NON-GOVERNMENTAL ORGANISATIONS PARTICIPATION AND PRIMARY EDUCATION SERVICE DELIVERY IN BOSSASO SOMALIA

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By

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DECLARATION A

This thesis is my original work and has not been presented for the award of a masters or any other academic award in any university or institution of learning.

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We confirm that the work reported in this thesis was carried out by the candidate under his supervision.

Dr. ABUGA ISAAC

Date 12.11.2014
DEDICATION

I dedicate this piece of work to my dear parents, Shukri Musal and Said Hassan, brothers and sisters, especially to my beloved sister Neima Said without whom my education would not have been a success. May almighty Allah bless you.
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ABSTRACT

The study sought to establish the relationship between the extent of NGOs participation and Primary education service delivery in Bossaso Somalia. This study was guided by three specific objectives namely; determining the extent of Non Governmental Organizations participation towards primary education in Bossaso, Somalia, ii) to examine the quality of Primary education Service delivery in Bossaso Somalia; iii) the relationship between the extent of NGOs participation and Primary education service delivery in Bossaso Somalia. The research employed descriptive correlational design to describe the relationship between the variables. The findings revealed the following: majority of respondents ranged between 31-40 years and these were male (68.4%) and had only attained diploma as their highest academic qualification (60.9%). Data analysis using means showed that the extent of NGOs participation was found to be satisfactory with an overall mean of 2.88, and the extent of primary education service delivery was found to be satisfactory (overall mean=2.77). NGOs participation and Primary education service delivery are positive and significantly correlated. The researcher recommended that; there is a need to develop policy instruments to operationalise the new Education Act (2011) while its review is going on. The urgency with which the Act’s implementation should be implemented is dictated by the need to meet some of the international education goals whose deadline is imminent, the government needs to adequately fund the Central Statistical Office (CSO) and provide sufficient staff in order to improve education data collection, analysis and publication. Planning and budgeting for education should be integrated more closely so that budgeting is target specific and in line with the Annual Strategic Plan and five-year plans and conditions of service for teachers need to be improved and remuneration packages should be more attractive to invite and keep individuals in the teaching profession. And lastly the researcher encouraged prospective researchers and even students to research on the following areas; funding and primary education service delivery in Bossaso Somalia, NGOs participation in primary education and quality of learning environments in primary schools in Bossaso Somalia, and lastly Teacher training and primary education service delivery among primary schools in Bossaso Somalia.
CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter will cover the background of the study in relation to the research topic about Non-Governmental participation and primary education service delivery, statement of the problem, purpose of the study, research objectives, research questions, the hypothesis, scope and significance of the study.

1.1 Background of the study

1.1.1 Historical background

International non-governmental organizations (INGOs) have a history dating back to at least 1839. It has been estimated that by 1914, there were 1083 NGOs. International NGOs were important in the anti-slavery movement and the movement for women's suffrage, and reached a peak at the time of the World Disarmament Conference. However, the phrase "non-governmental organization" only came into popular use with the establishment of the United Nations Organization in 1945 with provisions in Article 71 of Chapter 10 of the United Nations Charter for a consultative role for organizations which are neither governments nor member states. The definition of "international NGO" (INGO) is first given in resolution 288 (X) of ECOSOC on February 27, 1950: it is defined as "any international organization that is not founded by an international treaty". The vital role of NGOs and other "major groups" in sustainable
development was recognized in Chapter 27 of Agenda 21, leading to intense arrangements for a consultative relationship between the United Nations and non-governmental organizations. It has been observed that the number of INGO founded or dissolved matches the general "state of the world", rising in periods of growth and declining in periods of crisis.

Rapid development of the non-governmental sector occurred in western countries as a result of the processes of restructuring of the welfare state. Further globalization of that process occurred after the fall of the communist system and was an important part of the Washington consensus. Globalization during the 20th century gave rise to the importance of NGOs. Many problems could not be solved within a nation. International treaties and international organizations such as the World Trade Organization were centered mainly on the interests of capitalist enterprises. In an attempt to counterbalance this trend, NGOs have developed to emphasize humanitarian issues, developmental aid and sustainable development. A prominent example of this is the World Social Forum, which is a rival convention to the World Economic Forum held annually in January in Davos, Switzerland. The fifth World Social Forum in Porto Alegre, Brazil, in January 2005 was attended by representatives from more than 1,000 NGOs. In terms of environmental issues and sustainable development, the Earth Summit in Rio in 1992 was the first to show the power of international NGOs, when about 2,400 representatives of NGOs came to play a central role in deliberations. Some have argued that in forums like these, NGOs take the place of what should belong to popular movements of the poor, whatever the case, NGO transnational networking is now extensive (United Nations Education Group, 2010).
When European colonialism and imperialism took place it began to change many indigenous education systems. Schooling was no longer just about rituals and rites of passage, school would now mean earning an education that would allow Africans to compete with countries such as the United States and those in Europe. Africa would begin to try producing their own educated students as other countries had. Education participation rates in many African countries are low. Schools often lack many basic facilities, and African universities suffer from overcrowding and staff being lured away to Western countries by higher pay and better conditions (Alexander, 2007).

During the last decade non-governmental organizations (NGOs) have been increasingly tapped to implement development programs. In recent years, growing amounts of development resources have been channeled to and through NGOs in all sectors. And, in turn, NGOs working to alleviate poverty, improve social welfare, and develop civil society have become more dependent on international donors, leading to an explosive growth in local NGOs in many countries. This trend can also be found in the education sector (Bruns, 2003).

In Africa, the phenomenon of NGOs began to emerge in Africa in the middle of the 1970s and went through a phase of exponential growth between 1980 and 2000 (Salih, 2004). The major factor in this growth was the economic crisis that affected African societies in the post-independence era, creating situations of humanitarian emergency. The crisis was caused by the oil embargoes of 1973 and 1979, imposed by Saudi Arabia and the Arab oil-producing nations in support of the war
effort of Egypt, Jordan and Syria against Israel and her allies. In 1973 Saudi Arabia suspended the supply of oil as a retaliatory measure, causing a dramatic price rise. This led on one hand to severe economic crises in Africa and in the West, and on the other to an influx of enormous sums of money to the Arab oil-producing countries, part of which went to finance the Islamic humanitarian sector and its organizations. Thus the oil embargoes can be said to have produced the phenomenon of "Islamic humanitarianism", mobilising religious associations to supply humanitarian aid and provide social services for the benefit of populations affected by the economic crisis. Economic crises, natural catastrophes and the numerous civil wars which plagued the African continent from the late eighties gave rise to a significant increase in the need for humanitarian aid among African populations. This increasing need coincided with a general withdrawal on the part of African countries from providing social welfare, due to the economic reforms imposed by the World Bank and International Monetary Fund. During the 1980s the African countries proved incapable of intervening in support of the victims of political and natural emergencies, and this left scope and opportunities for the Islamic NGOs to play a part in the provision of social services and humanitarian aid, above all in predominantly Muslim African nations.

A second factor that favoured the emergence of Islamic NGOs was the development of the Islamist movements from 1979 onwards, following the creation in Iran of an overtly theocratic Islamic state under the Ayatollah Khomeini. The foundation of this Islamic state had important repercussions in the Arab world and triggered off the rise of Islamist movements in Africa too, with the aim of reforming the secular state and
promoting a political vision of religion. This process has been described as the Islamic Resurgence by John Esposito, and subsequently by other authoritative scholars of Islam such as Jilles Kepel and Oliver Roy. The Islamic aid organizations developed in parallel with the Islamist movements, either as direct offshoots or as affiliated or supportive organizations, often to create sympathisers or to mobilise human and financial resources. The Islamic NGOs created in the Arab countries and in the Middle East took root in Africa thanks to the African diasporas. The process of migration towards the main countries that were fostering Islamist movements brought young Muslims from the African nations affected by the emergencies into contact with the nascent reforming ideals. When they returned to their countries these young Muslims formed associations to promote the new ideals, together with Islamic NGOs to provide humanitarian aid and basic social services. Thus the migratory processes and the African diasporas were fundamental factors in the spread of Islamic NGOs in Africa, as has been shown in the cases of Ghana (Weiss 2002) and Somalia (Saggiomo, 2011a).

The growth of the phenomenon of Islamic NGOs gave rise to the need for a model of development in the Islamic world which was specific to the Muslim religion. Although there is a vast literature on the concept of social justice in Muslim societies, there does not yet seem to be a coherent notion of development on the part of Islamic NGOs (Kroessing, 2008). This notion relies above all on the precepts indicated by the Prophet in the Koran, and in particular on the two fundamental principles of improving economic conditions and social justice (Ansari, 1994).
In Somalia, during the mid 1970s and early 1980s, two related factors led to the proliferation of the Islamic charitable/NGO sector in Somalia. Internally, the previously mentioned underground political movements with charitable branches grew in response to growing humanitarian needs in Somalia that were a dramatic effect of the start of the war against Ethiopia in 1977, which caused a huge influx of Somali Muslim refugees from the Ogaden region into Somali territory. The absence of an adequate state response to the humanitarian crisis urged non-state actors to intervene and gave the charitable/NGO sector the opportunity to rise.

1.1.2. Theoretical background

This study was guided behavioural theory developed by Shorrocks-Taylor (1998) states that the development of any particular skill is purely a matter of good training and practice and accordingly, that teachers should take an active part in the learning process. Although teaching methods based upon this perspective have proved popular and influential, they are not without critics. Some say that behavioural approaches are too mechanical and simplistic and that they focus on what might be considered 'symptoms' of learning difficulties without addressing the underlying causes.

1.1.3 Conceptual background

Non-governmental organizations participation refers to the engagement of an organization that is neither a part of a government nor a conventional for-profit business in different aspects or programs (anheier, 1990). Education is any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational.
In its general sense, education is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research. Education frequently takes place under the guidance of others, but may also be personal training. It is commonly divided into stages such as preschool, primary school, which is the focus of this study, secondary school, and then college, university, or apprenticeship.

The right to education has been recognized by some governments. At the global level, Article 13 of the United Nations' 1966 International Covenant on Economic, Social and Cultural Rights recognizes the right of everyone to an education. Although education is compulsory in most places up to a certain age, attendance of school often is not, and a minority of parents choose home-schooling, e-learning, or similar for their children.

However, operational term NGOs participation (IV) are funding, teacher training, and improving access to primary education and (DV) are quality of learning environment, quality of teachers, and quality of outcome.

1.1.4 Contextual perspective
Currently in Bossaso district, Somalia, primary education features nine compulsory subjects: Arabic, Islamic studies, Somali, mathematics (including business education), science (health, environmental education, and agriculture), social studies (including history, geography, and civics), English, physical education, and arts and crafts. Lower and upper primary students are taught for 36 and 42 lesson periods, each lasting 35 and 40 minutes, respectively, per week. The language of instruction is Somali in subjects other than Arabic and Islam; English is taught as a subject from
Grades 2 to 8. NGOs rely on money from a variety of sources, including individual donors, foundations, corporations, and governments. Often what an NGO can and cannot do is tied to where the money comes from, dramatically affecting the effectiveness and neutrality of NGOs. While some NGOs, like GPF, refuse to accept government or corporate funding to stay independent in their decision making, many NGOs need depend on these funding sources in order to operate. Funding Issues have become particularly challenging, following the economic crisis. This section examines how NGOs are funded, and how funding sources affect NGO operations.

A large percentage of children in Somalia who still do not attend school beyond the primary level, the Human Sciences Research Council (HSRC) in Somalia reported that 12 million children live in poverty and four million of these children are starving and 40% have growth problems. Statistics reveal that 81% experience income and material depravation and many live in informal settlements and HIV Aids is having a major impact not only in Somalia but throughout the world. It is reducing the supply of qualified teachers and may disrupt schooling for a whole generation of children.

1.2 Statement of the Problem
At the core of Somalia's primary education is the fact that public funding is at lower ebb of 11% in 2007 compared to UNESCO standard of 26%. This low funding is compounded by problems associated with lack of access to service providers, misappropriation, fund leakages and diversions. Consequently, the provision of education materials for effective teaching
and learning remains a major challenge of Bosaso’s public primary schools (Finn, 2005). Inspite of national initiatives: “Operation Save our School Programme” established in 1992 to mobilise and involve civil society in planning, management, monitoring and funding of schools, the state of public education leaves much to be desired. The identified problems are compounded by bureaucratic bottlenecks in the education ministry (Somali Ministry of education, 2004). Thus, the need for the participation of Non-State Actors (NSAs) to enhance the quality of service delivery in Somalia’s primary education in terms of access becomes important. Essentially, NSAs include: private individuals, Community Based Organizations (CBOs), Non-governmental Organizations (NGOs), religious bodies, charity organisations, trade unions, cooperative societies, among others (Ogunyeni, 2005). Hence, this study examines the inputs of NSAs in public primary schools and how it influence pupils’ performance. It also investigates the impact of institutional factors on pupils’ performance in public primary schools in Somalia. This has thus affected the quality of education offered to pupils and is the cause for this study to try and establish how increased NGOs intervention can enhance the quality of primary education in Bossaso district, Somalia.

1.3 Purpose of the study

The study investigated the extent of NGOs participation and primary education service delivery in Bossaso district, Somali.
1.4 Research objectives

i. To assess the extent of Non Governmental Organizations participation towards primary education in Bossaso district, Somalia.

ii. To examine the quality of Primary education service delivery in Bossaso district, Somalia.

iii. To determine whether there is a significant relationship between Non Governmental Organizations participation and the quality of Primary education Service delivery in Bossaso district, Somalia.

1.5 Research questions

i. What is the extent of Non Governmental Organizations participation towards primary education in Bossaso district, Somalia?

ii. How is the quality of Primary education Service delivery in Bossaso district, Somalia?

iii. What is the significant relationship between Non Governmental Organizations participation and the quality of Primary education Service delivery in Bossaso district, Somalia?

1.6 Research hypothesis

There is a significant relationship between non-governmental organizations’ participation and quality of primary education service delivery in Bossaso district, Somalia.
1.7 Scope of the study

1.7.1 Content Scope
In terms of content, non-governmental organizations’ participation (independent variable) was looked at in terms of funding, teacher training and improving access to primary education. Yet the dependent variable (Primary education service delivery) was measured in terms of quality of learning environments, quality of Teachers and quality outcomes.

1.7.2 Geographical Scope
The study was carried out in Primary Schools which are located in Bossaso district, Somalia.

1.7.3 Time Scope
The study covered the period of six months from February 2014 to November 2014.

1.8 Significance of the study
The study will enable the researcher to establish the importance of non-governmental organizations in providing Primary education services.

The study will enable government to realize the importance of non-governmental organizations in achievement of their performance targets in the education field.

The study will form a base for future researchers who would wish to expand the research field into the same or another similar area.
1.9 Operational definition of terms

Non Governmental organizations (NGOs): Organization which operate privately in close consultation with government to provide social services.

Unsatisfied demand: This is unfulfilled demand for education social services in this study.

Heterogeneous society: In this study, this a mixed society with different kinds of people.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction
This chapter presents the theoretical review, conceptual review and reviews of some of the works of different researchers on the relationship between the study variables.

2.1 Theoretical framework
The behavioural theory developed by Shorrocks-Taylor (1998) states that the development of any particular skill is purely a matter of good training and practice and accordingly, that teachers should take an active part in the learning process. Although teaching methods based upon this perspective have proved popular and influential, they are not without critics. Some say that behavioural approaches are too mechanical and simplistic and that they focus on what might be considered ‘symptoms’ of learning difficulties without addressing the underlying causes. Many also believe that these methods are too structured and inhibit the creativity of teaching. However, this review will later indicate there is sufficient evidence for adopting these methods as research findings indicate that students benefit significantly from their use (Casey, 1994).
2.2 Conceptual flame work

Fig 1: A Conceptual framework showing the relationship between NGOs participation and primary education service delivery

A functional regression model derived from the conceptual framework

\[ Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 \]

Where Y = Dependent variable
\( \alpha \) = level of significance (0.05)
B= Beta
X= Independent variables

A conceptual framework in figure 1 illustrates that NGOs participation influence primary education service delivery in Bossaso Somalia. The
independent variable (NGOs participation) was conceptualized/ broken into small constructs such as funding, teacher training and improving access to primary education. Primary education service delivery (dependent variable) was conceptualized in terms of quality of learning environments, quality of Teachers and quality outcomes. The conceptual framework still illustrates that the NGOs participation directly affect the extent of primary education service delivery. However the relationship can be modified by economic climate and nature of Government policy.

Non-governmental organisations participation and quality of primary education service delivery

A non-governmental organization refers to an organization that is neither a part of a government nor a conventional for-profit business. Usually set up by ordinary citizens, NGOs may be funded by governments, foundations, businesses, or private persons. Some avoid formal funding altogether and are run primarily by volunteers. NGOs are highly diverse groups of organizations engaged in a wide range of activities, and take different forms in different parts of the world. Some may have charitable status, while others may be registered for tax exemption based on recognition of social purposes. Others may be fronts for political, religious or other interest groups (United Nations Children’s Fund, 2009).

Funding

The Integrated Capacity Development for Somali Education Administrations (ICDSEA) programme is being implemented by UNICEF in collaboration with CfBT Education Trust and Africa Educational Trust (AET). Through the programme, the capacity of the Ministries of
Education in planning, management and finance is enhanced as part of the effort to attain the Millennium Development Goals and Education for all initiatives. UNICEF and the EU in collaboration with their partners aim to strengthen the capacities of the administrations in strategic planning, policy development, human resources management, organizational development, financial management, quality assurance and girls' education promotion," said Matthew Olins, Chief of Education at UNICEF Somalia. During the launch events, education ministers pledged to utilise the resources provided through the programme in an efficient manner and to ensure better quality education to the community. Dr. Manfred Winnefeld, Technical Advisor for the EU's support for the education sector in Somalia said "The EU is funding the project to the tune of EUR 5,000,000 over three years and this programme supports quality education for all Somali learners". In Somalia, education enrolment rates and literacy levels are among the lowest in the world. The total gross enrolment rate (percentage of eligible children in school) is 30.7 per cent with girls at 25 per cent compared to 37 per cent for boys. Girls continue to have difficulty in accessing and remaining in school with only one in five of the small number of girls who start school in grade one completing a full cycle of primary education. According to the last Primary Education Survey for Somalia for the year 2006 - 2007, there were 465,000 primary school students, 2,083 primary schools and 13,966 teachers, 75 per cent of whom are under or unqualified, and a quarter having only primary school education (Scott Armstrong, 2012).
Teacher Training

The teacher training programs adopted by the NGOs surveyed differ significantly from those offered through the Government system in both style and duration. The NGOs have demonstrated that in-service teacher training is crucial to bring quality improvements. Practice teaching is much more important than lectures. Observation oriented and reflective practices are the hallmark of the NGO teacher training programs. Teacher training by the NGOs surveyed indicate that the “cascade model” of teacher training by the Government is not very effective. Governmental training is usually confined to pedagogy. NGO teachers, on the other hand, are trained to become successful activists, social mobilizers and change agents apart from gaining competence in pedagogy and classroom processes. On-site professional support and continued academic follow-up with teachers are crucial strategies used by all the NGOs for effective implementation of new pedagogic practices. This is a major departure from the norm for Government teachers, who receive practically no in-service training, and when it is provided, it is mainly by way of lectures, away from the school environment, with very little practical demonstration. While the NGOs surveyed used teachers to perform larger community mobilization roles, the Government used teachers as the lowest official functionary by giving them all kinds of non-teaching, administrative tasks (Nicholas, 2002).

The teacher training models evolved by the NGOs had a significant impact on mainstream teacher training institutions. While the NGOs had been requisitioned frequently for conducting training programs, there had been
no attempts to formally incorporate their models within training institutions such as the District Institutes of Education and Training (DIETs). The DIETs have by and large remained unconnected with innovations in primary education and have not been at the cutting-edge of training and support to the teaching community. The DPEP has enabled the creation of Resource Centres at block and cluster levels, which the NGOs found useful to interact with. However, the DIETs did not have strong professional linkages with these institutions in the field. The MV Foundation had so far not worked with a DIET for transfer of its bridge course or the camp model. All the NGOs surveyed have developed intensive ways of working with teachers. Co-opting teachers as partners while undertaking any new methodology in teaching/learning or curriculum development is considered essential and each NGO has its own training model. MVF has a training facility at Chevella mandal in Ranga Reddy district where its volunteer teachers and camp teachers are trained by a resource team of trainers (Grauwe, 2009).

**Improving Access to primary education**

The survey has highlighted the need for specially designed strategies and initiatives for children that are still out of school. The NGOs surveyed demonstrated that specific initiatives to address particular target groups, are required e.g., working children, street children, slum children, children of migrant families and tribal children. In order to accelerate the move towards UEE, it is necessary for the Government to take a strong stance on elementary education as a “child right”. Designing appropriate access strategies is contingent upon the availability of data on the number and
character of the unreached. Governmental and non-Governmental estimates vary, for instance on the number of child labourers, where non-Governmental estimates are more than double than those of the Government. For the urban uneducated, there is a problem of estimation of numbers as Government data collection does not extend to unrecognized colonies. Similarly, remote and school-less habitations and hamlets do not get covered in Government surveys. It is important to use the NGOs and other independent bodies to develop reliable estimates of the out of school children. The Government relies on NGOs to provide schooling to the ‘hardest to reach’. However, as NGO mobilization brings an inflow of children into schools, the Government should back up their efforts by providing timely classroom space and teachers (Finn, 2005).

Quality of learning environments

School infrastructure does influence the quality of various elements of the educational process. The size and organization of classrooms can also influence the instructional method of teachers, for instance, arranging seating in a circle to enable maximum interaction instead of lecturing children sitting in rows. Children’s learning is influenced by the availability of textbooks and learning materials, the space and furniture available for studying. The availability of toilets affects attendance and absenteeism amongst girls, for example. A clean water supply encourages attendance amongst both boys and girls. In a rural school project in Tunisia, developing school infrastructure to be safe and inviting has been a priority alongside teacher capacity building. This has demonstrated encouraging
results with pass rates for grade six students rising from 46 percent in 1991 to 62 percent in 1997 (Gerber, 2008).

**Quality of Teachers**

Teachers are one of the most important factors in helping children learn, unfortunately teachers are frequently poorly prepared for their task. Little attention, emphasis or energy has been put into teacher training. For example, in Uruguay, one of the most prosperous countries in Latin America, 70 percent of teachers have no teacher education, while 12 percent of newly hired teachers in the United States of America enter the classroom without formal courses in education, and 14 percent have not taken enough such courses to meet State standards. Teacher selection and training has tended to favour general knowledge over essential pedagogical skills that help students learn. Observation of teachers in Mexico, India, Guinea, and China indicated that they had not mastered the subject matter they taught nor the pedagogical skills required for good presentation of the material. Ongoing professional development and recurrent teacher training is a critical part of building the teacher’s capabilities, and appropriate instructional style. In fact, investing in teacher training is an assured way to have direct impact on the quality of student’s education. Case studies from Bangladesh, Botswana, Guatemala, Namibia, and Pakistan show that ongoing professional development, especially in the early years after initial preparation and then continuing throughout a career, contribute significantly to student learning and retention. Teacher training and professional development need not be restricted to off-site teacher training. Experiences from UNICEF supported projects indicate that video technology, peer learning and supervisor
observation are all effective and appropriate media for capacity development. Teaching styles in many places, however, remain traditional, teacher centered and fairly rigid or even authoritarian. This ensures that children are afraid to learn by asking questions and instead must passively adapt to the teacher and what is taught (Armstrong, 2012).

**Quality outcomes**

Quality learner outcomes are the intentional and expected effects produced by the educational system. Quality outcomes are what children know and what they can do as well as their attitudes and expectations they have for themselves and their societies. Achievements related to literacy and numeracy represent key educational outcomes. Other achievements of quality education are related to community participation and learner confidence, enhanced life-skills, and the capability to make responsible choices and resolve conflict. The evaluation and assessment of learner outcomes from the standpoint of quality is essential to strengthening and improving educational systems. In Somalia, for example, children were shown to be gaining an inadequate understanding of reading, writing and mathematics. But their learning achievement in life skills was significantly less, which led to the recommendation that “the teaching-learning process in Somalia needs to emphasize more problem-solving skills and the ability to apply knowledge in dealing with real-life problems (Heckman, 2006).
2.3 Related Studies
A study by Mushemeza (2003) relies more on documentary evidence from the ministry of education. Its analysis is more on structures of management, accountability and output rather than the actual finances utilized and lost. Since decentralization is still in an infant stage there are commendable achievement in terms of community involvement, increased enrolment and training of teachers, financial management is still wanting. However the analysis shows that these interventions if well implemented would dramatically improve financial management. These included among others training of teacher’s heads in basic record keeping and accounting skills and that sanctions should be developed for officials who delay submissions of accountability.

The World Development Report (2004) on making services work for poor people argued that the underlying cause of such failures in basic service delivery in developing countries is weak accountability relationships between the state, service providers and the citizens and clients they serve. In the education sector, efforts in developing countries to strengthen these accountability relationships through system reforms have been numerous. However, designs have varied considerably and there has been very little rigorous evaluation of impact on outcomes.

Quality challenges remain in spite of significant increases in the supply of physical resources available in primary education by the government and other donors/partners. We should however be mindful that some regions and districts are constrained by the lack of adequately trained teachers; for example in 2006, Kitgum district advertised 500 positions were and only 210 applications were submitted, but only 180 were deemed suitable.
Also most of the serving teachers are diploma holders and a few have degrees (Higgins, 2009).

In India, 25 percent of teachers at government primary schools absent themselves from work on any given day, and only 50 percent of teachers present in schools are actually engaged in teaching said a World Bank research project on teacher absenteeism. However a National Council of Education Research and Training (NCERT) survey conducted in 20 states in 2005 found that six out of 10 students in Bihar’s classrooms understood what they were being taught; in states like Uttar Pradesh, Goa and Chhattisgarh confirming that teacher absenteeism didn’t affect pupil outcomes (Abhiyan, 2006).

2.4 Research gap
The literature review above outlines the relationship between teacher training and quality outcomes from primary education, it also talked about the quality of learning environments but it did not talk about the relationship between NGOs participation and primary education service delivery in Bossaso Somalia, therefore there is a need to close this gap by the researcher. In a similar way this kind of research is one of its kind in Bossaso Somalia, so the researcher found it necessary to carry out research in this area as it was identified as a geographical gap.
CHAPTER THREE
METHODOLOGY

3.0 Introduction
This chapter introduced the research design, research population, sample size, Sampling Procedure, Research Instrument, Validity and Reliability of the Instrument, Data Gathering Procedures, Data Analysis, Ethical consideration and Limitations to the Study.

3.1 Research Design
The study adopted a descriptive correlational, expost facto and a cross-sectional survey research design. The descriptive correlational design was used to establish the relationship between NGOs participation and primary education service delivery in Bossaso district, Somalia. The expost facto design was used because respondents were asked things which have already happened. The cross-sectional design was employed because; a cross-section of workers of NGOs in Bossaso district, Somalia were selected to participate in the study all at once. It was a survey since many respondents were included in the answering of questionnaires (Amin, 2005).

3.2 Research Population
This study was conducted among 26 local community leaders, 30 head teachers, 99 parents and 48 children (primary seven) which are in total 200. The researcher selected these groups because they had information and experience of the primary education issues in the district, and also understood the obstacles that faced successful implementation of primary
education by NGOs and its importance, therefore the overall study population was 200 respondents.

3.3 Sample Size

In view of the nature of the target population where the number of different sample categories were derived include;

Table 1 showed the respondents of the study with the following categories:
The Sloven’s formula was used to determine the minimum sample size:

\[ n = \frac{N}{1 + N (e)^2} \]

\[ n = \frac{200}{1 + 200(0.05)^2} \]

\[ n = \frac{200}{1 + 200(0.0025)} \]

\[ n = \frac{200}{1 + 0.5} \]

\[ n = \frac{200}{1.5} \]

\[ n = 133.33 \]

\[ n = 133 \]
Table 1:
Respondents of the Study

<table>
<thead>
<tr>
<th>Category of employees</th>
<th>Total Population</th>
<th>Sample Size</th>
<th>Sampling Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local community leaders</td>
<td>26</td>
<td>17</td>
<td>Stratified</td>
</tr>
<tr>
<td>Head teachers</td>
<td>30</td>
<td>20</td>
<td>Stratified</td>
</tr>
<tr>
<td>Parents</td>
<td>99</td>
<td>65</td>
<td>Stratified</td>
</tr>
<tr>
<td>Children (primary seven)</td>
<td>48</td>
<td>31</td>
<td>Purposive</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
<td><strong>133</strong></td>
<td></td>
</tr>
</tbody>
</table>

Source: primary data

3.4 Sampling procedures

The purposive sampling was utilized to select the respondents based on these criteria: Stratified sampling was employed first to identify the workers employed in NGOs and primary schools. Thereafter, random sampling was conducted to select departments where the respondents used to work. Following selection of the sub counties, sampling frame of respondents within each department was obtained a random sampling was employed to select these respondents. A sampling frame from membership registers was used and from the list of qualified respondents chosen based on the inclusion criteria, the systematic random sampling was used to finally select the respondents with consideration to the computed minimum sample size.
3.5 Research Instruments

The questionnaire was used in this study and had three sections, where by section A helped the researcher to collect data on the profile characteristics of respondents.

Section B of the questionnaire involved questions on NGOs participation as the independent variable, and all questions in this questionnaire were closed ended basing on a four point Likert scale ranging from 1= strongly disagree, 2= disagree, 3= agree and 4= strongly agree.

Section C of the questionnaire involved questions on the dependent variable (primary education service delivery). All questions in this questionnaire were also be closed ended and based on a four point Likert scale ranging from one to four, where 1= strongly disagree, 2= disagree, 3= agree and 4= strongly agree.

3.6 Validity and Reliability of the Instrument

3.6.1 Validity

The validity is the extent to which a measurement instrument actually measures what is designed to measure (Amin, 1999). The validity of the instruments of this study referred to the content of the Questionnaire. To make sure that the questionnaire measured what was intended to measure, to ensure the clarity of questions, their effectiveness and the time required to complete the questionnaire, the researcher assessed its content validity and reliability. To test the content validity, the researcher used a panel of ten experienced researchers in the domain in Uganda to assess their suitability and relevancy of the research objectives of the study and research questions. They were asked to assess the validity of
the questions in the questionnaire by ranking them from 1 to 4 against objectives of the study and the research questions. 1-represented strongly disagree, 2-Disagree, 3-Agree, and 4 for strongly agree. From there, a Content Validity Ratio (CVR) and Content Validity Index (CVI) were calculated.

CVR was calculated by subtracting the total number of items judged to strongly disagree (1), and disagree (2) from the total number of items judged to strongly agree (4) and agree (3), thereby dividing them to a half of people asked to judge the questionnaire. This CVI was accepted because normally it should be greater than 0.5, which means that the questionnaire could be administered. For the purpose of this study, using this formula, the CVI calculated was 0.8.
3.6.2 Reliability
Reliability refers to the consistency of a measure. A test is considered reliable if we get the same result repeatedly. In order to test the reliability of the questionnaire, the researcher conducted a preliminary testing of the questionnaire before constructing the final copies to be distributed later in the field for actual data collection. The questionnaire was tested to a selected sample, which the researcher planned to use in the study. Eight people were selected, 2 from each category of respondents and were given questions for testing. This enabled the researcher to improve the questions after getting a value of 0.9.

3.7 Data Gathering Procedures
After attaining a letter from the school of Postgraduate studies, research and evaluation to go and collect data, a formal request to collect data was obtained from the different categories of the respondents.

Upon acceptance, the researcher made an appointment to meet with the respondents to individually get their consent and inform them that a research was being conducted for academic purposes and that their time was needed to fill in the questionnaires. Then the questionnaires were distributed and later on picked from the respondents for analysis.

3.8 Data analysis
The statistical package which was used for analysing data in this study was SPSS version 21.0. Different statistical techniques were used namely: Data on profile of respondents was analysed using simple frequencies and percentage distributions. Means were used to determine the extent of NGOs participation and the extent of primary education service delivery.
An item analysis helped the researcher to identify the strengths and weaknesses in the study from which conclusions were derived. The following numerical values and response modes were used to interpret the means;

<table>
<thead>
<tr>
<th>Mean range</th>
<th>Response range</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.26 - 4.00</td>
<td>strongly agree</td>
<td>Very satisfactory</td>
</tr>
<tr>
<td>2.51 - 3.25</td>
<td>Agree</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>1.76 - 2.50</td>
<td>Disagree</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>1.00 - 1.75</td>
<td>Strongly disagree</td>
<td>Very unsatisfactory</td>
</tr>
</tbody>
</table>

The Pearson’s Linear Correlation Coefficient (PLCC) was used to determine the significant relationship between the extent of NGOs participation and the extent of primary education service delivery, and to test the null hypothesis of the study.

**3.9 Ethical Consideration**

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

The researcher got a transmittal letter from College of Higher Degrees and Research and Research which help me to introduced to the place where am going to carryout research. The questionnaire was anonymous and the responses in the questionnaire were confidential. Informal consent was got from the respondents to participate in the research.
3.10 Limitations of the Study

The anticipated threats to validity in this study were as follows:

- Some key informants were revealed in detail the gaps and deficiencies that could affect its success; this could affect the content validity of the first research question.

- The research environments were classified as uncontrolled settings where extraneous variables could influence on data gathered such as comments from other respondents, anxiety, stress, motivation on the part of the respondents while on the process of answering the questionnaires.

- Testing: the use of research assistants that rendered inconsistencies such as differences in conditions and time when data was obtained from respondents. This was minimized by orienting and briefing the research assistants on the data gathering procedures.

- Instrumentation: the research tools were non-standardized hence a validity and reliability test were done to arrive at a reasonable measuring tool.
CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter shows the profile information of respondents, the extent of NGOs participation, extent of primary education service delivery and the significant relationship between the extent of NGOs participation and primary education service delivery in Bossaso Somalia.

4.1 Profile of respondents

Respondents were asked to provide information regarding their gender, age and education level, their responses were summarized using frequencies and percentage distributions as indicated in table1 below;

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>91</td>
<td>68.4</td>
</tr>
<tr>
<td>Female</td>
<td>42</td>
<td>31.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>133</td>
<td>100</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>below 19 years</td>
<td>16</td>
<td>12.0</td>
</tr>
<tr>
<td>20-30 years</td>
<td>36</td>
<td>27.1</td>
</tr>
<tr>
<td>31-40 years</td>
<td>53</td>
<td>39.8</td>
</tr>
<tr>
<td>41-50 years</td>
<td>28</td>
<td>21.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>133</td>
<td>100</td>
</tr>
<tr>
<td><strong>Educational qualification</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>Diploma</td>
<td>81</td>
<td>60.9</td>
</tr>
<tr>
<td>Bachelors degree</td>
<td>41</td>
<td>30.8</td>
</tr>
<tr>
<td>Masters's degree</td>
<td>10</td>
<td>7.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>133</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Primary Data, 2014
Table 1 denoted that majority of the respondents in this sample were male 91 (68.4%) as compared to 42 (31.6%) who were female, hence observing that there is a big gender gap among citizens in Bossaso Somalia.

Regarding age, results in table 1 revealed that majority of respondents in this sample ranged between 31-40 years of age, this also implied that that majority of respondents in this sample were in their middle adulthood and constituted 39.8%, these were followed by those between 20-30 years of age constituting 27.1%, indicating that these were in their early adulthood.

With respect to education qualification; the study further showed that diploma holders (60.9%) dominated this study, Bachelors degree were 41 (30.8%) and these were followed by Masters’ degree holders (7.5%), hence observing that majority of respondents in this sample were relatively qualified in academics.

**Extent of NGOs participation**

The independent variable in this study was NGOs participation, this variable (IV) was broken into three constructs and these are; funding (with four questions), teacher training (with four questions) and improving access to primary education (with four items/questions). Each of these questions was based on a four point Likert scale where respondents were asked to rate the extent to which Non government organizations participate in primary education service delivery by indicating the extent
to which they agree or disagree with each question, SPSS 16.0 was used to analyse their responses and summarized using means and ranks as indicated in Tables 2.

Table 2

<table>
<thead>
<tr>
<th>Extent of NGOs participation</th>
<th>Mean</th>
<th>Interpretation</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Funding</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NGOs always provide education scholarship to primary students in Bossaso</td>
<td>3.44</td>
<td>Very Satisfactory</td>
<td>1</td>
</tr>
<tr>
<td>NGOs have provided education materials primary schools in Bossaso, Somalia</td>
<td>2.89</td>
<td>Satisfactory</td>
<td>2</td>
</tr>
<tr>
<td>NGOs have provided timely classroom space and teachers to primary schools in Bossaso, Somalia</td>
<td>2.78</td>
<td>Satisfactory</td>
<td>3</td>
</tr>
<tr>
<td>NGOs have set up primary schools in Bossaso, Somalia</td>
<td>2.08</td>
<td>Unsatisfactory</td>
<td>4</td>
</tr>
<tr>
<td><strong>Average mean</strong></td>
<td>2.78</td>
<td>Satisfactory</td>
<td></td>
</tr>
<tr>
<td><strong>Teacher training</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NGOs have provided free teacher training programs to primary teachers in Bossaso Somalia</td>
<td>3.34</td>
<td>Very Satisfactory</td>
<td>1</td>
</tr>
<tr>
<td>The in-service teacher training programs provided by NGOs has brought quality improvement in primary education</td>
<td>3.07</td>
<td>Satisfactory</td>
<td>2</td>
</tr>
<tr>
<td>The teacher training programs provided by NGOs differ significantly from those provided by Government Somalia</td>
<td>2.53</td>
<td>Satisfactory</td>
<td>3</td>
</tr>
<tr>
<td>The teacher training programmes have helped primary teachers also to perform larger community mobilization roles</td>
<td>2.40</td>
<td>Satisfactory</td>
<td>4</td>
</tr>
<tr>
<td><strong>Average mean</strong></td>
<td>2.84</td>
<td>Satisfactory</td>
<td></td>
</tr>
<tr>
<td><strong>Improving access to primary education</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NGOs have made sure that even street children in Bossaso also receive primary education</td>
<td>3.62</td>
<td>Very Satisfactory</td>
<td>1</td>
</tr>
<tr>
<td>NGOs always make sure that even children from migrant families also receive quality primary education services</td>
<td>3.29</td>
<td>Very Satisfactory</td>
<td>2</td>
</tr>
<tr>
<td>The NGOs have made sure that those even working children in Bossaso primary education services by fighting their rights.</td>
<td>2.90</td>
<td>Satisfactory</td>
<td>3</td>
</tr>
<tr>
<td>NGOs have setup primary schools in remote and school-less habitations in Bossaso, Somalia</td>
<td>2.23</td>
<td>Unsatisfactory</td>
<td>4</td>
</tr>
<tr>
<td><strong>Average mean</strong></td>
<td>3.01</td>
<td>Satisfactory</td>
<td></td>
</tr>
<tr>
<td><strong>Overall mean</strong></td>
<td>2.88</td>
<td>Satisfactory</td>
<td></td>
</tr>
</tbody>
</table>

*Source: Primary Data, 2014*
Key for interpretation of means

<table>
<thead>
<tr>
<th>Mean range</th>
<th>Response range</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.26 - 4.00</td>
<td>strongly agree</td>
<td>Very satisfactory</td>
</tr>
<tr>
<td>2.51 - 3.25</td>
<td>agree</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>1.76 - 2.50</td>
<td>disagree</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>1.00 - 1.75</td>
<td>strongly disagree</td>
<td>Very unsatisfactory</td>
</tr>
</tbody>
</table>

Results in Table 2 denoted that the extent of NGOs participation in primary education in Bossaso Somalia is generally satisfactory and this was indicated by the overall mean of 2.88, implying that NGOs have demonstrated effective grassroots action to enhance the quality of basic primary education and have also influenced mainstream education through replication of their models and through policy dialogue with the Government.

Regarding funding; results indicate that the extent of funding was rated as satisfactory and this was indicated by the average mean (mean=2.78), implying that the NGOs always provide education scholarships to primary students in Bossaso, Somalia.

With respect to Teacher training; results in table 2 indicated that four items were used to measure this construct and it was also rated satisfactory on average and this was indicated by the average mean of 2.84, implying that the NGOs have provided free teacher training programs to primary teachers in Bossaso Somalia.
Improving access to primary education; results in table 2 connoted that improving access to primary education as the last construct on credit accessibility was measured using four items (questions) and it was rated satisfactory on average (mean=3.01), implying that NGOs have provided primary education even to street children in Bossaso Somalia.

**Extent of Primary education service delivery**

Primary education service delivery is the dependent variable in this study and was broken into three constructs and these are; quality of learning environment (with four questions), quality of teachers (with four items) and Quality outcomes (with three questions). Each of these questions was based on a four point Likert scale and respondents were asked to rate the extent of primary education service delivery by indicating the extents to which they agree or disagree with each question, their responses were analyzed using SPSS and summarized using means as indicated in Table 3;
Table 3
Extent of Primary education service delivery

<table>
<thead>
<tr>
<th>Items on Primary education service delivery</th>
<th>Mean</th>
<th>Interpretation</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality of learning environment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The primary schools in buzssaso have got a well developed infrastructure which provides high quality learning environment.</td>
<td>3.74</td>
<td>Very Satisfactory</td>
<td>1</td>
</tr>
<tr>
<td>The primary schools have got enough and clean toilets which favor students learning.</td>
<td>2.89</td>
<td>Satisfactory</td>
<td>2</td>
</tr>
<tr>
<td>Student in primary schools in buzssaso always access clean water encourages them to attend classes every day</td>
<td>2.76</td>
<td>Satisfactory</td>
<td>3</td>
</tr>
<tr>
<td>The primary schools in Bossaso have got number classrooms which can accommodate large number of students</td>
<td>2.41</td>
<td>Unsatisfactory</td>
<td>4</td>
</tr>
<tr>
<td><strong>Average mean</strong></td>
<td>2.95</td>
<td>Satisfactory</td>
<td></td>
</tr>
<tr>
<td><strong>Quality of teachers</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teachers in primary schools of Bossaso have got enough skills of teaching that helps students learn</td>
<td>3.37</td>
<td>Very Satisfactory</td>
<td>1</td>
</tr>
<tr>
<td>The teachers in Bossaso primary schools always attend teacher training programmes provided to them by NGO's</td>
<td>2.62</td>
<td>Satisfactory</td>
<td>2</td>
</tr>
<tr>
<td>The primary teachers in Bossaso Somalia always go to class when they are well prepared</td>
<td>2.59</td>
<td>Satisfactory</td>
<td>3</td>
</tr>
<tr>
<td>Teachers in primary schools of Bossasso have attended enough education courses which meet the state standards</td>
<td>1.91</td>
<td>Unsatisfactory</td>
<td>4</td>
</tr>
<tr>
<td><strong>Average mean</strong></td>
<td>2.62</td>
<td>Satisfactory</td>
<td></td>
</tr>
<tr>
<td><strong>Quality outcomes</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The education services provided by primary schools in Bossaso have enhanced life skills to students</td>
<td>3.48</td>
<td>Very Satisfactory</td>
<td>1</td>
</tr>
<tr>
<td>Primary schools in Bossaso have equipped students with confidence</td>
<td>2.63</td>
<td>Satisfactory</td>
<td>2</td>
</tr>
<tr>
<td>In Bossaso Somalia, the primary schools equip all students with understanding mathematics</td>
<td>2.15</td>
<td>Unsatisfactory</td>
<td>3</td>
</tr>
<tr>
<td><strong>Average mean</strong></td>
<td>2.75</td>
<td>Satisfactory</td>
<td></td>
</tr>
<tr>
<td><strong>Overall mean</strong></td>
<td>2.77</td>
<td>Satisfactory</td>
<td></td>
</tr>
</tbody>
</table>

Source: Primary Data, 2014
Results in table 3 indicated that the extent of primary education service delivery is generally high and this was indicated by the overall mean of 2.77, which implies that the basic aim of primary schools in Bossaso is to organize, ensure and offer all children regardless of age, gender, family or social background and intellectual abilities; learning opportunities that allows them to achieve a balanced cognitive, emotional and psychomotor development.

Quality of learning environment; as the first construct on the dependent variable was measured using four items/questions and it was rated satisfactory on average (mean=2.95), implying that the primary schools in Bossaso have got a well developed infrastructure which provides high quality learning environment to children.

Concerning quality of teachers, results in table 3 indicate that this construct was also rated satisfactory on average and this was indicated by the average mean of 2.62, implying that the teachers in primary schools of Bossaso have got enough skills of teaching that helps students learn.

Quality outcomes; this variable was measured using three constructs and it was rated satisfactory on average (mean=2.75), hence implying that the education services provided by primary schools in Bossaso have enhanced life skills to students.

**Significant relationship between NGOs participation and Primary education service delivery in Bossaso district, Somalia**

The last objective in this study was to establish whether there is a significant relationship between NGOs participation and Primary education
service delivery in Bossaso Somalia. The researcher stated a null hypothesis that there is a significant relationship between NGOs participation and Primary education service delivery in Bossaso Somalia. Therefore to achieve this objective and to test this null hypothesis, the researcher correlated the means on NGOs participation and that on Primary education service delivery by using the Pearson's Linear Correlation Coefficient as indicated in table 4 below;

**Table 4**

<table>
<thead>
<tr>
<th>Variables correlated</th>
<th>r-value</th>
<th>Sig</th>
<th>Interpretation</th>
<th>Decision on Ho</th>
</tr>
</thead>
<tbody>
<tr>
<td>NGOs participation Vs Primary education service delivery</td>
<td>.442</td>
<td>.000</td>
<td>Significant correlation</td>
<td>Rejected</td>
</tr>
</tbody>
</table>

*Source: Primary Data, 2014*

Results in Table 4 indicated a positive significant relationship between NGOs participation and Primary education service delivery in Bossaso Somalia, since the sig. value (0.000) was less than 0.05 and which is the maximum level of significance required to declare a significant relationship in social science. This implies that the NGOs’ participation in primary education system leads improvement in primary education service delivery in Bossaso, Somalia.
Regression Analysis

Table 5

Regression Analysis between the Dependent and Independent Variables

<table>
<thead>
<tr>
<th>Variables regressed</th>
<th>Adjusted $r^2$</th>
<th>F-value</th>
<th>Sig.</th>
<th>Interpretation</th>
<th>Decision on $H_0$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary education service delivery VS NGOs participation</td>
<td>.693</td>
<td>29.116</td>
<td>.000</td>
<td>Significant effect</td>
<td>Rejected</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coefficients</th>
<th>Beta</th>
<th>t-value</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>9.335</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Funding</td>
<td>.567</td>
<td>7.683</td>
<td>.000</td>
</tr>
<tr>
<td>Teacher training</td>
<td>.424</td>
<td>5.755</td>
<td>.000</td>
</tr>
<tr>
<td>Improving access to primary education</td>
<td>.361</td>
<td>4.959</td>
<td>.000</td>
</tr>
</tbody>
</table>

Source: Primary Data, 2014

Regression analysis results in table 5 above revealed that NGOs participation accounted for 69.3% on extent of Primary education service delivery in Bossaso Somalia and this was indicated by adjusted $r$ squared of 0.693 leading to a conclusion that NGOs participation significantly affect the extent of Primary education service delivery in Bossaso Somalia. The coefficients table further indicated that among all the aspects of NGOs participation, funding accounted for the biggest influence on Primary education service delivery in Bossaso Somalia ($\beta=0.567$, Sig=0.000).
CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction
This chapter presents the findings, conclusions, recommendations and suggested areas that need further research following the study objectives and study hypothesis.

5.1 Discussions
This study was set to find out the relationship between extent of NGOs participation and Primary education service delivery in Bossaso Somalia, three specific objectives guided this study and these were i) determining the extent of Non Governmental Organizations participation towards primary education in Bossaso, Somalia; ii) to examine the quality of Primary education Service delivery in Bossaso Somalia and (iii) the relationship between the extent of NGOs participation and Primary education service delivery in Bossaso Somalia. The findings of the study indicated that majority of respondents in this sample ranged between 31-40 years and these were male (68.4%) and had only attained diploma as their highest academic qualification (60.9%).

Data analysis using means indicated that the extent of NGOs participation in primary education in Bossaso Somalia was rated satisfactory on average (mean=2.88), implying that that NGOs have demonstrated effective grassroots action to enhance the quality of basic primary education and have also influenced mainstream education through replication of their models and through policy dialogue with the Government.
The extent of funding as the construct on the independent variable (IV) was rated satisfactory on average (mean=2.78), implying that the NGOs always provide education scholarships to primary students in Bossaso, Somalia, this is also agrees with Scott Armstrong (2012) who noted that the Integrated Capacity Development for Somali Education Administrations (ICDSEA) programme is being implemented by UNICEF in collaboration with CfBT Education Trust and Africa Educational Trust (AET). Through the programme, the capacity of the Ministries of Education in planning, management and finance is enhanced as part of the effort to attain the Millennium Development Goals and Education for all initiatives. UNICEF and the EU in collaboration with their partners aim to strengthen the capacities of the administrations in strategic planning, policy development, human resources management, organizational development, financial management, quality assurance and girls' education promotion," said Matthew Olins, Chief of Education at UNICEF Somalia (Scott Armstrong, 2012).

The extent of Teacher training; this construct was measured using four items (questions) and results indicated that it was rated satisfactory on average (mean=2.84), hence confirming that the NGOs have provided free teacher training programs to primary teachers in Bossaso Somalia, this also agrees with Nicholas (2002) who noted that on-site professional support and continued academic follow-up with teachers are crucial strategies used by all the NGOs for effective implementation of new pedagogic practices. This is a major departure from the norm for Government teachers, who receive practically no in-service training, and when it is provided, it is mainly by way of lectures, away from the school.
environment, with very little practical demonstration. While the NGOs surveyed used teachers to perform larger community mobilization roles, the Government used teachers as the lowest official functionary by giving them all kinds of non-teaching, administrative tasks (Nicholas, 2002).

Concerning improving access to primary education; results in table two indicated that improving access to primary education as the last construct on NGOs participation was measured using four items and it was rated satisfactory on average (mean=3.01), implying that that NGOs have provided primary education even to street children in Bossaso Somalia, this is also in agreement with Finn (2005) who noted that the NGOs surveyed demonstrated that specific initiatives to address particular target groups, are required e.g, working children, street children, slum children, children of migrant families and tribal children. Designing appropriate access strategies is contingent upon the availability of data on the number and character of the unreached. Governmental and non-Governmental estimates vary, for instance on the number of child labourers, where non-Governmental estimates are more than double than those of the Government. For the urban uneducated, there is a problem of estimation of numbers as Government data collection does not extend to unrecognized colonies. Similarly, remote and school-less habitations and hamlets do not get covered in Government surveys. It is important to use the NGOs and other independent bodies to develop reliable estimates of the out of school children (Finn, 2005).

The extent of primary education service delivery is generally high and this was indicated by the overall mean of 2.77, hence implying that the basic
aim of primary schools in Bossaso is to organize, ensure and offer all children regardless of age, gender, family or social background and intellectual abilities; learning opportunities that allows them to achieve a balanced cognitive, emotional and psychomotor development.

The quality of learning environment was measured using four items/questions and it was rated high on average (mean=2.95), hence implying that the primary schools in Bossaso have got a well developed infrastructure which provides high quality learning environment to children, this is also in line with Gerber (2008) who noted that the school infrastructure does influence the quality of various elements of the educational process, he also added that the size and organization of classrooms can also influence the instructional method of teachers, for instance, arranging seating in a circle to enable maximum interaction instead of lecturing children sitting in rows. Children’s learning is influenced by the availability of textbooks and learning materials, the space and furniture available for studying. The availability of toilets affects attendance and absenteeism amongst girls, for example, a clean water supply encourages attendance amongst both boys and girls. In a rural school project in Tunisia, developing school infrastructure to be safe and inviting has been a priority alongside teacher capacity building. This has demonstrated encouraging results with pass rates for grade six students rising from 46 percent in 1991 to 62 percent in 1997 (Gerber, 2008).
The quality of teachers was rated satisfactory on average and this was indicated by the average mean of 2.62, hence implying that the teachers in primary schools of Bossaso have got enough skills of teaching that helps students learn, this finding is also in line with Armstrong (2012) who noted that teachers are one of the most important factors in helping children learn, unfortunately teachers are frequently poorly prepared for their task. Teacher selection and training has tended to favour general knowledge over essential pedagogical skills that help students learn. Ongoing professional development and recurrent teacher training is a critical part of building the teacher's capabilities, and appropriate instructional style. In fact, investing in teacher training is an assured way to have direct impact on the quality of student's education (Armstrong, 2012).

The quality outcomes was found to be high on average (mean=2.75), hence implying that the education services provided by primary schools in Bossaso have enhanced life skills to students, this finding is in line with Heckman (2006) who noted that quality outcomes are what children know and what they can do as well as their attitudes and expectations they have for themselves and their societies. Achievements related to literacy and numeracy represent key educational outcomes. Other achievements of quality education are related to community participation and learner confidence, enhanced life-skills, and the capability to make responsible choices and resolve conflict. In Somalia, for example, children were shown to be gaining an inadequate understanding of reading, writing and mathematics. But their learning achievement in life skills was significantly
less, which led to the recommendation that "the teaching-learning process in Somalia needs to emphasize more problem-solving skills and the ability to apply knowledge in dealing with real-life problems (Heckman, 2006).

The findings also indicated a positive and significant relationship between the extent of NGOs participation and Primary education service delivery in Bossaso Somalia, \( r = .442 \) & Sig=0.000 respectively), this is because the significant value was less than 0.05, which is the maximum level of significance required to declare a relationship significant.

5.2 Conclusions
From the findings of the study, the researcher concluded that majority of respondents in this sample ranged between 31-40 years and these were male (68.4%) and had only attained diploma as their highest academic qualification (60.9%).

The extent of NGOs participation in primary education in Bossaso district, Somalia was rated satisfactory, hence concluding that NGOs have demonstrated effective grassroots action to enhance the quality of basic primary education and have also influenced mainstream education through replication of their models and through policy dialogue with the Government.

The extent of primary education service delivery is generally high, hence concluding that the basic aim of primary schools in Bossaso district is to organize, ensure and offer all children regardless of age, gender, family or
social background and intellectual abilities; learning opportunities that allows them to achieve a balanced cognitive, emotional and psychomotor development.

There is a positive and significant relationship between the extent of NGOs participation and Primary education service delivery in Bossaso district, Somalia \((r= .442 \text{ & Sig}=0.000\) respectively), hence concluding that the NGOs’ participation in primary education system leads improvement in primary education service delivery in Bossaso district, Somalia.

### 5.3 Recommendation

There are, however a number of actions that can be taken going forward, including:

The government needs to comply with its reporting obligations under the international human rights treaties, in particular on the right to education

1. There is a need to develop policy instruments to operationalise the new Education Act (2011) while its review is going on. The urgency with which the Act’s implementation should be implemented is dictated by the need to meet some of the international education goals whose deadline is imminent.

2. The government needs to adequately fund the Central Statistical Office (CSO) and provide sufficient staff in order to improve education data collection, analysis and publication.
3. Planning and budgeting for education should be integrated more closely so that budgeting is target specific and in line with the Annual Strategic Plan and five-year plans.

4. Conditions of service for teachers need to be improved and remuneration packages should be more attractive to invite and keep individuals in the teaching profession.

5. The engagement of civil society as an oversight structure, along with local-level governance and management structures such as School Boards/Management Committees, parent–teacher associations and the media, need to be strengthened.

5.4 Areas for further research

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

1. Funding and primary education service delivery in Bossaso district, Somalia.

2. NGOs participation in primary education and quality of learning environments in primary schools in Bossaso district, Somalia.

3. Teacher training and primary education service delivery among primary schools in Bossaso district, Somalia.
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APPENDICES

Appendix (I) QUESTIONNAIRE

Date:

Dear Respondent,

I am a student at Kampala International University studying a Master of Arts in Project Planning and Management, this questionnaire has been prepared for data collection concerning “non Governmental organization participation and primary education service delivery in Bossaso, Somalia ”. The purpose of the questionnaire is only for academic reasons and the information you provide treated with utmost will be confidentially. I kindly request you to answer the questions fully and honestly. Your assistance will be highly Appreciated Direction: Please tick in the blanks provided as your response.

SECTION A: Profile of respondents

1. **Age**: (a) below 19 years, (b) 20-30 years, (c) 31-40 years, (d) 41-50 years, (e) 51 and above

2. **Gender**
   - (1) Male
   - (2) Female

3. **Educational qualification**
   1) Certificate
   2) Diploma
   3) Bachelors degree
4) Master’s degree ( )
5) PhD ( )

4. Number of years spent in the business
a) Below 1 year
b) 2-5 years
c) 6-9 years
d) 10 years and above

SECTION B: NGOs participation

SECTION A: Profile of respondents

1. Age: (a) below 19 years, (b) 20-30 years, (c) 31-40 years, (d) 41-50 years, (e) 51 and above

2. Gender
   _____ (1) Male
   _____ (2) Female

3. Educational qualification
   1) Certificate ( )
   2) Diploma ( )
   3) Bachelors degree ( )
   4) Master’s degree ( )
   5) PhD ( )
**SECTION B: NGOs participation**

<table>
<thead>
<tr>
<th>No.</th>
<th>NGOs participation</th>
<th>Scale</th>
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<tbody>
<tr>
<td></td>
<td><strong>Funding</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NGOs have provided education materials primary schools in Bossaso Somalia</td>
<td>1 2 3 4</td>
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<tr>
<td></td>
<td>NGOs always provide education scholarship to primary students in Bossaso</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td></td>
<td>NGOs have set up primary schools in Bossaso Somalia</td>
<td>1 2 3 4</td>
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<tr>
<td></td>
<td>NGOs have provided timely classroom space and teachers to primary schools in Bossaso, Somalia</td>
<td>1 2 3 4</td>
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<tr>
<td></td>
<td><strong>Teacher training</strong></td>
<td></td>
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<tr>
<td></td>
<td>The teacher training programs provided by NGOs differ significantly from those provided by Government Somalia</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td></td>
<td>NGOs have provided free teacher training programs to primary teachers in Bossaso Somalia</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td></td>
<td>The in-service teacher training programs provided by NGOs has brought quality improvement in primary education</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td></td>
<td>The teacher training programmes have helped primary teachers to also to perform larger community mobilization on roles</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td></td>
<td><strong>Improving access to primary education</strong></td>
<td></td>
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<tr>
<td></td>
<td>The NGOs have made sure that those even working children in Bossaso primary education services by fighting their rights.</td>
<td>1 2 3 4</td>
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<td></td>
<td>NGOs have made sure that even street children in Bossaso also receive primary education</td>
<td>1 2 3 4</td>
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<tr>
<td></td>
<td>NGOs always make sure that even children from migrant families also receive quality primary education services</td>
<td>1 2 3 4</td>
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<tr>
<td></td>
<td>NGOs have setup primary schools in remote and school-less habitations in Bossaso, Somalia.</td>
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### SECTION C: Primary education service delivery

<table>
<thead>
<tr>
<th>No.</th>
<th>Quality of learning environment</th>
<th>Scale</th>
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<tbody>
<tr>
<td></td>
<td>The primary schools in Bossaso got large number of classrooms which can accommodate large number of students.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td></td>
<td>The primary schools have got enough and clean toilets which favor students learning.</td>
<td>1 2 3 4</td>
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<tr>
<td></td>
<td>Students in primary schools in Bossaso always access clean water which encourages them to attend classes every day.</td>
<td>1 2 3 4</td>
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<tr>
<td></td>
<td>The primary schools in Bossaso have got a well developed infrastructure which provides high quality learning environment.</td>
<td>1 2 3 4</td>
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<thead>
<tr>
<th>Quality of teachers</th>
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<tbody>
<tr>
<td>The primary teachers in Bossaso Somalia always go to class when they are well prepared.</td>
</tr>
<tr>
<td>The teachers in primary schools of Bossaso have got enough skills of teaching that helps students learn.</td>
</tr>
<tr>
<td>The teachers in Bossaso primary schools always attend teacher training programmes provided to them by NGO's</td>
</tr>
<tr>
<td>Teachers in primary schools of Bossaso have attended enough education courses which meet the state standards.</td>
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</tbody>
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<tr>
<th>Quality outcomes</th>
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<tbody>
<tr>
<td>Primary schools in Bossaso have equipped students with confidence</td>
</tr>
<tr>
<td>The education services provided by primary schools in Bossaso have enhanced life skills to students</td>
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<tr>
<td>In Bossaso Somalia primary schools equip students with understanding mathematics.</td>
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</table>

**Thanks**