methods; the intention was that the participating lecturers would, between them, deliver research methods training to up to 250 graduate and postgraduate students; the actual number has not been calculated, but it must be well over 250.

As for the second project objective related to building the capacity of the two research centres, these outputs have been achieved:

- The two research centres have been supported with the improvement of offices, the supply of equipment and books, and journal resources made possible – at CPSRCD through eGranary and eLibrary platforms; at IPCS, arrangements have been made with the Hargeisa Cultural Centre;
- Both centres have produced several research papers in the last two years – at least seven briefing papers in each university, and both have established academic journals;
- Teams of the participating lecturers at both centres have produced research reports on a range of key topics that have contributed to the research forums at UoH and PSU;
- In April a draft of the Research Training Manual was produced by PRIO, which should be a most important resource for the two centres.

With regard to the third objective concerning the dissemination of research:

- 28 forums on a wide range of social topics were held across both universities (12 by CPSRCD and 16 in IPCS) – above the envisaged target of 12 over the two years;
- The Joint Somali Studies Conference was not held; instead, the partners contributed \$5,000 and two forums at the popular Hargeisa International Book Fair;
- The envisaged fee-paying field courses in social science methodologies for government and NGO staff, with scholarships for high-performing female students, have yet to properly take off – though one was held in PSU in December 2017.

In relation to the training methods used by PRIO, the topics of the first two modules – an overview of methods and research issues, qualitative methods – have been appropriate; however, most participant respondents felt that the R-package of data analysis chosen for the third module on quantitative methods was too difficult and too theoretical. In the main, the training methods were transmittal ('outside-in') rather than participatory ('inside out'), though there were discussion sessions and group research assignments. And the large number of participants (40 in the first two week course) made it impossible to use experiential methods. Also, the PRIO trainers were not able to engage in individual mentoring of research work. And, because there were different PRIO trainers for each module, the possibility of accumulative learning was lost.

The project proposal set a target that 30% of the participants in the training would be women, but this target was impossible to reach, given there being so few female lecturers at both universities. The attendance sheets show that 9 women participated in some of the training sessions (5 in UoH and 4 in PSU). However, there is a concern in both centres to increase the number of women lecturers.

In a capacity building project such as RCB, there is not the direct effects on other cross-cutting issues such as environmental conservation, climate change and poverty alleviation, as there would be, say, in an infrastructure or service delivery project, but all three of the above have been taken up in the forums that were established.

Impact

The immediate evidence of impact is what has been demonstrated in the group work research assignments, and how the lecturers make inputs to the relevant forums. Another

demonstration will be when the trained lecturers are observed applying their learning in teaching about research methods to their students. In their FGDs the participants expressed a confidence – but some admitted that they have more to learn. A number of the lecturers are working on their own research projects and are also engaged with the coordinators in contributing to the centres' journals.

In relation to institutional development, this project has made a most significant impact in as much there has been a 'change of culture' in both universities – what had been, in the main, teaching institutions are now committed to a range of research activities, with journals established, research papers published, and forums held, at both centres that have received the project support.

The forums, which were established by the project and held frequently now in both universities, have attracted a good range of government and civil society participants. As to whether the disseminated research is actually influencing policy decisions, this is likely to be something that can be determined only over a longer term. However, the ET was given one example at each of the centres where there has been an immediate influence – the forum in UoH on the use of media at election times, which led to the government closing down social media until the elections had taken place – and the one on corruption in PSU that certainly contributed to the removal of certain Cabinet ministers.

Sustainability

With regard to whether the desired capacities have been built, the lecturers who undertook the training are now teaching research methods to their students – but they look for their knowledge and skills to be reinforced. However, there is a need for a project component to strengthen the English language competence of the lecturers – and also a component related to communication skills in engaging with the media and with non-academic publics. (It should be noted that efforts were made by RVI to encourage the British Council office in Ethiopia to provide some courses in English for academic staff in Somalia and Somaliland.)

It is clear that the two centres will continue with their research and publications and forums. However, it will be important that more emphasis is given to the recruitment of full-time academic staff, in order to increase the motivation – and the time – for research activities. And continuity will depend significantly on the presence of 'research champions' at both centres. The publications from both centres and the forums are important means of documentation of the research conducted. However, more attention could be given to engaging with the media in reaching out to policy makers – and to the general public. The manual recently produced by PRIO should be a key factor in sustaining the teaching of research methods at both universities; however, it could be much improved by focusing more on the **How** as well as on the **What** of teaching research methods.

Recommendations

- One outstanding task for the project is to provide certificates for those who fully participated in the three-module training programme; and the ET recommends that this should be an attendance certificate.

- If further capacity building is provided at UoH and PSU, or elsewhere, then a training team should be selected that can ensure continuity in the training, use experiential and reflective training methods, and provide mentoring of individual participants;
- The training should also focus on methods of teaching related to each key topic in the modules;
- The existing research methods manual could be adapted to include not only the ‘what’ to teach but also the ‘how’ to teach;
- The number of participants should be reduced to between 12 and 15 at each training venue;
- More time should be given to the training in research methods – training that is more experiential, includes more practice by the individual participants, and includes more intensive mentoring and feedback on research reports being produced;
- A component on effective communication of research findings should be included, particularly on how best to engage with the media practitioners as allies in order to find among them ‘research champions’;
- For universities engaging in research, they should produce policy briefs on the researched issues: ones that are attractively laid out and illustrated – in a manner that would catch the interest of the media and also appeal to a wider public;
- Similar capacity building projects for universities could partner with, say, the British Council in providing courses to improve the lecturers’ competency in English;
- With regard to the employment of women lecturers in the two universities, UoH and PSU, should organise a workshop in each university with senior officials – one that includes one woman from each trained group of lecturers – to reflect on the issue, to make commitments, and to draft a policy statement on the issue of women’s employment at the universities;
- Given the relationship already established through the RCB project, and the shared interests, PSU and UoH should organise a joint research project – one that focuses on issues of common social, economic, or even political concerns.

The RCB project has demonstrated what can be achieved when the right institutions are selected, when the right partnerships are established, and when the right ‘championing’ individuals are involved. However, with this project the timeframe was short and resources were limited. Therefore, the ET strongly recommends that RVI, partners and donors should seriously consider the lessons learned, look for resources to continue the initiative, and build on what has been achieved – at least for another three years.

Introduction

Objective of the Evaluation

As stated in the Terms of Reference (ToR), the purpose of the evaluation was ‘to establish whether the project achieved its targets and goals and whether this has contributed, or will contribute, to long-term capacity improvement in research and training at the targeted institutions’. And those institutions are the Institute for Peace and Conflict Studies (IPCS) at the University of Hargeisa (UoH) and the Centre for Postgraduate Studies, Research and Capacity Development (CPSRCD) at the Puntland State University – in collaboration with the Rift Valley Institute (RVI). The ToR are given in Annex A.

‘What’s in a name? A rose by any other name would smell as sweet’, says Juliet in Shakespeare’s play, *Romeo and Juliet*... The ‘official’ name of the project, as in the proposal to the Somalia Stability Fund (SSF) and the ToR for the evaluation, is ‘Supporting the Delivery of High Quality Research in Somalia’. (And this is a name that could well be challenged by those who see Somaliland as an independent state.) The name on a number of project reports is the non-controversial ‘Ogaal-Xalreeb’ (Knowledge for Change). Another name that is frequently used is ‘Research Capacity Building’ – and this is the name and its RCB abbreviation that, for reasons of brevity, this report will use. Though ‘Ogaal-Xalreeb’ does signal the overall and development objective of this project – that it will encourage and support research at the two universities that will have practical and very significant applications in informing and influencing policy makers in Somalia and Somaliland.

The Evaluation Team (ET)

The evaluation was conducted by John Fox and Abdulkadir Sh. Mohamed Salah of Intermedia Development Consultants (iDC), assisted in the documentary study and data analysis by Jan Fox, also of iDC.

Abdulkadir Salah conducted the fieldwork in Garowe from 9 to 15 April; John Fox joined him in Hargeisa from 16 to 21 April – after carrying out interviews and Skype calls in Nairobi in the previous week and after the fieldwork.

Analytical Framework

The ET appreciated the array of issues to be taken up in the evaluation, as set out in the ToR. It is clear from the way the ToR were written that the underlying purpose of the evaluation was intended to be, more than an appraisal of the manner in which the RCB project has been implemented, an identification of lessons that can be learnt and that can be applied in any extension of the project activities or the promotion of a similar project elsewhere. The ET has incorporated all the ToR issues – and added a few more – in formulating an analytical framework for the evaluation, based on the ‘big five’ themes:

Relevance:	the significance of the project;
Efficiency:	the proficiency of project management;
Effectiveness:	the achievement of outputs;
Impact:	the actual, or likely, achievement of outcomes;
Sustainability:	the likely continuation of project-stimulated activities.

The full analytical framework is given in Annex B. The checklists for the key informant interviews (KIIs) are based on it, and that for the focus group discussions (FGDs) has been derived from it and can be found in Annex C. Also, this report is structured according to the framework.

Activities

The ET engaged in five main activities for data collection:

- Reading of project documents, publication of IPCS and CPSRCD;
- Holding key informant interviews (KIIs) with university officials, staff of RVI, UoH and PSU, and participants in forums;
- Facilitating focus discussions (FGDs) with lecturers and post graduate students at IPCS and CPSRCD;
- Recording 'stories of change' from respondents influenced by the project.

Review of Documents

Before the fieldwork phase, the ET prepared by reading through the documents formulated during the design stage of the RCB project: especially the proposal to SSF; the quarterly progress reports submitted to SSF from January 2016 to December 2017; the needs assessment conducted by the PRIO consultancy that had been eventually contracted to carry out the training in research methods at both UoH and PSU.

During and after the fieldwork, the ET collected a wide range of documents from both IPCS and CPSRCD: research strategy documents, journals, and research papers written by the staff of the two institutions and the lecturers who had participated in the training.

The list of documents reviewed is given in Annex D.

Key Informant Interviews

In Nairobi, in Garowe, in Hargeisa and by Skype calls, the ET held a number of KIIs with staff of Puntland State University, University of Hargeisa, the Rift Valley Institute; RCB project staff, participants in the forums held by IPCS and CPSRCD; staff of SSF and DFID's East Africa Research Hub (EARH). The aim was to solicit views on the issues identified in the analytical framework – clustered according to its themes of Relevance, Efficiency, Effectiveness, Impact and Sustainability.

The list of key informants is given in Annex E.

Focus Group Discussions

The ET facilitated focus group discussions at both centres with a number of lecturers who had participated in the training provided by the PRIO team. The main purpose was to explore their views about their motivation for taking the training, their assessment of the training's effectiveness, and whether they felt confident in themselves about teaching their own students about research methods.

Stories of change

iDC consultants use the Most Significant Change (MSC) approach whenever appropriate in their evaluation assignments. It was certainly appropriate in this case, given the main purpose of the project was capacity building. When the ET saw that a key informant or a member of a FGD had something very significant to say about the way the project has influenced them or their institution, then the consultants engaged them in a recorded interview. Four of such 'change stories', or case studies, are included in this report.

Structure of the Report

The next five chapters are structured according to the five evaluation themes and within each chapter findings are related to the specific questions set out in the analytical framework.

The final chapter draws main conclusions and makes a number of recommendations concerning any extension of the RCB project at the Puntland State University and the University of Hargeisa – or the implementation of a similar project elsewhere.

Relevance

An assessment of the significance of the needs the project is designed to address.

Alignment

Question: Has the investment been aligned with the needs and priorities of the government, other constituents, the target institutions, and the focal beneficiaries?

Many evaluation exercises focus on whether a project is doing things right – on the timeliness of its activities, delivery of outputs (facilities and services put in place), adequacy and management of funds, appropriateness of the project methods used, achievement of outcomes (intended changes in attitudes and practices), and whether or not desired activities will be continued. However, there is the prior and more fundamental question as to whether or not the project is doing the right thing. The answer to this question depends on the significance of the needs the project is designed to address.

The proposal submitted by the University of Hargeisa, Puntland State University and the Rift Valley Institute to the Somalia Stability Fund, makes a strong case for the research capacity building intervention. It argues that the prolonged conflict that led to the collapse of the Somali state had ‘profoundly limited opportunities for academic learning, critical thinking, and research for men and women across the Somali territories’. As the state collapsed in 1991, so did all academic and research institutions.

For the last two decades there has been a mushrooming of public, but mainly private, universities, research agencies and consultancy companies. Also, advances in communication technologies have opened up opportunities for accessing learning resources and benefiting from distance teaching. However, none of the fifty-plus universities that had sprung up across Somalia and Somaliland had, at the time of submitting the proposal, dedicated research centres or departments.

In 2013, the Mogadishu-based Heritage Institute for Policy Studies, having surveyed 44 Somali higher education institutions, produced a report that claimed that none of these institutions were involved in research. It argued that ‘the absence of research capacity is exacerbated by the lack of meaningful research links and relations with other institutions in the region and beyond’.²

For RVI in 2015, Abass Kassim produced a report on the capacities of researchers in Somalia.³ He showed that very few Somali academics had had formal training in research methods – and few had the language skills to produce quality research reports. With regard to the lecturers in the University of Hargeisa and the Puntland State University, PRIO, the Norwegian-based consultancy that delivered the training in research methods

² The State of Higher Education in Somalia: Privatisation, rapid growth and the need for regulation, Heritage Institute for Policy Studies, August 2013.

³ Abass Kassim, The Capacities and Needs of Researchers in Somalia, Rift Valley Institute, 2015.

within the RCB project, carried out a needs assessment of the ‘focal beneficiaries’ in early 2016.⁴

The PRIO report reviewed:

- The postgraduate courses at UoH and PSU;
- The educational attainment and research-related aptitudes of students at the two universities;
- The research-related experience and skills of the teaching staff;
- An audit of the resources available for conducting social research.

The report emphasises that both UoH and PSU were primarily undergraduate teaching universities. It found that most of the undergraduate lecturers were part-time employees, having ‘modest’ qualifications and ‘limited’ research experience – and ‘thus have not been expected (or able) to produce their own independent research’. Moreover, the part-time lecturers were teaching at multiple establishments, in order to boost their income – and so had little time for even thinking about research.

The PRIO Team had the experience of conducting the first two training modules to add to their assessment of the teaching staff. They found that not only students at the two universities but also some of the lecturers were not very proficient in English – an important handicap, considering so few research publications are written in Somali and most are in English.

With regard to resources for research, the lecturers had very limited access to academic publications. Moreover, academic institutions in Somalia and Somaliland were severely restricted in being able to take out subscriptions for accessing journals and purchasing books online. The libraries at both UoH and PSU had a small number of books on research methods – some up-to-date and some out-dated. Furthermore, with regard to wireless internet access, it was available at both universities, but the connections were very slow and not able to facilitate the kind of access to information both staff and students need for research purposes. The PRIO report also states that staff at both universities did not have access to any data analysis software packages. In relation to resources, the assessment concluded, ‘This lack of access to current publications arguably makes conducting quality academic research impossible.’

And so the capacity building project was certainly doing the right thing for the immediate beneficiaries – the lecturers from UoH and PSU participating in the three training modules on research methods.

With regard to the needs and interests of the two universities, there can also be no doubt that the project was doing the right thing.

⁴ Christine Woolner, Ridwan Osman and Cindy Horst, Needs Assessment Report, prepared for ‘Building the Research Capacity of Somali Researchers through Postgraduate-level Social Research Methodology Training’, April 2017.

Since the leadership changed at the University of Hargeisa in 2015, there has been a determination to improve the university's standing with regard to research. And the IPCS, established back in 2008, is now playing a key role in this endeavour to be much more than a teaching institution. As expressed in its strategic plan, the centre envisages three pillars for its work: academic teaching, research and outreach or development programmes.⁵ And, as became clear in discussions with senior staff of the centre, they intend to realise the vision by upgrading the research and teaching capacity of the existing staff, recruit more staff with higher qualifications, improve the resources available for research, and increase collaboration with international universities.

There has not been such a drastic restructuring at the smaller Puntland State University, but the senior staff members share the same determination to improve its standing in relation to research activities. The main focus for these activities is in the CPSRCD, established in 2010. The centre manages two post-graduate programmes and is engaged in a number of research projects. As Ahmed Shire Ahmed, the Deputy Vice-Chancellor for Academic Affairs, said when interviewed by the ET: 'The project was very relevant; it covered the needs of the university. For the university to produce knowledge, the lecturers have to be well educated in research methods. And this is what has happened'.

These improvements in the research capacities of the two universities are bound to have an effect on the broader research contexts in Somalia and Somaliland. As said in a recent reflective paper on the RCB project by the PRIO training team,⁶ 'The research environment across the Somali region is, by and large, driven by development donor demands.' They argue that while there are several foreign and local independent academic researchers engaged, most research, whether in Somaliland or Puntland, is being commissioned and conducted by UN agencies, international donors, or international NGOs. The research being carried out even by the government is, again, mostly in collaboration with foreign donors. It is possible, then, that such research is being done according to the interests and priorities of foreign rather than Somali interests and priorities. Too often, Somali researchers are used solely as data gatherers.

Design Assumptions

Questions: What design assumptions underlie the rationale for the project – as perceived in the stated or unstated theory of change – and is this theory of change consistent with that of the Somali Stability Fund?

Is the project designed in a way that the needs and priorities have been effectively addressed?

RCB had three objectives:

1. To develop individual capacities for research through training in research methodologies, the provision of scholarships, and work placements in research projects;

⁵ IPCS Strategic Plan 2016-2020, University of Hargeisa, 2017.

⁶ Cindy Horst, Ridwan Osman and Christine Woolner, Strengthening Research Capacities at the University of Hargeisa and Puntland State University: Opportunities and Challenges, 2018.

2. To develop competence in two Somali higher education institutes for training and research through investments in human resources, research resources, and in equipment and facilities;
3. To support the socio-economic development of Somali communities by enhancing local capacities for evidence-based research to generate knowledge that will inform governance and development policies.

The sequence and links of the three objectives is clear: the first focus is on developing individual research capacities; the second is on strengthening the two research centres; the third is on producing research outputs that impact on policies and development initiatives. And so the unstated theory of change is:

- If lecturers are trained in research methods and provided with more research resources, then the two research institutions at UoH and PSU will be strengthened;
- If the two research institutions are strengthened then they will produce more evidence-based research outputs on social and governance issues;
- If more evidence-based research outputs on social and governance issues are produced then these will impact on policy makers in Somalia and Somaliland.

And, as stated in the assumptions in the project's logframe, 'home-grown research has intrinsic value in the Somali context' – because, so its argument goes, knowledge generated by non-Somali researchers can miss essential elements.

The overriding and hopeful assumption in the project design, as summarised in the logframe, is that 'Policy makers will read the research if they have access to it, and their thinking will be influenced as a result'.

To strengthen institutes such as IPSC and CPSRCD is to enhance drivers for social transformation and sustainable peace – and this is clearly in line with the SSF outcome in relation to conflict prevention and management: that 'communities' vulnerability to conflict has been reduced by addressing grievances, tackling drivers, and supporting critical actors for peace-building'.

Validity of Assumptions and Risks

Question: How well were assumptions and risks identified in the project design – and have they been shown to be valid?

As just stated above, most of the key assumptions underlying the project design have been shown to be valid – and the issue will be discussed in more detail later in this report. However, three of the design assumptions can be challenged:

- That proficiency in the English language could be achieved in the life-time of the project; though it should be recognised that the teaching of English was not envisaged as a component of the project, and RVI did try to encourage the British Council office in Ethiopia to provide some courses in English for academics working in Somalia and Somaliland;

- That 30% of the participants would be women – it is surprising that this assumption was formulated because there are so few female lecturers at the two universities and, in the event, only four women participated in the training at PSU, and only 5 at UoH;
- That the participating lecturers would be certified that they have acquired sufficient research methods and training skills; this hasn't happened yet, and the ET suggests that, given the shortness of the training modules and the reported variance in the performance of the participants, the award should be attendance certificates.

This chapter ends with a statement from one of the key informant interviews. It was an interview with one of the participants in the research forums established by the project, Faisal Ali Sh. Mohamed, Commissioner of the National Disaster Preparedness and Food Reserve Authority (NADFOR) in Somaliland. It is an example of how a government official can see the relevance and the significance of the RCB – and how the discussion in a university forum can lead to a swift policy decision by the government:

'The universities are the backbone of every state. They are the bedrock of knowledge. They are places where solutions to problems are sought. So I advocate for the establishment of a strong relationship between the universities and the government. This will ease finding solutions for the various problems that the government is encountering.'

'For example, NADFOR particularly needs such collaboration. Our mandate is to find solutions for the repeating disasters such as droughts (which is the most prominent one), floods, fire, and so on. So we need the universities to assist us researching these problems and challenges and proposing durable solutions.'

'We have a good relationship with the University of Hargeisa, particularly the Institute of Peace and Conflict Studies – out of which I have graduated from with my master's degree. We already had discussions on conducting robust research on causes of drought and the responses needed. NADFOR is ready to make the IPCS a centre for the data related to disasters and for diagnosing resilient and long-term strategies.'

'The last forum focused on Impact of Social Media in Peace and Conflict Times. The Electoral Commission, the Ministry of Security, the three competing political parties were invited and participated and made their inputs. Among the recommendations was one to actually close down Facebook during the period leading to voting. This was because some irresponsible persons might, say, submit to Facebook that the polling boxes in District X had been looted or had been filled with fake voting papers. So people will read this, get angry, and react by doing the same thing. And this is the way that conflicts can occur.'

This recommendation was adopted by the National Election Commission and it was acted on.

I suggest that these forums should not be limited to one day. We need more time to learn about robust research that can produce scientific and viable solutions.'

Efficiency

An appraisal of project management, in terms of work planning, staffing and other resources deployed – towards determining value for money.

Selection of Partners

Questions: Were the institutional partnerships selected the most appropriate for attaining the investment objectives, and were the partners adequately engaged?

The answer has to be positive. Both the University of Hargeisa and the Puntland State University are public universities, with good connections with government – many senior government officials are among their alumni – but they are not controlled by government.

Both universities are committed to strengthening their research programmes; both have centres for post-graduate studies, IPCS in UoH and CPSRCD in PSU, offering Masters' courses and expanding their opportunities for research on social, economic and governance issues. Both were keen to be partners in the RCB initiative, and they took a strong role in the design of the project, appointed well qualified project coordinators, and they both have organised a series of forums on research topics that have been more than anticipated and have attracted a wide range of participants – senior politicians, government officials, and leaders in civil society.

RVI has a strong record in carrying out research projects in Somalia and Somaliland, as well as in other countries of East and Central Africa. For 17 years it has earned a good reputation for the quality of its research reports and the high standard of its annual courses on the Horn of Africa, the Sudans, and the Great Lakes. And it has experience of capacity building related to the design and delivery of research programmes.

The three partners seem to have combined well, despite the complications of travelling between the three countries – particularly difficult between Garowe and Hargeisa. It has been a partnership of equals – and certainly another example of a project where local ownership is more reality than rhetoric.

Adequacy of Funding

Question: Were the resources allocated to the project sufficient for carrying out the envisaged project activities?

Almost all the respondents who answered this question thought for a while and then said Yes. A key exception was the leader of the PRIO team that delivered the three training modules. When interviewed, Cindy Horst argued that the budget did not allow for her presence at all three research training modules and for the team to carry out mentoring of the participating lecturers in the training programme. And the lack of mentoring is an issue that will be taken up later in the report.

It seems, then, that RVI and the two university partners underestimated the cost of the training; although it should also be noted that a portion of the budget was taken in recompensing the original consultancy engaged to design and deliver the training.

The total budget allocated for the project was \$691,268 – with an additional \$70,354 for ‘refining the design’;

The expenditure up to December 2017 was \$588,746.

The budget for the no-cost extension until end April 2018 was \$97,517.

This evaluation assignment does not involve an audit of financial management. But the above figures show that there has not been either a significant underspend or overspend. Since a reported delay in the release of funds from SSF at the first quarter of the project, expenditure has been, in the main, according to work plans. The financial reporting by RVI to SSF has been regular and no problems have been reported. SSF has a rigorous system of quarterly financial reviews; the ET understands that any issues raised were relatively minor and all were resolved.

As described in the project proposal to SSF, RVI managed the funds through its financial systems in Nairobi and London. They disbursed funds to the university partners against quarterly plans and reports, as approved by the Project Steering Committee (PSC), consisting of the RVI project manager and the project coordinators at IPCS and CPSRCD. Each of the university centres submitted written requests for funds to the PSC, based on their agreed plans and related budgets. Then the centres submitted their quarterly reports. The reports were then compiled by RVI and the financial reports were sent by RVI to SSF, together with the narrative reports.

Apart from the issue raised by PRIO – the tight budget for their training contract – and with regard to whether or not the outputs and outcomes of the project represent value for money, the ET suggests that they do. The impact of the project on the realignment of the two universities towards promoting research activities (a matter dealt with later in this report) and the organising of more forums than originally planned for the dissemination of research findings to government and civil society agencies – all this justifies the claim by many respondents that what has been achieved is value for money.

There were cost benefits too in the ‘multiplier effect’ of the project: the lecturers who were trained in research methods would then go on to teach their students about research methods. It was anticipated, also, that the envisaged field courses in research methods would generate some income; though these have been started in PSU only in December 2017 and they have yet to start in UoH.

The ET believes that the ambition articulated in the project proposal is not an unrealistic one:

‘Establishing both IPCS and PSU as centres of excellence in their respective disciplines, offering quality teaching, research facilities and openings for both conducting and sharing research, will attract more students, visiting fellows, and research prospects. This will increase income for both institutions, which can sustain the initiative.’

Staffing Resources

Question: Were the deployed staffing resources sufficient and competent enough for carrying out the envisaged project activities?

The project got off to a difficult start when it was found that the consultant contracted to deliver the training modules on research methods had produced an unsatisfactory training needs assessment and an unacceptable training curriculum and manual.⁷

Nevertheless, at UoH, Professor Abdiwasa Abdilahi Bade from Addis Ababa University, contracted to carry out a short-term organisational development consultancy, was able to complete all his assigned tasks: curricula for four postgraduate programmes to be run by IPCS – international relations and diplomacy; development studies; governance and leadership; peace and conflict studies.

At PSU, Professor Romano carried out a consultancy in organisational development for the university in the second quarter of 2016. He developed or updated various policy and procedures documents: a human resources development policy, guidelines for academic quality assurance, course curricula, especially for a research methodology course.

With regard to PRIO, the Norwegian consultancy, there is no doubt about the academic competency of its senior team members. However, as will be discussed in the following chapter, the ET finds that it was a problem that the team leader was able to participate in only one of the three training modules on social research methods.

The creation of a Project Steering Committee – in reality a project management committee – realised the benefits of combining different experiences and skills in the project management team. It also became clear in the fieldwork discussions that the RVI project manager and the two project coordinators had the active support of senior managers in all three partner institutions.

Efficiency of Project Management

Question: How well was the project managed with regard to project implementation, time management, and quality assurance?

It was a stuttering start to the project as, although the contract was signed by all participating parties in November 2015, the funds from SSF for the first implementation quarter, January to March 2016, were delayed. In response, and in order to support certain key activities, IPCS covered certain management costs. Also, PSU pre-financed the purchasing of books on research for the library in this first quarter; established five internships; set up the eLibrary interlink; refurbished the CPSRCD offices.

The second and most unfortunate delay was the need to sever the original contract and appoint PRIO to redo a training needs assessment and take on the design and delivery of the three-module training in research methods. Because of budget constraints, it was not

⁷ The selection of the consultancy to undertake the training was done through an open tender and the final choice was made by the Project Steering Committee.

possible to accept PRIO's proposed work plan and budget. The consequence was that the team leader, as noted above, was not able to attend all three training modules – and the PRIO team was not able to give sufficient time to the mentoring of the course participants.

The early delays and change of the training consultant had a 'kick-on' effect: some of the intended deliverables are still to be delivered, particularly the provision of fee-paying field courses in research methods and the certification of the lecturers who followed all the training modules. However, with regard to the latter, the ET suggests that, given the shortness of the training, the lack of individualised assignments for applying the learning, and the very limited mentoring, an attendance certificate would be appropriate rather than any kind of diploma.

For the three managers of the project – the RVI project manager and the project coordinators for IPCS and CPSRCD – the Project Steering Committee has worked well, in relation to project implementation, monitoring and reporting, as indicated above.

The two coordinators, Mohamed Ahmad Sulub at IPCS and Abdalla Ali Duh at CPSRCD, have played a part in supporting and mentoring of the lecturers who were undergoing the training – as has, particularly, Nasir Mohamed Ali, Director of IPCS. The RVI Representative in Somaliland, Adan Abokor, has also supported the project in both Hargeisa and Garowe, especially in the organisation of the series of forums.

Throughout the design and implementation of RCB, RVI has shown a concern that the two university partners should be just that – partners. In the interest of ensuring relevance in all activities and of encouraging the sustainability of the project outputs and outcomes, RVI has taken care that both university institutions have been engaged in decision making about the project strategy.

Also, the project manager, Yassmin Mohamed, has coped with the challenge of managing such a dispersed project, despite the particular difficulty of travel to and from Garowe – especially in the project's first year when Garowe's airport was closed. As noted above, the financial management and reporting to SSF has been efficiently carried out.

However, when Yassmin took up her MA studies at SOAS in London in September 2017, the ET suggests that, rather than splitting the management responsibilities – as was done with the experienced consultant, Ayan Yusuf – it might have been better to have appointed one person to take responsibility for the important winding up phase of the project. However, it should be noted that at the time the decision was made it was anticipated that the wind-up phase would be only three months, and it was felt that ensuring continuity was important.

Effectiveness

An assessment of the extent to which envisaged outputs (services provided and facilities established) were achieved and the appropriateness of the project strategy.

Achievement of Outputs

Question: To what extent have the envisaged project outputs been achieved – outputs in terms of the development of the two specialist research centres in conflict and peace studies; individual researchers having increased access to training and support related to their career development; Somali university teachers, students, development practitioners and policy makers, having received quality training in research methodologies?

The following table lists the targets, as derived from the project’s revised logframe of November 2015, and it records the achievements, as well as comments from the project managers:

RCB Targets and Achievements

Targets	Achievements	Comments
Result 1: The creation of a pool of Somali university teachers, students, development practitioners and policy makers who have received quality training in research methodology and are able to undertake and manage research.		
Male and female teaching staff across both institutions who are trained and certified to teach undergraduate and postgraduate students social research methodologies. 30 teaching staff receive three training sessions.	The intention was that 30 lecturers would be selected; in the event 40 took part in the first and joint training in Hargeisa (24 from UoH and 16 from PSU).	The target for female participants was 30%, but in the event the proportion was 22% (5 from UoH and 4 from PSU); A two-day refresher course on research methods was provided in September 2017; The issue of certification has yet to be decided.
250 postgraduate students across both universities receive training sessions in research methodology.	All students at the universities are receiving training in research methodologies – the number is well above the 250 target.	Many, if not all, the lecturers who took the training are themselves teaching research methods to a certain extent – but the number of sessions taken by them has not been quantified; nor has their quality of teaching been assessed.
A training manual produced on social science research methods.	The PRIO team submitted a draft research methods manual and online teaching materials on 23 April 2018, based on the courses they had delivered.	

Result 2: Institutional Development – two academic centres (IPCS and CPSRCD) demonstrate growing reputations and potential for excellence in the field of social research.		
<p>An increase in the number of resource reference materials (books, online journals) that staff and students can access across both universities.</p>	<p>CPSRCD pre-financed books on research; IPCS have arranged for relevant books to be purchased with the assistance of the Hargeisa Cultural Centre; Staff and students at both centres have access to research resources through eGranary and eLibrary digital library platforms.</p> <p>RVI organised an event, outside of the project and with other funds, for a meeting with the International Network for the Availability of Scientific Publications (INASP) in the first year. This was intended to help the universities develop access to online resources. INASP brought together partners in Kenya for the RVI partners to interact with and learn from.</p>	<p>What was not anticipated was the difficulty people and institutions based in Somalia have in using credit cards to purchase books or take out subscriptions to journals.</p>
<p>Both centres have conducted academically robust research and produced a publishable paper (at least one per year for the first two years of the project).</p>	<p>This target has certainly been achieved – see the list of relevant publications in Annex D. Reports on the forums are available on the RVI website; Seven briefing papers have been published in 2017 by IPCS and are available for distribution; IPCS has an academic journal and Volume 2 will be published in June 2018; More than a dozen research papers have been published by PSU – again, see Annex D for details.</p>	<p>During the training, in both Hargeisa and Garowe, the participants worked in five teams on different research topics. Some teams were more engaged and productive than other (three in each centre). A PSC meeting decided that the best performing lecturers would assist Nasir M Ali and Abdalla Ali Duh in producing more substantial reports on a number of the topics.</p>

Upgrading of research and accommodation facilities at both centres.	The planned refurbishment of offices and accommodation at both centres – and the provision of equipment such as laptops and cameras – was completed in the first phase of the project.	
Appointment of institutional development consultants.	Both centres recruited an institutional development consultant in the first phase of the project. In both cases they successfully contributed to formulating strategic plans, research ethics policies, and advice on postgraduate and research methods curricula.	
Recruitment of two part-time ICT administrators.	Each of the centres recruited such an administrator.	
Award of visiting fellowships for Somali PhD scholars in return for teaching and mentoring.	Five (two male and three female) have provided support between both universities.	
A number of internships secured with stipends for male and female graduate students.	17 interns (nine female and eight male) were recruited since the start of the project at UoH.	
Provision of research grant money.	Provision was made and used in full at both PSU (\$6,000) and UoH.	

Result 3: Research Dissemination – Research produced by the centres reaches a wide range of development and policy actors, national and international, as a result of dissemination through a variety of media.		
Research and publications produced are disseminated to policy makers through at least six public forums per year.	The centres exceeded the number of public forums envisaged: 12 in Garowe and 16 in Hargeisa.	The RVI project managers responded that ‘This is by far the most useful component of the project’. The forums attracted a wide range of senior representatives of government agencies and civil society.
The two centres successfully host a joint Somali Studies Conference towards the end of Year 2, that attracts delegates from around the world and show-cases Somali researchers work.	Instead of such a conference, the project contributed \$5,000 to the Hargeisa International Book Fair – its 10 th anniversary; At the event the partners hosted two forums, one on the use of Somali in research and other an overview of the RCB project	
Fee-paying advanced field courses in social science methodologies offered male and female postgraduate students, government employees, local and international NGOs, and regional students – with scholarships for high-performing students to attend the courses.	This initiative has yet to take off at IPCS; the first one has taken place at CPSRCD from 1 to 5 December 2017. There were 23 participants; the fee \$15 for students and \$25 for others.	

In this way, the project assisted both IPCS and CPSRCD in refurbishing needed parts of the premises (more office and library space in both centres) and providing them with equipment; funding the purchase of relevant books and digital library facilities; delivering the three modules on both qualitative and quantitative research methods in the social sciences; providing research papers on a range of locally relevant social and governance issues; organising public forums for disseminating research findings and engaging government and civil society leaders and officials in debate.

Given the importance ascribed to them, since they are the ‘fruits’ of the capacity building interventions, and because they will be referred to further on in this report, the following are lists of the forums held at the two institutions:

At Garowe

12 forums:

- The Role of Somali Women in Socio-Economic Development (where the guest speaker was Puntland's First Lady);
- The Role of Youth in Rebuilding the State (where the guest speaker was the Somali Ambassador to the United States);
- Garowe Book Fair Forum;
- The Role of Non-State Actors in Enhancing Accountability Issues in Somalia;
- Corruption Practices in Puntland;
- Forum for Disseminating PSU Research Publication on Corruption;
- Three Forums on the Importance of the Somali Language in the Socialisation Process;
- Impacts of Corruption;
- Employability of PSU Graduates;
- Dissemination of Five Research Papers on Corruption Problems in Puntland.

At Hargeisa

16 forums:

- Confronting Khat: Strategies for Social Change;
- Before and After 2017 Presidential Election Assessment;
- Validation Workshop of the IPCS Journal Articles;
- Validation Workshop of the IPCS Strategic Plan (2016–2020);
- Reforming the Governance System in Somaliland;
- Thinking the Role of Somaliland Media at the Time of Election;
- Deconstructing Violence in the Developing World: the Role of Youth;
- Two forums on Planning a Drought Management System and Coping Strategies in the Future: Experience from the Past and the Present;
- Launching the RVI report, 'The Impact of War on Somali Men, jointly organised by RVI and IPCS;
- Discussion of a book written by a Somali woman: 'Poverty Eradication through the Zakat Mechanism';
- Launch of the book of Dr Nisar Majid, 'Famine 2011–2012 in Somalia', in partnership with RVI;
- The Nexus between the Electoral Process, District Boundaries Demarcation and Conflict Management;
- The Quality of Education in Somaliland: Challenges and Solutions;
- The Role of the Somali Language in Research;
- Overview of the Research Capacity Building Project.

The last two forums in this list were held during the Hargeisa International Book Fair.

Appropriateness of Training Methods

Question: How appropriate have the training methods been in achieving the project's objectives?

The three modules taught by PRIO consultants were spread over the year between September 2016 and September 2017. As stated in the draft of the Course Manual, the training was designed to consider trainees with different levels of research competence and varying experience in teaching and doing research.

The whole course covered core social research methodology components:

- Foundations in social research;
- Concepts in social research;
- Qualitative and quantitative social research methods;
- Research ethics;
- Research analysis;
- Research communication.

The training was divided into three modules, with the first providing a general overview, the second developing participants' understanding of, and experience with, qualitative data collection and analysis, and the third focusing on quantitative methods.

The first module was over 20-29 September 2016 – one course for both groups in Hargeisa; The second was over 4-17 March 2017 – five days in Hargeisa and five in Garowe; The third was over 17-30 September 2017 – again, split between Garowe and Hargeisa.

The aim of the whole course was that, by its end, the participants would:

1. Become aware of the intellectual, political and financial context of conducting research in the Somali region;
2. Understand the different aspects of researcher professional development and be able to develop a plan for their professional development as researchers;
3. Become familiar with a range of intellectual and methodological traditions in social science research;
4. Be able to frame research questions and develop appropriate research designs;
5. Develop competence and confidence in using a range of both qualitative and quantitative approaches to gathering, analysing and interpreting data;
6. Develop skills in presenting research data and developing a clear argument;
7. Gain practical experience in teaching research methods at both undergraduate and masters' level.

There is nothing contentious about the objectives or the content of the training. And, in the main, those participants who were engaged in the FGDs in Garowe and Hargeisa were appreciative of the training. The exception was the third module, where most respondents thought that the focus on the R package (rather than the more familiar SPSS application) was misjudged – and the teaching was difficult to absorb.

However, the ET finds that a number of other factors limited the effectiveness of the training:

- The shortness of the modules;
- The large size of the groups – especially for the first joint module;
- The team leader attending only one of the three modules;
- Different lead lecturers at each module;
- The consequent lack of continuity and inability to facilitate accumulative learning;
- The dominance of transmittal rather than participatory teaching and learning;
- The very limited time given to mentoring the application of the learning by individual participants.

It should be noted here, too, that in mid-September 2-17 RVI organised a two-day refresher workshop for the ‘trainee’ lecturers. It was intended to address any identified learning gaps.

The ET argues that, though a transmittal (‘outside-in’) style of training is appropriate for giving out information – and for motivating the trainees if the lecturers have enthusiasm for what they are talking about or demonstrating – a participatory and experiential (‘inside-out’) style is more appropriate for the development of skills. The old saying about learning still has validity: ‘You learn a little from what you hear, more from what you see, and most from what you do.’

The size of the groups, the contrasts in experience of the participants and, perhaps, the habitual style of the academic trainers, all meant that, though there were discussion sessions and group assignments, there was not enough individual practice and trainer diagnosis and mentoring. Furthermore, the training concentrated on the What and not the How. The ET considers that there should have been more emphasis on how the participating lecturers could best deliver their own training of their students. It would be expected that a training-the-trainers course would focus on training methods as well as on research methods. The same comment can be made about the Course Manual. The content is all relevant, but there is little focus on how the research concepts and processes could best be taught – and how research practice could be organised and facilitated.

On the issue of how assignments are monitored and the reports commented on, a number of the lecturers in the FGDs said that they would have appreciated faster and more detailed feedback.

Gender Issues

Question: In the selection of beneficiaries and the identification of research topics, have there been significant achievements with regard to addressing gender and inclusion issues?

It has been noted above about the relatively small number of women on the training course – and how, though the proportion of women students at the universities is almost 50%, there are so few women lecturers. There is clearly a commitment among the staff at the two institutes to increase the number of female post-graduate students and lecturers. And this was a topic in the FGDs with both lecturers and students.

There is a cultural issue here, of course. It was pointed out by some participants that when female students leave the university most of them get married, and it is not common for married women to take up a job. Some also argued that, given prevailing attitudes about men/women relations, lecturing would be a particularly challenging job for women. Only the brave and the good, so one male participant said would take up that challenge. On the other hand, this following 'change story' from one of the female interns who has now become a member of staff at IPCS shows what can be achieved by one of 'the brave and the good' when given the opportunity.

The Problem Is Us

Ayan Rashid Ibrahim

'I was studying Economics here at the university and I was the 'honours' in that faculty. IPCS was having an internship scheme, and the opportunity was given especially to girls. There were other girls with Honours like mine, but I think it was because of my subject, Economics, that I went through.

'The internship was a three months programme. It was the first time I had ever worked. I was therefore very interested in all that was going on in the offices – and in everything around me. I was given some tasks – like filing, for instance, and I had known nothing about that. And then I began assisting in the training course, and I was watching how the trainers interacted with the trainees. I also went with one of the teams when it was doing data collection. I learnt a lot. It was enjoyable; it was worthwhile – it was my first work experience. When you do things for the first time they are especially interesting!

'So I think this project is good – it gave me my first opportunity to work. It gave me the opportunity to learn. It gave me an opportunity to show people what I have. And because of that the committee have given me the opportunity to be a permanent worker here. I'm still young; I don't know much – but now I am doing mostly administrative and secretarial jobs. But I am also a teaching assistant in the faculty. And I am using the SPSS data system. The teacher lectures on the theory, and I show the students how SPSS works. Why are there so few women lecturers at the university? I don't think it's a matter of institutional barriers. I think the problem is in the women. They are about equal in numbers with boys at the university, but they don't go further for Masters. They get married, or they do other things. And it's the boys who go for postgraduate and beyond. So there is no institutional barrier. You see, I was competing for this opportunity with boys – and, as a girl, they gave it to me. There are no institutional barriers. The problem is us.

'There is also our culture, of course. Many men think they are superior – when actually they are inferior! But it's not so important how men feel – the important thing is that women should make themselves into something. But attitudes are changing. It's not so long ago that no-one would think about women going to the university at all. And there are a number of women in a high position now.'



Other Cross-Cutting Issues

Question: Have cross-cutting aspects, such as environmental conservation, climate change awareness, and poverty alleviation, been taken into consideration during the design and implementation?

This is an easy question to answer. Given that the overall objective of the project was that the two supported institutions would engage in research that would influence policy makers, it was inevitable that the issues identified above would be addressed. And so the answer can be found in the list of topics for the forums that has been presented above.

With regard to environmental conservation and climate change, there were forums on the mitigation of drought and famine. With regard to poverty alleviation, there were forums on the role of women in socio-economic development, increasing employment, challenging corruption, effects of *khat*, poverty eradication through the Islamic Zakat system. Also, there were a number of forums that addressed governance issues: on elections, the use of social media during elections, government system reforms, and the accountability of leaders.

The impact of these forums is something that is taken up in the following chapter.

Impact

An appraisal of the likely outcomes of the project (changes in attitudes and behaviours)

Application of Learning

What evidence is there that those who have received support and training are successfully applying what has been learnt in the training programmes?

The most effective way to answer this question would have been to observe the trained lecturers in action, teaching their own students about research methods. Given the large number involved and the shortness of the fieldwork, this wasn't possible. And no certification process has been undertaken at both universities.

And so, the evidence the ET has is based on the views of the lecturers who were engaged in the FGDs – and the research reports that were produced by the teams after their fieldwork exercises.

Here, for PSU, we will report on the response of the lecturers who participated in an FGD; for UoH, we have recorded the interesting account of one woman lecturer who went through all modules of the training.

At Garowe, the lecturers talked about their motivation for taking the training. Here are some of the statements:

Anyone who is in academic circles needs to take research training in order to produce research papers.

We attended the training because the rating of the educated lecturer is based on the number of research papers he undertakes – it facilitates career building and eventually leads to promotion.

You cannot supervise the research activity of a student, if you are not well-versed in the subject yourself.

And here are some of the things said about the impact of the training:

The training encouraged us to go into research; before, we were unsure of ourselves.

It motivated us to write and we gained confidence that we could write something.

I learned that I needed more skills in research.

I now have the habit of reading research documents.

We have published some new articles.

I have become a professional researcher.

And here are some of the articles produced by the lecturers who went through the training, whether written by individuals or through a group exercise:

- Pharmaceutical Drug Supply in Puntland;
- Citizens' Participation in Accountability by the Public Sector;
- Corruption Practices in Puntland's Inland Taxation;

- Youth Migration in Puntland;
- The Impact of Foreign Aid on Puntland's Education;
- The Role of the Judiciary in Combating Corruption in the Public Sector;
- The Role of Puntland Civil Society in Promoting Accountability within the Puntland Government.

The following statement is by a woman lecturer who attended the Hargeisa FGD:

Maryana Abdilahi Sahal

She lectures at the University of Hargeisa. She attended all three training modules. Here, she talks about the value she puts on the training on research methods – and what it is like, for her, teaching at the university.



As women, the challenge for us is nothing to do with our confidence – the challenge is getting hired. It has nothing to do with our insecurity – if a woman can manage a home she can manage a classroom.

I was very interested in research but I had zero knowledge of it. This training project has opened my eyes about what can be done with regard to pure research and the opportunities that can open up for me. And I am hoping that this project will impact on my teaching career. It has changed my perspective on things; it has made me see things differently.

I am doing my Masters here now at the University of Hargeisa; I have a first degree from Uganda and a diploma in social work. And I am teaching here about human interaction – about how people interact one with another.

Do I have any particular challenges in teaching – as a woman? Not really. I think the students trust me – they come to me sometimes with their personal problems. Things they have difficulty talking about at home – problems about their parents and friends.

How do male colleagues regard me? Oh, men are so proud! They don't come to me with their problems. If they have one, they keep it to themselves!

Achievement of Outcomes

Question: In what ways have their views and practices changed,, with regard to their own research processes and products?

There is a significant comparison to be made with the High-Quality Research Training Programme (HQ RTP) run by the Observatory of Conflict and Violence Prevention (OCVP) and the University of Bristol and Transparency Solutions – and also funded by the SSF in partnership with DFID East Africa Research Hub.

As stated in the OCVP website, that programme was ‘designed for mid-career Somali/Somaliland researchers who are eager to enhance their research skills and competencies, and become the country’s next generation of researchers and research leaders’.

The programme’s objectives were to:

- Train 30 mid-career researchers each year for two years and give them the necessary knowledge and skills to successfully conduct high-quality research;
- Develop and enhance the level of practical knowledge, skills and tools employed in the conduct of social research activities.

The RCB training programme involved three modules (for two weeks, one week and one week) the HQ RTP also ran for three modules – but each of four months. For each participant, there was four months of training, four months of placements, and four months of research and publication.

And so the HQ RTP would not face the same queries made of the training within the RCB project: whether that it was too short, too fragmented, too transmittal – and whether it was missing individual mentorship. But the significant difference is that whereas the HQ RTP focused on the development of individuals, RCB focused on the development of institutions. And it could be said that this could mean for RCB a greater chance of sustainability and a wider multiplier effect.

The best indicator of impact for RCB is the list of papers and publications that the project has generated: strategy and curricula documents, and research reports on a wide range of social, economic and governance themes.

It is too early to assess whether or not the research conducted through this project is having an influence on the formulation or reform of policy. And yet, each research centre has one example where they can claim a quick and significant impact: in Somaliland the forum on the use of media at election time that led to the temporary closure of social media; in Puntland the series of forums on corruption that influenced the sacking of the whole cabinet by the President.

But perhaps the most telling indicator of success is the following ‘change story’ told by the Vice-President of the University of Hargeisa:

A Change of Culture

Sied Muhumed Jibril

**Vice-President for Academic and Research,
University of Hargeisa**



‘When I first joined this university back in 2015 it was like a big high school. There wasn’t a single research report published by this university.

‘We have tried to develop a culture of research through this project. Some of our academic staff have been taking serious training on research methodology. Now we have at least ten articles in international journals. We are becoming a knowledge producing institution. And we have for the first time allocated some of our university budget – \$30,000 – for research.

‘This project was one of the most important projects that this university has had since it was founded in 1998. All these three partners have fully participated in the design and the implementation. There were mutual discussions; there was transparency in the allocation of resources and in the solving of problems. If I put it in a Nutshell, I can say that this project has been the springboard in establishing a research culture within the university.’

This view was echoed by Abdalla Ali Duh, the project coordinator at CPSRCD. ‘It is true,’ he said, ‘that across all Somalia the universities were mainly teaching institutions. There was a lack of capacity. But this project has changed the situation at the Puntland State University, as well as the University of Hargeisa. You have seen that our lecturers are now producing papers – that was never the case before.’

Also, these above statements are mirrored by what the Deputy Vice-Chancellor of PSU said when interviewed by the ET:

‘The project was very relevant; it addressed the needs of the university. For the university to produce knowledge, its lecturers have to be well educated. This project has been a foundation. The lecturers who participated in the training have been motivated to conduct their own research. Between them they have produced over 10 individual research papers which have been published. This is the outcome of the project.

‘The university has changed its attitude towards research. We now have a draft research policy that will soon be ratified. For the first time we have a line for research to its 2018 budget - \$6,000 for research activities. Also, we now have a revised syllabus for teaching research methods to the students. It involves two courses: one basic and the other advanced. The project has made the university more aware of the importance of research.’

Forums

Question: Is there any evidence that the research outputs of the project beneficiaries are being accessed by 'a wide range of development actors'?

Again, apart from what the Vice-President of the University of Hargeisa and the Deputy Vice-Chancellor of the Puntland State University have just said about the changes in research culture and the amount of publications, the most striking evidence is in the attendance at the 28 forums held across the two universities. As said earlier, the forums in both Hargeisa and Garowe attracted senior politicians and government officials and leaders of civil society. One of the FGD members in Hargeisa said, 'In the forums the participants were interested; they were arguing – and I could see them taking notes.'

And so the forums created opportunities for influencing the participants. Even if people didn't read the research papers, the forums provided the opportunity for the researchers to communicate directly with policy makers and 'influencers'.

At the first forum held by CPSRCD in Garowe a presentation was made by the First Lady, on the role of Somali women in socio-economic development.

Question: Is it possible to assess what would have been missed if the project had not been implemented?

The answer must be: A considerable amount: The material resources in support of research at both IPCS and CPSRCD would have been very limited. Forty four lecturers would not have had their knowledge about research enhanced. There would not be the amount of research publications coming out of both centres. And there would not be a regular pattern of forums established to engage with a wide range of participants on important social and governance issues that have been explored in a variety of research activities. The culture change celebrated by the Vice-President of the University of Hargeisa would not have happened so soon and so obviously.

Sustainability

An assessment of the likely continuation of project outputs and outcomes

Capacity Building

Questions: To what extent have the desired capacities been built for those who are expected to carry on with training and research activities?

What evidence is there that there will be a sustainability of the outputs and outcomes, as well as the envisaged institutional capacity?

As far as the lecturers are concerned, the ones who attended the training by PRIO, the answer must be that some will have acquired the knowledge, skills and confidence, to carry on with their research activities – and some will require more support.

However, as far as the institutional development objectives are concerned, the finding of the ET is that the momentum caused by the project might falter a little, but it will not stop. The enthusiasm and commitment of senior staff are encouraging indicators that there really has been a culture change in both universities. And at both universities, successful engagement in research activities is now an important factor in appointing and promoting the lecturers.

This is not to say that the two institutions, IPCS and CPSRCD, will not need further support in their continuing production and dissemination of social, economic and governance research – research that leads to action. But any further support will be given with the confidence that it will be productive.

Documentation

How well have project activities and achievements been documented – and will lessons learnt be applied in similar projects?

In this regard, the forums have played an important role. Reports have been produced for presentation at the forums that, as said above, have attracted large and varied groups made up of government and civil society representatives. On each occasion, the media have been invited, and they have attended.

However, there is a language issue here, aside from the issue that some of the lecturers and students at the two universities are not very fluent in English. It is that many academics, anywhere in the world, are not very good at communicating their findings in a manner that is easily understood – and appreciated – by the general public. And, in as much as the development objective of RCB is to influence policy makers, then most policy makers are not academics and will not likely relish the kind of writing most academics use.

Therefore, academic researchers need to do one, or both, of two things: learn how to be flexible in their communication with non-academic publics and/or learn how to get alongside media people and find among them ‘media champions’ who will appreciate and then communicate the problems tackled in the research and, hopefully too, the solutions that can be taken up.

Conclusions and Recommendations

The RCB project was **relevant** in that it was addressing some important needs related to the production of research in Somalia and Somaliland – supporting the establishment of two Research centre, IPCS at UoH and CPSRCD at PSU, providing training in research methods for lecturers at both universities, supporting the dissemination of research to policy makers, and building the resource capacity of the two centres.

The project was **efficient** in the way it was managed, despite the ‘dispersed’ partners and despite the early funding delay and the need to change the consultancy to undertake the training. The funds were well managed by RVI and reporting was timely and without serious problems. Both centres accepted ownership for the implementation of project activities, and the Project Steering Committee, comprising the RVI project manager and the two project coordinators, ensured that management was shared in a fair and transparent manner.

With regard to **effectiveness**, the envisaged outputs were achieved: the training course, the production of strategy documents and research papers; and more forums for dissemination were organised and well attended. However, the training methods could have been improved by having longer time for completing the three modules, using experiential training methods, and putting more emphasis on mentoring.

There has been an immediate **impact** of the project, though whether the research undertaken by the two centres will influence policy formulation will, in the main, be seen in the longer term. But the signs are good, given the interest and energy shown in the many research forums that have been held in Garowe and Hargeisa. Perhaps the most significant impact of the project is that, before it was implemented, the two universities were only teaching institutions. In taking up the research activities so enthusiastically and productively, the two universities have undergone a ‘culture change’.

Assessing **sustainability**, it seems most likely that the research activities will be continued at both universities, given the development of research strategy papers, the improvement in material resources for research, and the extent of research activities already in train. But, in order to achieve the third and most significant objective of the RCB project – the production of evidence-based research that will inform governance and development policies – more support will be needed, of the kind indicated in the following list of recommendations:

- One outstanding task for the project is to provide certificates for those who fully participated in the three-module training programme; and the ET recommends that this should be an attendance certificate.
- If further capacity building is provided at UoH and PSU, or elsewhere, then a training team should be selected that can ensure continuity in the training, use experiential and reflective training methods, and provide mentoring of individual participants;
- The training should also focus on methods of teaching related to each key topic in the modules;
- The existing research methods manual could be adapted to include not only the ‘what’ to teach but also the ‘how’ to teach;

- The number of participants should be reduced to between 12 and 15 at each training venue;
- More time should be given to the training in research methods – training that is more experiential, includes more practice by the individual participants, and includes more intensive mentoring and feedback on research reports being produced;
- A component on effective communication of research findings should be included, particularly on how best to engage with the media practitioners as allies in order to find among them ‘research champions’;
- For universities engaging in research, they should produce policy briefs on the researched issues: ones that are attractively laid out and illustrated – in a manner that would catch the interest of the media and also appeal to a wider public;
- Similar capacity building projects for universities could partner with, say, the British Council in providing courses to improve the lecturers’ competency in English;
- With regard to the employment of women lecturers in the two universities, UoH and PSU, should organise a workshop in each university with senior officials – one that includes one woman from each trained group of lecturers – to reflect on the issue, to make commitments, and to draft a policy statement on the issue of women’s employment at the universities;
- Given the relationship already established through the RCB project, and the shared interests, PSU and UoH should organise a joint research project – one that focuses on issues of common social, economic, or even political concerns.

The RCB project has demonstrated what can be achieved when the right institutions are selected, when the right partnerships are established, and when the right ‘championing’ individuals are involved. However, with this project the timeframe was short and resources were limited. Therefore, the ET strongly recommends that RVI, partners and donors, should seriously consider the lessons learned, look for resources to continue the initiative, and build on what has been achieved – at least for another three years.

Annex A: Consultancy Call: Final External Evaluation

Project Name: Supporting the delivery of high quality research in Somalia

Project Location: Garowe (Puntland), Hargeisa (Somaliland) and Nairobi (Kenya)

Background to the Organisation

The project is a collaboration between the Institute for Peace and Conflict Studies (IPCS) at the University of Hargeisa (UoH), the Centre for Postgraduate Studies, Research and Capacity Development (CPSRCD) at Puntland State University and the Rift Valley Institute (RVI). The overall aim of the collaboration is to deliver high quality research by Somalis that will generate useful knowledge of the Somali regions and its communities and that will inform Somali and International development policy”.

PSU, founded in 1998 and registered as a university in 2004, offers two master’s degree programs in business administration and in development studies and a course in research methods as a cross cutting module. CPSRCD has participated in several social research and survey projects with external partners including UNDP, ILO, SIDA, the University of Sussex and development organizations.

Since it was founded in 2008 IPCS through diploma and master’s programs has been educating leaders, including but not limited to customary authorities, members of parliament and members of civil society. IPCS regularly hosts talks by Somali and non-Somali academic researchers at the institute and regularly invites them to lecture on post-graduate courses.

RVI, founded in 2001, conducts long-term research in Eastern and Central Africa. This has included an investigation of local Sudanese peace processes and political settlements, a study on armed groups in the Eastern DRC, land disputes in Mogadishu and the impact of war on Somali men. Capacity building of researchers is integrated into RVI research projects. Furthermore, for over 10 years RVI has run annual educational courses on the Sudans, the Horn of Africa and the Great Lakes Region and organizes bespoke courses on individual countries in the region.

Introduction to the project

Project objectives

The overall goal of the project is to deliver high quality research by Somalis and Somali institutions that will generate useful knowledge of the Somali regions and its communities and that will inform Somali and international development policy. The specific objectives of the project are:

- To develop individual capacities for research through training in research methodologies, the provision of scholarships, and work placements in research projects;

- To develop competence in two Somali higher education institutes for training and research through investments in human resources, research resources and in equipment and facilities;
- To support the socio-economic development of Somali communities by enhancing local capacities for evidence based research to generate knowledge that will inform governance and development policies

Project strategy

To achieve the objectives identified above the project has implemented the following set of activities:

1. Supported the development of existing, locally founded and managed Somali universities to deliver high quality training courses in social science research;
2. Supported the development of specialist research and training centres specializing in peace and conflict studies and development studies;
3. Developed capacities for evidence based research that will inform Somali development policies and bring local knowledge to bear on international development policies.

Project outcomes and targets (summary with details are annexed in the log frame)

The project has three key outputs:

- Output 1: Somali university teachers, students, development practitioners and policy makers receive quality training in research methodology and are able to undertake and manage research;
- Output 2: Individual researchers have increased access to training and support for their research and career development;
- Output 3: Development of two specialist research centres in conflict and peace studies and development studies with the ability to produce high quality research on Somalis that can be accessed by a wide range of development actors.

Purpose of the evaluation

The purpose of the evaluation is to establish whether the project achieved its targets and goals and whether this has contributed or will contribute to long-term capacity improvement in research and training at the targeted institutions.

Scope of work

Period covered by the evaluation

The evaluation will cover the full period of project implementation from August 2015 and December 2017. The evaluation will assess all the activities of the project, including training in research, curriculum development, evidence based research and institutional development.

Evaluation questions

Effectiveness: Effectiveness refers to the extent to which a development intervention has achieved its objectives, taking their relative importance into account:

- To what extent has or will the investment likely achieve planned results? What difference will this make to the beneficiaries? Have any identified risks been addressed?
- Were the institutional partnerships selected the most appropriate for attaining the investment objectives? Were all the required partners adequately engaged?
- If gender and inclusion targets were set at the investment inception, what is the likelihood of the investment achieving these targets? If not, were there any significant achievements with regards to addressing gender and inclusion issues?
- Were other crosscutting aspects such as Environment, Poverty and Climate Change taken into consideration during in design and implementation?
- How well was the project managed with regards to project implementation, time management and quality assurance? Were there any successful approaches used to manage the project across all locations?

Relevance: Relevance is the extent to which a development intervention conforms to the needs and priorities of the target groups, the policies of recipient countries and donors and SSF strategy:

- Has the investment been aligned with the needs and priorities of the government, other constituents, the target institutions and the focal beneficiaries?
- Are the investments consistent with SSF Theory of Change? Are the investments consistent and complementary with activities supported by other donors?

Sustainability: Sustainability is the continuation or longevity of benefits (the continued impact) of the investment beyond the support from donors (SSF):

- Is there any evidence that there will be sustainability of the investment outcomes and impact as well as institutional capacity beyond the project period?

Additionality:

- A value for money analysis should be undertaken to the extent possible, as part of answering the cost-effective and efficiency related questions in the evaluation criteria. The evaluation should assess the extent to which the consortium put adequate measures in place to ensure cost-effectiveness and efficiency in the delivery of the investment.
- Is there any significant evidence to demonstrate that if the investment had not taken place, the results achieved or likely to be achieved would not have been attained?
- Were there any examples of efforts to ensure value for money and cost-effectiveness?
- What are the key lessons learned and recommendations that can be made for future investments within this area?

Methodology

The evaluation will use a mixed-method methodology combining both quantitative and qualitative methods and analysis to strengthen the reliability of data and the validity of the findings.

Data collection and analysis tools will include literature review of key project documents and reports, focus group discussions and semi structured interviews with beneficiaries, key informant interviews with project managers, consortium partners, trainers, and researchers. The evaluation will also collect case studies to illustrate challenges, achievements of the project.

Evaluation tasks and deliverables

The evaluators are expected to provide RVI with the following deliverables:

- A detailed inception report with a work plan and proposed data collection tools to be delivered within fifteen (15) days after signing the contract. The inception report should describe the technical approach (and data collection tools) that will be used in the evaluation, including draft questions, and a detailed work plan.
- A draft evaluation report of the evaluation to RVI and partners to review and comment on.
- A revised and final evaluation report for the RVI and partners responding to comments from the project partners.
- The evaluation report shall be written in English, be of no more than 40 pages including an executive summary, but excluding annexes.
- Annexes will include detailed information collected during field visits, such as focus discussion reports, summaries of interview sheets, summaries of responses to questionnaires and any case studies documented.
- During the interviews and field visits, the evaluators will take photos at project sites and audio record some of the interviews of the stakeholders that will be submitted along with the reports.

Annex B: Analytical Framework

Relevance

An assessment of the significance of the needs the project is designed to address

- Has the investment been aligned with the needs and priorities of the government, other constituents, the target institutions, and the focal beneficiaries?
- What design assumptions underlie the rationale for the project – as perceived in the stated or unstated theory of change – and is this theory of change consistent with that of the Somalia Stability Fund?
- Is the project designed in a way that the needs and priorities have been effectively addressed?
- How well were assumptions and risks identified in the project design – and have they been shown to be valid?

Efficiency

An appraisal of the quality of project management, in terms of work planning, staffing and other resources deployed – towards determining ‘value for money’

- Were the institutional partnerships selected the most appropriate for attaining the investment objectives?
- Were all the required partners adequately engaged?
- Were the resources allocated to the project sufficient for carrying out the envisaged project activities?
- Were the deployed staffing resources sufficient and competent enough for carrying out the envisaged project activities?
- How well was the project managed with regard to project implementation, time management and quality assurance?

Effectiveness

An assessment of the extent to which envisaged outputs (services provided and facilities established) were achieved and the appropriateness of the project strategy

- To what extent have the envisaged project outputs been achieved – outputs in terms of the development of the two specialist research centres in conflict and peace studies; individual researchers having increased access to training and support related to their career development; Somali university teachers, students, development practitioners and policy makers, having received quality training in research methodologies?
- How appropriate have the training methods been in achieving the above objectives?
- In the selection of beneficiaries and the identification of research topics, have there been significant achievements with regard to addressing gender and inclusion issues?
- Have cross-cutting aspects, such as environmental conservation, climate change awareness, and poverty alleviation, been taken into consideration during design and implementation?

Impact

An appraisal of the likely outcomes of the project (changes in attitudes and behaviours).

- What evidence is there that those who have received support and training are successfully applying what has been learnt in the training programmes?

- In what ways have their views and practices changed, with regard to their own research processes and products?
- Is there any evidence that the research outputs of the project beneficiaries are being accessed and applied by ‘a wide range of development actors’?
- Is it possible to assess what would have been missed if the project had not been implemented?

Sustainability

An assessment of the likely continuation of project outputs and outcomes

- To what extent have the desired capacities been built for those who are expected to carry on with training and research activities?
- What evidence is there that there will be a sustainability of the outputs and outcomes, as well as the envisaged institutional capacity?
- How well have project activities and achievements been documented – and will lessons learnt be applied in similar projects.

Annex C: Checklist for FGDs with Beneficiaries

1. Which training courses did you attend?
2. What motivated you to attend?
3. How long were the courses?
4. What was their content?
5. How relevant did you find the content?
6. What would you say was the most significant thing you learnt?
7. What teaching methods were used (lectures, discussions, practice sessions, etc.)?
8. How appropriate were these methods, with regard to improving research skills?
9. What impact has the training had on your own research activities?
10. Can you give examples of your recent research publications?
11. The specific objective of the 'Supporting the delivery of high quality research in Somalia' is 'National and international policy makers have access to academically robust research that has been undertaken and produced by Somali researchers and institutions in two Somali regions' – What are the challenges to be faced when attempting to achieve that objective?
12. If you had the responsibility to organise another course of the kind you attended, what changes would you make?

Annex D: Documents Reviewed

Project Documents

Proposal to Support the Delivery of High-Quality Research in the Somali Regions ‘Ogaal-Xal Reeb-Knowledge for Change’, prepared by the University of Hargeisa, Puntland State University and the Rift Valley Institute, submitted to the Somalia Stability Fund April 2015 (updated November 2015).

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Confronting Khat: Strategies for Social Change, Nasir M Ali, Abdirahman Issa, Maryama A Sahal, Guled Jama, Abddirahman Hashi, Abdirahman M Osman and Ayan Rashid, IPCS Paper No.3, January 2018.

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Understanding the Nexus between Rural-Urban Migration on Livelihoods in Somaliland, Abdirahman Esse, Abdirahman Awsamire, Abdirahman Osman, Nuura Abdullahi, IPCS, August 2017.

The Nexus between Youth Employment and Violence Reduction in Hargeisa, Somaliland, Abdirashid Ismail Mohamed, Khalid Ahmed Abdi, Maryama Abdillahi Sahal, Mohamed Abdi Abdillahi, IPCS, undated.

Brief on the Somaliland Peace and Development Journal, Volume 2, Issue 1, IPCS, to be published in June 2018.

Puntland State University

Accountability Stakeholders and Corruption Practices in Puntland, Final Report,

Abdalla Ali Duh (Principal Researcher), Research Assistants/Enumerators: Deeq Abdirahman and Abdikadir Warsame, 12 April, 2016

Corruption in Public Procurement in Garowe Local Government: Causes, Types and Areas Vulnerable to Corruption, Ahmed Abshir Jama, PSU, February 2018.

Puntland's Inland Taxation: Corruption Practices and Challenges, Abdulkadir Hamid Mohamed, PSU, February 2018.

Corruption in Public Procurement: Case Study of Eyl Municipality, Puntland, Somalia, Mohamed Hussein Subeyr, PSU, February 2018.

The role of the Judiciary in Combating Corruption in the Public Sector, Mohamed O Ahmed, February 2018

The impact of Foreign Aid on Education (Briefing paper)

Accountability Practices in Puntland (Briefing paper)

Determinants of Class Participation (published in 'European Journal of Business and Social Science')

Role of NGOs in Poverty Alleviation (Briefing paper)

The Effect of Land Disputes in Development, (published in International Research, India)

Factors Affecting Performance of Income Generating Units at Puntland State University

Factors to Access to Micro-financing by Micro-enterprises in Garowe, (published in International Journal of Business and Commerce, UK)

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Abass Kassim, **The Capacities and Needs of Researchers in Somalia,** Rift Valley Institute, 2015.

Annex E: Respondents

Rift Valley Institute

Mark Bradbury, Executive Director, Rift Valley Institute
Yassmin Mohamed, Horn of Africa and East Africa Projects Manager
Ayan Yusuf, Consultant
Adan Abokor, RVI Representative in Hargeisa

Puntland State University

Key Informants

Abdalla Ali Duh, Principal Researcher at PSU and Coordinator of RCB
Deeq Abdirahman, PSU Director of Public Relations
Ahmed Shire Ahmed, Deputy Vice-Chancellor Academic Affairs
Mustafa Abdishakur Mohamed, Head of ICT Unit of the Ministry of Planning
Abdisamad Hamud Mohamed, Nugal Regional Education Officer
Ismail Mohamed Warsame, Former Minister of Justice
Abdullahi Abshir Muse, Undergraduate Student at PSU

Lecturers FGD

Abdirahman Adam Ibrahim, Health Science Lecturer
Fu'ad Ahmed Mohamed, Admin & Human Relations
Abdisalam Du'ale Adam, Head of Quality Assurance Unit
Abdilatif Yassin Ali, Dean of the Faculty of Business, Statistics and Economics
Mohamed Omar Ahmed, Senior Lecturer in Sharia Law
Abdulkadir Hamud Mohamed, Director of Consultants and Capacity Development Department
Mohamed Abdullahi Ali, Head of ICT
Fardowsa Said Farah, Lecturer in Accounting at PSU

Postgraduate Students FGD

Hawo Abdi Isse, Lecturer
Ali Saleban Jama, NRC
Mohamoud Hassan, Ministry of Livestock
Mohamed Hussein Subeyr, KAALO Local NGO
Mohamed Hassan Abdullahi, PSU
Najib Ahmed Ali, PSU/KAALO
Zakarie Abdi Bade, KAALO
Abdiweli Ali Abdulle, PUNSAA
Abdullahi Ahmed Warsame, PSU

Stakeholders FGD

Sulayman Mohamed, Dean of Faculty of Law and PSU Legal Clinic
Samsam Said Mohamed, Ministry of Women's Development/Gender Consultant
Lul Mohamed Warsame, Garowe Teachers' Education College
Abdulkadir Abdurahman Mohamed, Parliament Administration Department
Mohamed Bashir Warsame, Ministry of Justice
Abdirizak Farah Mohamed, Bidhan Consulting Service
Hibak Ibrahim, Lawyer, attended first training module

University of Hargeisa

Key Informants

Nasir Mohamed Ali, Director, Institute for Peace and Conflict Studies
Mohamed Ahmad Sulub, Director, Corporate Communication Directorate, and Coordinator of the project, 'Supporting the Delivery of High Quality Research in Somalia'
Sied Muhumed Jibril, Vice President for Academics and Research
Mohamed Yousuf Muse, President
Ayan Rashid Ibrahim, Intern and then member of staff at IPCS

Lecturers FGD

Khalid Ahmed Abdi, Economics Faculty
Abdirashid Ismail Mohamed, Management Faculty
Abdirahman Awcamire, Agriculture and Veterinary Faculty
Maryama Abdullahi Sahal, (F) Social Work Department
Dr. Abdirahman Mohamed, Applied Science Faculty
Abdirahman Essa Nur, Business Faculty
Abdirizak Mohamed Saed, Law Faculty
Abdikarim Daud Mohamed, Engineering Faculty

Postgraduates FGD

Amran Mohamoud Hassan, Peace and Conflict Faculty
Faisal Abdurahman Madar, Peace and Conflict Faculty
Mustafe Mohamoud Dahir, Peace and Conflict Faculty
Mohamed Yassin Abdirahman, Peace and Conflict Faculty
Jama Hiis Mohamed, Peace and Conflict Faculty
Nimco Abdi Omar, Governance and Leadership Faculty
Mahad Jama Abdullahi, Governance and Leadership Faculty
Mohamed Abdurahman Muse, Governance and Leadership Faculty
Ifrah Mohamed Abdi, (F), Peace and Conflict Faculty
Abdisamad Yussuf Kahin, Peace and Conflict Faculty

Somalia Stability Fund and East Africa Research Hub

Vishalini Lawrence, Team Leader, SSF
James Kimani, Research Specialist, EARH