The Role of Women in State-Building in Somalia: Lesson Learned & Amp; The Way Forwarded

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Abstract

Background: The general objective of the study is to identify the role of women in state building in Somalia. The study specifically focusses on promoting awareness and changing societal attitudes towards gender roles, increasing the representation and active participation of women in political processes, promoting and expanding access to quality education and capacity-building programs for women and enhancing women's involvement in peacebuilding processes and conflict resolution mechanisms at all levels.

Materials and Methods: The study was descriptive, cross sectional and quantitative in design. Cross sectional means to collect research data from the study area at one point in time and there is no need to collect data from the study area again and again. The study was quantitative in design. Quantitative research deals with numerical value of a particular issue in a particular time. In this type of design, there is no need to go deep into a problem but only to identify numeric values of the problem under investigation. 109 respondents were selected. Non-probability sampling was used as a sample technique. Questionnaires were used as a research tool and finally data was analyzed using SPSS.

Result: The majority of the respondents 61(56%) were Female while only 48(44%) were Male. The majority of the respondents 48(44%) were between 20 – 30 years, 33(30.3%) were between 31 – 40 Years, 20 (18.3%) were between 41 – 50 Years while only 8(7.3%) were above 51 years. The majority of the respondents 86(78.9%) were Female while only 23(21.1%) were male. The majority of the respondents 51(46.8%) were bachelor Level, 42(38.5%) were master level while only 16(14.7%) were PhD level. The majority of the respondents 91(83.5%) were employed while only 18(16.5%) were unemployed.

Keywords: *State building, study area, Promote Awareness, Majority, Female, Male*

Introduction

Somali's journey towards stability and growth has been aided by the international community support for state building in Somalia. The international community' s state-building agenda has encouraged Somalis to work on institutions that are instrumental to this growth such as the Federal Government with particular attention to security, taxation and popular representation. What role do women play in state-building? How does the state-building process in Somalia impact women' s participation? While support for Somalia' s state-building has been essential for the country's stability and growth, there is a lack of gender analysis of the process as well as real opportunities to promote gender equality. This policy brief presents findings from the 6th PDRC Talks event that took place on 22nd October 2022 graced by Honorable Fawzia Yusuf H. Adam themed 'The Role of Somali Women in State building". The discussion that ensued revealed that although Somali women have been active participants in Somalia' s state-building process before and after the collapse of the nation, inequalities in terms of representation were and are still prevalent. It is worth noting that post-conflict state-building involves a redistribution of power that represents an opportunity to reshape patterns of power to include Somali women (Puntland Development & Research Center, 2019).

In conflict and post-conflict settings, the international community operates with the Women, Peace and Security (WPS) agenda supporting gender equality. During and after war, gender roles are often deeply contested as part of larger societal transformations and uncertainties. In Somalia since the 1960s, gender identities and roles have undergone substantial changes, influenced by contemporary political systems, the women's movement, civil war and religious transformations. The international community's role in these societal transformations should not be over-estimated. Life history research with Somali women shows that debates on women's roles in the public sphere are taking place irrespective of the international agenda. Somali women have, at least since the 1960s, held civil-political leadership positions, despite substantial disagreements on the public role of women in Somalia. Furthermore, the "international" and "local" are difficult to disentangle. The Somali female elite have often spent years abroad and introduced new gender perspectives from places as divergent as Egypt, Russia and the United States. Global cultural and religious trends are influencing post-war Somalia, Somaliland and Puntland. In this complex socio-cultural landscape, the international WPS agenda can support but also risk delegitimizing Somali processes and

perspectives. The article illustrates the gap that exists between global norms and local realities by focusing on Somali discourse on women's public roles and political participation (Journal of East African Studies, 2017).

Witness Somalia increases awareness around violent extremism through public messaging and religious interpretation. They recognize the religious leaders' crucial role as interpreters of Islamic texts and traditions, and include such leaders in their work. They use a gender responsive approach to expand the role of women in society. They train youth to challenge religious militancy and violent extremism (UN Women, 2018). As a result, young people have been mobilized to respond to their communities after terrorist attacks. To reach the public, Witness Somalia launched a radio program to discuss gender equality, women's rights, and their role in peacebuilding. Despite the taboos surrounding art in the larger culture, Witness Somalia recognizes art as a form of expression and understands the role of artists in raising public awareness around complex issues. They trained a small group of artists in advocacy, freedom of expression, and the intersection of the arts and peacebuilding. They have capitalized on art, music, drama, and sports to engage youth in alternative forms of expression and self-development. Through such programs, Witness Somalia has reached 32 youth groups and NGOs and 218 youth (including 135 women). The arts have enabled people to resist extremism and raise their voices to transform their society (International Civil Society Action Network, 2021).

Problem Statement

Despite the significant challenges faced by Somalia in its state-building process, the role of women remains largely marginalized and underutilized. This research aims to investigate the obstacles that hinder women's meaningful participation and empowerment in state-building initiatives in Somalia and explore potential strategies to enhance their inclusion, recognizing the importance of their contributions for sustainable peace, development, and effective governance in the country.

The considerable under representation of women in state building in Somalia continues to impede the nation's efforts to achieve lasting peace, economic growth, and efficient governance. Despite the enormous difficulties Somalia has encountered in creating its own state, women's contributions are sometimes undervalued and ignored. By examining the fundamental barriers that prevent women's meaningful participation and empowerment in state-building projects, this research

intends to solve the ongoing issue of women's exclusion. This study aims to identify these hurdles in order to suggest methods and interventions to improve women's inclusion, acknowledging the crucial part that women play in determining Somalia's future (Save the Children, 2023).

The exclusion of women from state-building initiatives in Somalia, a country that has been severely damaged by continuous conflict, political instability, and poor governance, constitutes a substantial barrier to long-lasting good transformation. Women's ideas and voices are routinely marginalized, which keeps women from fully participating in decision-making and impedes the attainment of gender equality. As a result, women's potential contributions to creating a society that is inclusive and sustainable are mostly unrealized.

Women are disadvantaged in the process of creating states for a variety of reasons. Women's access to resources and opportunities, agency, and mobility are all constrained by cultural norms and traditional gender roles. Gender gaps in the political, social, and economic realms are further exacerbated by patriarchal structures, which continue to promote prejudice and exclusion. The safety and security of women are also at stake due to persistent security issues, which limits their participation in civic activities and state-building projects. Therefore, this study is intended to bridge this gap and to find out the role of women in state building in Somalia.

Significance of the Study

This study will be useful for future researchers because it will act as a source of information and also a guide for them to follow in the subsequent studies related to the same problem under investigation.

Promote Awareness and Change Societal Attitudes towards Gender Roles

Gender roles are based on the different expectations that individuals, groups, and societies have of individuals based on their sex and based on each society's values and beliefs about gender. Gender roles are the product of the interactions between individuals and their environments, and they give individuals cues about what sort of behavior is believed to be appropriate for what sex. Appropriate gender roles are defined according to a society's beliefs about differences between the sexes. Understanding the term "gender roles" requires an understanding of the term "gender". Gender is

a social term that is often confused with the term "sex:' Sex and gender are different concepts. Sex is a biological concept, determined on the basis of individuals' primary sex characteristics. Gender, on the other hand, refers to the meanings, values, and characteristics that people ascribe to different sexes. Oakley (1972) was one of the first social scientists to distinguish the concept of gender from the concept of sex. According to Oakley, gender parallels the biological division of sex into male and female, but it involves the division and social valuation of masculinity and femininity. In other words, gender is a concept that humans create socially, through their interactions with one another and their environments, yet it relies heavily upon biological differences between males and females. Because humans create the concept of gender socially, gender is referred to as a social construction. The social construction of gender is demonstrated by the fact that individuals, groups, and societies ascribe particular traits, statuses, or values to individuals purely because of their sex, yet these ascriptions differ across societies and cultures, and over time within the same society.

Gender roles are the roles that men and women are expected to occupy based on their sex. Traditionally, many Western societies have believed that women are more nurturing than men. Therefore, the traditional view of the feminine gender role prescribes that women should behave in ways that are nurturing. One way that a woman might engage in the traditional feminine gender role would be to nurture her family by working full-time within the home rather than taking employment outside of the home. Men, on the other hand, are presumed by traditional views of gender roles to be leaders. The traditional view of the masculine gender role, therefore, suggests that men should be the heads of their households by providing financially for the family and making important family decisions. While these views remain dominant in many spheres of society, alternative perspectives on traditional beliefs about gender roles have gained increasing support in the twenty-first century (The University of Maine, 2003).

Over the latter part of the twentieth century and into the first decades of the twenty-first century, societal gender role attitudes (henceforth GRAs, also termed gender role beliefs or ideology) have become more egalitarian among both men and women, paralleling broader social and economic changes. There have been striking increases in the proportion of adults choosing to cohabit rather than marry and also, among women, particularly those with children, in the proportion in employment (UK employment rates in 1974 and 2003, respectively, were 95 and 86 % in men, 67

and 73 % in childless women and 36 and 58 % in mothers). In contrast, although men's involvement in domestic work rose from the 1960s, it reached a plateau in the mid-1990s, changing little in the following decade. The implications of these changes in attitudes and roles for other aspects of life are not well understood. In particular, it has been suggested that 'internalization of sex roles and gender stereotypes and the ramifications of these roles, both of which can be measured at an individual level, are rarely among the inputs studied when health is the output' (p. 370). Changes in GRAs and roles, or changes in the meanings associated with particular roles are, therefore, important in respect of the impact they might have on patterns of psychological distress in men and women. In this paper we focus on how GRAs and indicators of men's and women's actual roles in the home and the labor market are associated with psychological distress. Inclusion of both GRAs and roles means we can investigate the relative importance of each. Analyses are based on data from the UK British Household Panel Survey (BHPS) which allows us to look at men and women from three different working age groups (20–34, 35–49 and 50–64) at two different dates (1991 and 2007) (Institute for Social and Economic Research, University of Essex, 2013).

According to World Health Organization (WHO), gender is the social construction of the characteristics of women and men such as roles, norms, and relationships between groups of women and men. Emotions, attitudes, behaviors, and differences between roles that boys and girls learn, and what culture finds "suitable" for their gender in the process of socialization are gender differences. Gender inequality means any discrimination, deprivation, or restrictions based on gender which prevents or eliminates or intends to prevent or eliminate the recognition, use, and utilization of human rights and basic freedoms of women in political, economic, social, cultural, or business life. Gender equality causes numerous problems by affecting women's participation in education and business life or their income negatively and creating social pressure. Education and employment status are significant resources for empowering women.

The difference between literacy and schooling of women and men is the most significant indicator of gender inequality. In the whole world, two-thirds of the 900 million illiterate people are women. The underlying causes of disadvantages that women, who constitute approximately half of the world's population, are involved in business life are mostly economic and cultural. The economic

and social welfare and development of a country are in parallel with improving the employment status of women and increasing employment opportunities for them. In European Union member countries, the rate of women in business life is 53%. In Turkey, the participation rate in labor is found as 70.4% for men and 29.3% for women. The barriers that women encounter in business life are mostly because of their gender. Problems regarding this matter can be listed in various aspects from not being able to get equal pay for equal work and social roles that women undertake as people who are deemed responsible for childcare and housework. In a study conducted with teachers, it was found that gender role attitudes of female teachers were better than male teachers; it was found that gender attitudes of women were high level in a different study conducted with married women. In research carried out with university students, it was determined that students had equalitarian attitude in terms of gender roles in general, female students had more equalitarian gender perception than male students. In the study of Aydın et al. (2016), it was found that attitudes regarding gender roles were egalitarian (Ankara Medical Journal, 2021).

Increase Representation and Active Participation of Women in Political Processes

Over the past 30 years, NDI has worked in nearly 100 countries to increase the number and effectiveness of women in the political life of their countries. Women's political participation results in tangible gains for democracy, including greater responsiveness to citizen needs, increased cooperation across party and ethnic lines, and more sustainable peace, among other benefits. As more women reach leadership within political parties and get elected to legislatures in significant numbers, these institutions tend to prioritize issues such as health care, education and economic issues that impact the daily lives of citizens.

In a study of 31 democratic countries, the presence of more women in parliament has enhanced government legitimacy among both men and women. In places as diverse as Timor-Leste, Croatia, Morocco and South Africa, the increase in the number of female lawmakers led to legislation related to anti-discrimination, domestic violence, family codes, inheritance, and child support and protection. Yet, women continue to be under-represented as voters, political leaders and elected officials. During the last decade, the rate of women's representation in national parliaments globally has incrementally increased from 15 percent in 2021 to 20 percent in 2012, way below the 30 percent benchmark often identified as the necessary level of representation of women

needed for legislative, policy and behavioral changes to occur. For democratic governments to deliver to their constituents, they must be truly representative. NDI recognizes that women must be equal partners in the process of democratic development; as activists, elected officials and constituents; their contributions are crucial to building a strong and vibrant society (National Democratic Institute, 2013).

Women's full and effective political participation is a matter of human rights, inclusive growth and sustainable development (OECD, 2018). The active participation of women, on equal terms with men, at all levels of decision-making and political involvement is essential to the achievement of equality, sustainable development, peace and democracy and the inclusion of their perspectives and experiences into the decision-making processes. Despite this, (Kumar, 2018) states that in the twenty-first century, women are facing obstacles in their political participation worldwide.

Women around the world at every socio-political level find themselves under-represented in parliament and far removed from decision-making levels. As noted in the Millennium Development Goals (United Nations, 2019), women's equal participation with men in power and decision-making is part of their fundamental right to participate in political life, and at the core of gender equality and women's empowerment. Strategies to increase women's participation in politics have been advanced through conventions, protocols and international agreements for gender mainstreaming, but they are yet to prove effective in achieving gender parity in the highest government rankings (Morobane, 2014). Half of the world's population are women, but today women only hold 23% of all seats in parliaments and senates globally. Given the fact that many states have ratified international conventions and protocols on gender equality and women political participation, the low level of women's representation in government and political may be considered a violation of women's fundamental democratic rights.

The African government's public commitments have not materialized into better protection for women and support for victims and this has made women to play outside the political ground. According to (Rop, 2013) many African states sign and commit themselves to promoting gender parity in political participation, but end up shelving the agreement. Abuse of office and desire to acquire power through self-centered means has resulted in the state ignoring women concerns.

Thus, women continue to be underrepresented in governments across the nation and face barriers that often make it difficult for them to exercise political power and assume leadership positions in the public sphere. The (UN, 2011) concurs and states that, "women in every part of the world continue to be largely marginalized from the political sphere, often as a result of discriminatory laws, practices, attitudes and gender stereotypes, low levels of education, lack of access to health care and the disproportionate effect of poverty on women" (Cogent Social Sciences, 2019).

Political parties remain the major entities through which people can choose their representatives and are conceivably indispensable institutions for democratic politics and representation. The central functions of political parties in modern representative democracies are: to develop consistent policies and government programs (the interest articulation function); to transmit demands from society and aggregate them (the interest aggregation function); to recruit, select and position people for positions in government and the legislature and to oversee and control government (Catón 2007). Political parties have long been seen as playing an essential role in the functioning of modern representative democracy, as they are among the key institutions for inclusive participation and accountable representation.

Generally, people get involved in public life through political parties and support candidates and parties that reflect their views and interests. While the debate over whether political parties make democracy more democratic continues, in most countries political parties are identified as instrumental in the recruitment, nomination and election of candidates for public office, socialization of prospective political representatives and leaders, dissemination of political information and the exposing of citizens to democratic politics. Although it is widely accepted that in most countries political parties are central to representative democracy and to the process of democratization, they are also perceived to be increasingly weak and to have numerous imperfections in performing functions essential to a healthy democracy. These imperfections include institutional, structural and ideological values and cultures that can cause parties to act in ways contrary to democracy. Specifically, political parties tend to create barriers for women and are generally underperforming on the equal participation and representation of women and men in positions of power and decision-making at all levels (International IDEA Technical Paper, 2021).

Promote and Expand Access to Quality Education and Capacity-Building Programs for Women

While globally the number of out-of-school girls and boys of primary and secondary school age is virtually the same (131.7 million girls and 131.3 million boys), two gender differences manifest differently in different regions. Girls are more likely than boys to be out of school in Sub-Saharan Africa, North Africa and South Asia, where many GPE developing country partners (DCPs) are located. Even if girls are enrolled in school, they face gender-based challenges with access, progression, participation and learning outcomes that originate both inside the school system and in the broader context in which the school is located. These challenges represent a key barrier to achieving gender equality in and through education. Gender inequality is also a facet of the high dropout rates at primary and secondary levels, particularly of girls in many countries as well as boys in some countries.

Gender intersects with other inequalities of race, ethnicity, class, disability and location to create education exclusion. Inequalities can also be embedded in aspects of the education system itself, even if these are less easily seen: Curriculum, learning materials teaching pedagogy, teacher education, management, administration, assessment, monitoring and evaluation processes may all perpetuate hidden gender bias. Prejudice and discrimination can become taken-for-granted everyday approaches unless there are opportunities for critical evaluation and reflection. Targeted policies, practices and research are needed to change these processes and assure that the education system promotes gender-equitable experiences for all, both in and through schooling (Global Partnership for Education, 2019).

Although higher educational institutions have expanded in developing countries, participant rate for females at the post-secondary level continue to be considerably lower than for males. Clearly, gender parity in enrollments in higher education has not received as much attention as expansion of places. The disparity is most strongly evident in Sub-Sahara Africa and South Asia. Even where gender parity may have been achieved, gender-streaming of disciplines persists, with women mostly concentrated in traditional fields. Education of women is important not only from the angle of equal education opportunity between the sexes, but also for the substantial social and economic returns to female education that can be achieved by raising women's productivity and income level,

producing better educated and healthier children, and reducing fertility rates (Schultz 1989; Herz et al. 1991; Subbarao and Raney 1992; Summers 1992). Investments in higher education, particularly in developing countries, have high private rates of return measured by associated wage increases reflecting the existence of productive opportunities in the labor market. Wide gender disparity suggests prima facie that a large number of potential candidates are denied the opportunity to participate actively in productive activities and contribute to faster economic development. The World Bank began lending for education in 1963. The shift in Bank' investment precipitated from changes in economic thought in the early 1960s when education came to be seen as a critical investment in human capital, essential to the development process.

The objectives of many early education projects were to build infrastructures such as schools and to develop educational planning capacity. Since the early 1980s, the Bank projects have introduced policy reforms affecting the expansion, financing and internal efficiency especially of higher education systems. The reforms were designed to reduce uncontrolled growth of higher education expenditures by capping university intake, limiting grants and subsidies to students, introducing student fees, and rationalizing academic programs and staffing.

Enhance Women's Involvement in Peacebuilding Processes and Conflict Resolution Mechanisms at all Levels

Global peace has been in decline for four consecutive years, with the Middle East and North Africa (MENA) region having numerous high-intensity armed conflicts and regarded as the world's least peaceful region. Despite significant efforts by the UN and others, including civil society and regional organizations, high-level peace processes in the region remain largely stalled and women's meaningful participation and influence in official processes limited. This under-representation and participation of women has a deleterious effect on prospects for reaching durable agreements. In the context of a large number of protracted conflicts and stalled peace processes in the MENA region and across the world, women and communities affected by violent conflict, peace and security practitioners and decision-makers are increasingly calling for transformative approaches to conflict resolution, including the need for more inclusivity, stronger coordination amongst a broader array of actors and a consistent commitment to preventative approaches.

On 29 and 30 November 2018, UN Women convened the conference 'Women's Meaningful Participation in Peace Processes: Modalities and Strategies Across Tracks' with support from the German Federal Ministry for Economic Cooperation and Development. Discussions included over 60 practitioners, analysts, and advocates from around the globe, including the MENA region. It provided an opportunity to explore good practices on modalities and strategies to secure women's meaningful participation in peace processes, with a strong emphasis on contributing toward new and existing peacemaking efforts in the MENA region. The primary focus was to explore innovations, trends and challenges in the interplay between official, high-level processes at the track 1 level and unofficial processes in which civil society often plays a leadership role at the track 2 level (UN Women, 2018).

Recurrent and emerging armed conflicts, expanded terrorist and extremist networks, increased targeting of civilians, and record levels of mass displacement have defined global security in the twenty-first century. Data shows that standard peacemaking methods have proved ineffective at addressing these trends: nearly half of the conflict resolution agreements forged during the 1990s failed within five years. Recidivism for civil war is alarmingly high, with 90 percent of civil wars in the 2000s occurring in countries that had already experienced civil war during the previous thirty years. New thinking on peace and security is needed. A growing body of research suggests that standard peace and security processes routinely overlook a critical strategy that could reduce conflict and advance stability: the inclusion of women. Evidence indicates that women's participation in conflict prevention and resolution advances security interests.

One study found that substantial inclusion of women and civil society groups in a peace negotiation makes the resulting agreement 64 percent less likely to fail and, according to another study, 35 percent more likely to last at least fifteen years. Several analysts suggest also that higher levels of gender equality are associated with a lower propensity for conflict, both between and within states. Despite growing international recognition of women's role in security, the representation of women in peace and security processes has lagged. Between 1992 and 2011, women represented less than 4 percent of signatories to peace agreements and 9 percent of negotiators (see figure 1).6 In 2015, only 3 percent of UN military peacekeepers and 10 percent of UN police personnel were

women, substantially lower than the UN target of 20 percent. In addition, despite the role that local women's groups could play in preventing and resolving conflicts, they received just 0.4 percent of the aid to fragile states from major donor countries in 2012–2013 (Council on Foreign Relations, 2016).

The October 2000 adoption of United Nations Security Council Resolution 1325 (SCR 1325) was celebrated as a defining achievement for women's peace and security on a global scale. This landmark legal and political framework acknowledged the impact of conflict on women, and the importance of the participation of women and inclusion of gender perspectives in decision-making, conflict resolution, a peace processes, humanitarian planning, peacekeeping and post-conflict peacebuilding. With the arrival of the resolution's ten-year commemorative anniversary, attention has shifted from policy and planning to critical analysis of progress and impact. At this stage, considered reflection is merited to assess how and to what extent the international community has translated the language and aspirations of SCR 1325 into action. One fundamental question is whether the resolution's potential as a useful operational tool has been realized. Current practice strongly suggests that it has not. SCR 1325 has four key thematic areas: participation, protection, prevention, and mainstreaming of a gender perspective.

This publication focuses on participation. It aims to provide an easily accessible 'how to' reference, in the form of operational guidelines for key actors, to enhance the participation of women in conflict resolution and peace processes. It identifies areas of policy and practice, measures and activities to promote women's involvement specifically in dialogue, mediation, peace processes and related activities for the prevention, management and resolution of conflict. It also highlights examples of women's representation and participation in specific situations, and seeks to identify what has worked and what has not. Options, challenges and policy-relevant recommendations are presented to inform good practice and maximize women's meaningful involvement in the indicated areas. The target audience includes policy and decision-makers in government, intergovernmental and non-governmental organizations, community and civil society actors, official and non-official mediators and other intermediaries (so-called 'third parties'), and the professional staff that support their work (Initiative on Quiet Diplomacy, 2010).

Methodology

Data Collection Techniques

The study used questionnaire method of data collection. Questionnaire is the best tool for determining the level of knowledge, opinions, attitudes, believes, ideas, feelings, experiences and perceptions as well as to gather general information about the respondents (Oso, 2013).

Data Analysis

SPSS (Statistical Package for the Social Sciences) is a software package used for statistical analysis in social science research. It provides a range of tools and features for data management, descriptive statistics, inferential statistics, and graphical visualization.

Sample Collection

In research, sample collection refers to the process of gathering data from a group of individuals or entities that are representative of the larger population being studied. The collection of non-spatial information on the role of women in state building and their effects used primary data in the form of questionnaires. To answer the objectives set forth by the researcher for the study's purpose, primary data were intentionally obtained. In order to quickly and efficiently analyse vast amounts of data from many different people in a cost-effective manner, questionnaires were used.

Data Description

Data description refers to the process of summarizing and describing the characteristics of a dataset. It is a critical step in data analysis as it provides an overview of the data and helps to identify patterns, trends, and potential issues.

Results and Discussions

Table 3.1: Gender of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	48	44.0	44.0	44.0
	Female	61	56.0	56.0	100.0
	Total	**109**	**100.0**	**100.0**	

According to Table 4.1: The majority of the respondents 61(56%) were Female while only 48(44%) were Male.

Table 3.2: Age of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30 years	48	44.0	44.0	44.0
	31-40 years	33	30.3	30.3	74.3
	41-50 years	20	18.3	18.3	92.7
	Above 51	8	7.3	7.3	100.0
	Total	**109**	**100.0**	**100.0**	

According to Table 4.2: The majority of the respondents 48(44%) were between 20 – 30 years, 33(30.3%) were between 31 – 40 years, 20 (18.3%) were between 41 – 50 years while only 8(7.3%) were above 51 years.

Table 3.3: Marital Status of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	23	21.1	21.1	21.1
	Married	86	78.9	78.9	100.0
	Total	**109**	**100.0**	**100.0**	

According to table 4.3: The majority of the respondents 86(78.9%) were Female while only 23(21.1%) were male.

Table 3.4: Educational level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor Level	51	46.8	46.8	46.8
	Master Level	42	38.5	38.5	85.3
	PhD Level	16	14.7	14.7	100.0
	Total	**109**	**100.0**	**100.0**	

According to Table 4.4: The majority of the respondents 51(46.8%) were bachelor level, 42(38.5%) were master level while only 16(14.7%) were PhD level.

Table 3.5: Occupation of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Employee	91	83.5	83.5	83.5
	Unemployed	18	16.5	16.5	100.0
	Total	**109**	**100.0**	**100.0**	

According to Table 4.5: The majority of the respondents 91(83.5%) were employed while only 18(16.5%) were unemployed.

Table 3.6: Education and awareness play a crucial role in challenging and changing societal attitudes towards gender roles

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong Agree	62	56.9	56.9	56.9
	Agree	23	21.1	21.1	78.0
	Neutral	6	5.5	5.5	83.5
	Strong Disagree	7	6.4	6.4	89.9
	Disagree	11	10.1	10.1	100.0
	Total	**109**	**100.0**	**100.0**	

According to Table 4.6: The majority of the respondents 62(56.9%) strongly agreed that the Education and awareness play a crucial role in challenging and changing societal attitudes towards gender roles, 23(21.1%) agreed that education and awareness play a crucial role in challenging and changing societal attitudes towards gender roles, 7(6.4%) strongly disagreed that education and awareness plays a crucial role in challenging and changing societal attitudes towards gender roles, 11(10.1%) disagreed that education and awareness play a crucial role in challenging and changing societal attitudes towards gender roles while only 6(5.5%) were neutral.

Table 3.7: Highlighting positive role models who challenge traditional gender roles can be influential in changing societal attitudes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong Agree	58	53.2	53.2	53.2
	Agree	21	19.3	19.3	72.5
	Neutral	4	3.7	3.7	76.1
	Strong Disagree	9	8.3	8.3	84.4
	Disagree	17	15.6	15.6	100.0
	Total	**109**	**100.0**	**100.0**	

According to Table 4.7: The majority of the respondents 58(53.2%) strongly agreed that highlighting positive role models who challenge traditional gender roles can be influential in changing societal attitudes, 21(19.2%) agreed that highlighting positive role models who challenge traditional gender roles can be influential in changing societal attitudes, 9(8.3%) strongly disagreed that the highlighting positive role models who challenge traditional gender roles can be influential in changing societal attitudes, 17(15.6%) disagreed that highlighting positive role models who

challenge traditional gender roles can be influential in changing societal attitudes while only 4(3.7%) were neutral

Table 3.8: Changing societal attitudes towards gender roles is a long-term commitment, continuously assess and adapt your strategies based on evolving social dynamics and emerging challenges

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	89	81.7	81.7	81.7
	No	20	18.3	18.3	100.0
	Total	**109**	**100.0**	**100.0**	

According to Table 4.8: The majority of the respondents 89(81.7%) believed that changing societal attitudes towards gender roles are a long-term commitment, continuously assess and adapt your strategies based on evolving social dynamics and emerging challenges while only 20(18.3%) believed that changing societal attitudes towards gender roles is not a long-term commitment, continuously assess and adapt your strategies based on evolving social dynamics and emerging challenges.

Table 3.9: Engage with young people through schools, youth organizations, and online platforms to promote gender equality and challenge gender stereotypes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong Agree	43	39.4	39.4	39.4
	Agree	39	35.8	35.8	75.2
	Neutral	4	3.7	3.7	78.9
	Strong Disagree	16	14.7	14.7	93.6
	Disagree	7	6.4	6.4	100.0
	Total	**109**	**100.0**	**100.0**	

According to Table 4.9: the majority of the respondents 43(39.4%) strongly agreed that engaging with young people through schools, youth organizations, and online platforms promotes gender equality and challenges gender stereotypes, 39(35.8%) agreed that engaging with young people through schools, youth organizations, and online platforms promotes gender equality and challenges gender stereotypes, 16(14.7%) strongly disagreed that engaging with young people through schools, youth organizations, and online platforms promotes gender equality and challenges gender stereotypes, 7(6.4%) disagreed that engaging with young people through

schools, youth organizations, and online platforms promotes gender equality and challenges gender stereotypes while only 4(3.7%) were neutral.

Table 3.10: Engage with media outlets to promote accurate and positive portrayals of diverse gender identities and challenge harmful stereotypes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	68	62.4	62.4	62.4
	No	41	37.6	37.6	100.0
	Total	**109**	**100.0**	**100.0**	

According to Table 4.10: The majority of the respondents 68(62.4%) believed that engaging with media outlets promotes accurate and positive portrayals of diverse gender identities and challenges harmful stereotypes while only 41(37.6%) did not believe that engaging with media outlets promotes accurate and positive portrayals of diverse gender identities and challenges harmful stereotypes.

Table 3.11: Provide political education and training programs specifically tailored for women, equipping them with the necessary knowledge, skills, and confidence to participate effectively in political processes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong Agree	45	41.3	41.3	41.3
	Agree	36	33.0	33.0	74.3
	Neutral	13	11.9	11.9	86.2
	Strong Disagree	6	5.5	5.5	91.7
	Disagree	9	8.3	8.3	100.0
	Total	**109**	**100.0**	**100.0**	

According to Table 4.11: The majority of the respondents 45(41.3%) strongly agreed that providing political education and training programs specifically tailored for women, equips them with the necessary knowledge, skills, and confidence to participate effectively in political processes, 36(33%) agreed that providing political education and training programs specifically tailored for women, equips them with the necessary knowledge, skills, and confidence to participate effectively in political processes, 13(11.9%) were neutral, 9(8.3%) disagreed that providing political education and training programs specifically tailored for women, equips them with the necessary knowledge, skills, and confidence to participate effectively in political

processes while only strongly disagreed that providing political education and training programs specifically tailored for women, equips them with the necessary knowledge, skills, and confidence to participate effectively in political processes.

Table 3.12: Actively encourage women to run for political office by highlighting the importance of their voices and perspectives in decision-making processes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	74	67.9	67.9	67.9
	No	35	32.1	32.1	100.0
	Total	**109**	**100.0**	**100.0**	

According to Table 4.12: The majority of the respondents 74(67.9%) believed that highlighting the importance of their voices and perspectives in decision-making processes, actively encourages women to run for political office while only 35(32.1%) did not believe that highlighting the importance of their voices and perspectives in decision-making processes. Actively encourages women to run for political office.

Table 3.13: Raise awareness about gender bias and discrimination in political environments and work towards addressing these issues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong Agree	49	45.0	45.0	45.0
	Agree	36	33.0	33.0	78.0
	Neutral	11	10.1	10.1	88.1
	Strong Disagree	5	4.6	4.6	92.7
	Disagree	8	7.3	7.3	100.0
	Total	**109**	**100.0**	**100.0**	

According to Table 4.13: The majority of the respondents 49(45%) strongly agreed that there was need to raise awareness about gender bias and discrimination in political environments and work towards addressing these issues, 36(33%) agreed that there was need to raise awareness about gender bias and discrimination in political environments and work towards addressing these issues, 11(10.1%) were neutral, 8(7.3%) disagreed that there was need to raise awareness about gender bias and discrimination in political environments and work towards addressing these issues while

only 5(4.6%) strongly disagreed that there was need to raise awareness about gender bias and discrimination in political environments and work towards addressing these issues.

Table 3.14: Collaborate with international organizations, governments, and civil society groups to share best practices, experiences, and resources in promoting women's political participation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	78	71.6	71.6	71.6
	No	31	28.4	28.4	100.0
	Total	**109**	**100.0**	**100.0**	

According to Table 4.14: The majority of the respondents 78(71.6%) believed that there was need to collaborate with international organizations, governments, and civil society groups to share best practices, experiences, and resources in promoting women's political participation while only 31(28.4%) did not believe that there was need to collaborate with international organizations, governments, and civil society groups to share best practices, experiences, and resources in promoting women's political participation.

Table 3.15: Collaborate with civil society organizations that focus on women's rights, gender equality, and political empowerment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	88	80.7	80.7	80.7
	No	21	19.3	19.3	100.0
	Total	**109**	**100.0**	**100.0**	

According to Table 4.15: The majority of the respondents 88(80.7%) believed that there was need to collaborate with civil society organizations that focus on women's rights, gender equality, and political empowerment while only 21(19.3%) did not believe that there was need to collaborate with civil society organizations that focus on women's rights, gender equality, and political empowerment.

Tale 3.16: Promoting and expanding access to quality education for women should be a top priority for governments and stakeholders worldwide.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong Agree	62	56.9	56.9	56.9
	Agree	35	32.1	32.1	89.0
	Neutral	3	2.8	2.8	91.7
	Strong Disagree	4	3.7	3.7	95.4
	Disagree	5	4.6	4.6	100.0
	Total	**109**	**100.0**	**100.0**	

According to Table 4.16: The majority of the respondents 62(56.9%) strongly agreed that promoting and expanding access to quality education for women should be a top priority for governments and stakeholders worldwide, 35(32.1%) agreed that promoting and expanding access to quality education for women should be a top priority for governments and stakeholders worldwide, 4(3.7%) strongly disagreed that promoting and expanding access to quality education for women should be a top priority for governments and stakeholders worldwide, 5(4.6%) disagreed that promoting and expanding access to quality education for women should be a top priority for governments and stakeholders worldwide while only 3(2.8%) were neutral.

Table 3.17: Expanding access to quality education and capacity-building programs for women is crucial for building a more inclusive and equitable society

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong Agree	51	46.8	46.8	46.8
	Agree	47	43.1	43.1	89.9
	Neutral	6	5.5	5.5	95.4
	Strong Disagree	2	1.8	1.8	97.2
	Disagree	3	2.8	2.8	100.0
	Total	**109**	**100.0**	**100.0**	

According to Table 4.18: The majority of the respondents 51(46.8%) strongly agreed that expanding access to quality education and capacity-building programs for women is crucial for building a more inclusive and equitable society, 47(43.1%) agreed that expanding access to quality education and capacity-building programs for women is crucial for building a more inclusive and equitable society, 6(5.5%) were neutral, 3(2.8) disagreed that expanding access to quality education and capacity-building programs for women is crucial for building a more inclusive and

equitable society while only 2(1.8%) strongly disagreed that expanding access to quality education and capacity-building programs for women is crucial for building a more inclusive and equitable society.

Table 3.18: Access to quality education plays a transformative role in empowering women, enabling them to acquire knowledge, skills, and abilities that can positively impact their personal growth, economic independence, and overall well-being

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	98	89.9	89.9	89.9
	No	11	10.1	10.1	100.0
	Total	**109**	**100.0**	**100.0**	

According to Table 4.18: The majority of the respondents 98(89.9%) believed that access to quality education plays a transformative role in empowering women, enabling them to acquire knowledge, skills, and abilities that can positively impact their personal growth, economic independence, and overall well-being while only 11(10.1%) believed that access to quality education plays a transformative role in empowering women, enabling them to acquire knowledge, skills, and abilities that cannot positively impact their personal growth, economic independence, and overall well-being.

Table 3.19: Mentorship programs can effectively support women in their educational journey and professional development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	91	83.5	83.5	83.5
	No	18	16.5	16.5	100.0
	Total	**109**	**100.0**	**100.0**	

According to Table 4.19: The majority of the respondents 91(83.5%) believed that the mentorship programs can effectively support women in their educational journey and professional development while only 18(16.5%) believed that the mentorship programs cannot effectively support women in their educational journey and professional development.

Table 3.20: Technology and digital platforms can play a transformative role in expanding access to education for women, especially in underserved areas

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong Agree	39	35.8	35.8	35.8
	Agree	42	38.5	38.5	74.3
	Neutral	8	7.3	7.3	81.7
	Strong Disagree	12	11.0	11.0	92.7
	Disagree	8	7.3	7.3	100.0
	Total	**109**	**100.0**	**100.0**	

According to the Table 4.20: The majority of the respondents 39(35.8%) strongly agreed that the technology and digital platforms can play a transformative role in expanding access to education for women, especially in underserved areas, 42(38.5%) agreed that the technology and digital platforms can play a transformative role in expanding access to education for women, especially in underserved areas, 12(11%) strongly disagreed that the technology and digital platforms can play a transformative role in expanding access to education for women, especially in underserved areas, 8(7.3%) disagreed that the technology and digital platforms can play a transformative role in expanding access to education for women, especially in underserved areas while only 8(7.3%) were neutral.

Table 3.21: Capacity-building programs that specifically focus on enhancing women's leadership and negotiation skills can empower them to play a more significant role in peacebuilding efforts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong Agree	33	30.3	30.3	30.3
	Agree	48	44.0	44.0	74.3
	Neutral	10	9.2	9.2	83.5
	Strong Disagree	9	8.3	8.3	91.7
	Disagree	9	8.3	8.3	100.0
	Total	**109**	**100.0**	**100.0**	

According to the Table 4.21: The majority of the respondents 48(44%) agreed that the capacity-building programs that specifically focus on enhancing women's leadership and negotiation skills can empower them to play a more significant role in peacebuilding efforts, 33(30.3%) strongly agreed that the capacity-building programs that specifically focus on enhancing women's

leadership and negotiation skills can empower them to play a more significant role in peacebuilding efforts,10(9.2%) were neutral, 9(8.3%) strongly disagreed that the capacity-building programs that specifically focus on enhancing women's leadership and negotiation skills can empower them to play a more significant role in peacebuilding efforts while only 9(8.3%) disagreed that the capacity-building programs that specifically focus on enhancing women's leadership and negotiation skills can empower them to play a more significant role in peacebuilding efforts.

Table 3.22: Women's involvement in conflict prevention and resolution can contribute to addressing the root causes of conflicts and building more inclusive societies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	95	87.2	87.2	87.2
	No	14	12.8	12.8	100.0
	Total	**109**	**100.0**	**100.0**	

According to the Table 4.22: The majority of the respondents 95(87.2%) believed that the women's involvement in conflict prevention and resolution can contribute to addressing the root causes of conflicts and building more inclusive societies while only 14(12.8%) did not believe that the women's involvement in conflict prevention and resolution can contribute to addressing the root causes of conflicts and building more inclusive societies.

Table 3.23: Women's involvement in peacebuilding promotes gender equality and contributes to the overall advancement of society.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	97	89.0	89.0	89.0
	No	12	11.0	11.0	100.0
	Total	**109**	**100.0**	**100.0**	

According to the Table 4.23: The majority of the respondents 97(89%) believed that women's involvement in peacebuilding promotes gender equality and contributes to the overall advancement of society while only 12(11%) did not believe that women's involvement in peacebuilding promotes gender equality and contributes to the overall advancement of society.

Table 3.24: Women bring unique perspectives and approaches to conflict resolution that can contribute to more effective and long-lasting solutions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong Agree	41	37.6	37.6	37.6
	Agree	45	41.3	41.3	78.9
	Neutral	13	11.9	11.9	90.8
	Strong Disagree	6	5.5	5.5	96.3
	Disagree	4	3.7	3.7	100.0
	Total	**109**	**100.0**	**100.0**	

According to the Table 4.24: The majority of the respondents 45(41.3%) agreed that women bring unique perspectives and approaches to conflict resolution that can contribute to more effective and long-lasting solutions, 41(37.6%) strongly agreed that omen bring unique perspectives and approaches to conflict resolution that can contribute to more effective and long-lasting solutions, 13(11.9%) were neutral, 6(5.5%) strongly disagreed that the Women bring unique perspectives and approaches to conflict resolution that can contribute to more effective and long-lasting solutions while only 4(3.7%) disagreed that women bring unique perspectives and approaches to conflict resolution that can contribute to more effective and long-lasting solutions.

Table 3.25: Capacity-building programs that specifically focus on enhancing women's leadership, negotiation, and conflict resolution skills are essential for empowering women to play a more significant role in peacebuilding

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong Agree	51	46.8	46.8	46.8
	Agree	39	35.8	35.8	82.6
	Neutral	8	7.3	7.3	89.9
	Strong Disagree	6	5.5	5.5	95.4
	Disagree	5	4.6	4.6	100.0
	Total	**109**	**100.0**	**100.0**	

According to Table 4.25: The majority of the respondents 51(46.8%) strongly agreed that the capacity-building programs that specifically focus on enhancing women's leadership, negotiation, and conflict resolution skills are essential for empowering women to play a more significant role in peacebuilding, 39(35.8%) agreed that the capacity-building programs that specifically focus on

enhancing women's leadership, negotiation, and conflict resolution skills are essential for empowering women to play a more significant role in peacebuilding, 8(7.3%) were neural, 6(5.5%) strongly agreed that the capacity-building programs that specifically focus on enhancing women's leadership, negotiation, and conflict resolution skills are essential for empowering women to play a more significant role in peacebuilding while only 5(4.6%) disagreed that the capacity-building programs that specifically focus on enhancing women's leadership, negotiation, and conflict resolution skills are essential for empowering women to play a more significant role in peacebuilding.

Conclusion

Background

Somali's journey towards stability and growth has been aided by the international community's support for state building in Somalia. The International community's state-building agenda has encouraged Somalis to work on institutions that are instrumental to this growth such as the Federal Government with particular attention to security, taxation and popular representation. What role do women play in state-building? How does the state-building process in Somalia impact women' s participation? While support for Somalia' s state-building has been essential for the country's stability and growth, there is a lack of gender analysis of the process as well as real opportunities to promote gender equality. This policy brief presents findings from the 6th PDRC Talks event that took place on 22nd of October graced by Honorable Fawzia Yusuf H. Adam themed 'The Role of Somali Women in State building". The discussion that ensued revealed that although Somali women have been active participants in Somalia' s state-building process before and after the collapse of the nation, inequalities in terms of representation were and are still prevalent. It is worth noting that post-conflict state building involves a redistribution of power that represents an opportunity to reshape patterns of power to include Somali women (Puntland Development & Research Center, ND).

Objectives

The general objective of the study is to identify the role of women in state building in Somalia. The study specifically focuses on promoting awareness and change societal attitudes towards gender roles, increasing the representation and active participation of women in political processes, promoting and expand access to quality education and capacity-building programs for women and enhancing women's involvement in peacebuilding processes and conflict resolution mechanisms at all levels.

Methodology

The study was descriptive, cross sectional and quantitative in design. 44 respondents were selected. Non-probability sampling was used as a sample technique. Questionnaires were used as a research tool and finally data was analyzed using SPSS.

Results

The majority of the respondents 61(56%) were Female while only 48(44%) were Male. The majority of the respondents 48(44%) were between 20 – 30 years, 33(30.3%) were between 31 – 40 years, 20 (18.3%) were between 41 – 50 years while only 8(7.3%) were above 51 years. The majority of the respondents 86(78.9%) were Female while only 23(21.1%) were male. The majority of the respondents 51(46.8%) were bachelor Level, 42(38.5%) were master level while only 16(14.7%) were PhD level. The majority of the respondents 91(83.5%) were employed while only 18(16.5%) were unemployed.

Recommendation

1. It is important to not only increase the number of women in political positions but also to create an inclusive and supportive environment for their participation.
2. Women have a unique perspective and valuable contributions to offer in peacebuilding processes. Their involvement in peace negotiations, conflict resolution, and post-conflict reconstruction efforts can lead to more inclusive and sustainable outcomes.

3. Building the capacity of institutions to mainstream gender equality is essential. This involves training government officials, civil servants, and law enforcement personnel on gender-sensitive approaches.
4. International support is essential for advancing women's rights and empowerment in Somalia. Partnering with international organizations, donor agencies, and regional bodies can provide financial resources, technical expertise, and best practices.
5. Providing training, mentoring, and leadership development programs specifically tailored for women can enhance their capacity to actively participate in state building.
6. Promoting gender equality requires the involvement of men and boys as allies in challenging gender norms and promoting women's rights.
7. Collaboration with civil society organizations, including women's rights organizations and grassroots groups, is essential for advancing gender equality and women's empowerment.

Recommendation for Further Research

1. Examine the relationship between women's access to quality education and their participation in state building processes.
2. Explore the specific challenges faced by women in the context of natural disasters and climate change in Somalia.
3. Explore the linkages between women's rights, gender equality, and the establishment of a strong rule of law in Somalia.
4. Explore the importance of women's leadership in local governance structures and its impact on community development.
5. Explore the specific strategies and approaches that women can employ to counter violent extremism in Somalia.

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