

**EDUCATION PROJECTS AND THE PERFORMANCE  
OF SELECTED PRIMARY SCHOOLS  
IN MOGADISHU, SOMALIA**

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In Partial Fulfillment of the Requirements for the Degree  
Master of Project Planning and Management

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By:

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## DECLARATION A

"This dissertation is my original work and has not been presented for a Degree or any other academic award in any University or Institution of Learning".

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30/6/2011  
Date

## DECLARATION B

"I confirm that the work reported in this thesis was carried out by the candidate under my supervision".


Dr. Innocent Katorokire (PhD)

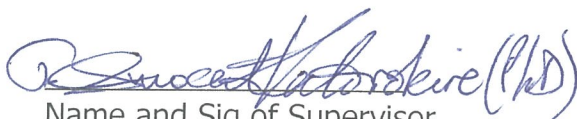
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## APPROVAL SHEET

This dissertation entitled "Education Projects and the Performance of Selected Primary Schools in Mogadishu, Somalia" prepared and submitted by Mohamed Hassan Mohamed in partial fulfillment of the requirements for the degree of Master of Arts in Project planning and Management has been examined and approved by the panel on oral examination with a grade of PASSED.

  
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## **DEDICATION**

I dedicate to this thesis to my father Hassan Mohamed and my mother Zahra Mo'allin Abdi to an appreciation of their guidance and blessings during the course of pursuing this.

## **ACKNOWLEDGEMENT**

This thesis is in a fact result of me, loving and understanding people and this is the product which owns the assistance of many people; without of those efforts this work would have not performed. Due a limited space all the people cannot be mentioned, nevertheless, I appreciate efforts in respects.

Especial commendation goes to Fr Innocent Katokire my committed supervisor and role model of excellent importing knowledge, continuous guidance and support especially when the process would get tough, his patience with me especially in the last moments of this work.

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Lastly to all of you, who wished me good luck, may Allah rewards you inspiringly.

## **ABSTRACT**

After former government of Somalia throw out in 1991, all educational institutions have collapsed, due to lack of government, budget for education, salaries for teachers, and funds for rehabilitating schools in Somalia.

International donors started to provide some limited support through United Nations agencies by financing many educational projects including primary school projects and their focus was almost entirely on the goals of improving enrolment and retention in primary schools.

The crucial aspect of wastage in education system is dropout of pupils and this has caused problems to the individual life, parents, governments and the society.

The main objective of the study was to examine education projects and the performance of selected primary schools in Mogadishu, specifically to identify the consequences of dropout to the community in funded schools, to explore causes of dropout and to recommend the possible ways of reducing the number of dropouts. The study employed a descriptive research design; data was collected from 76 respondents using questionnaires. Data were analyzed using Ms Excel application software and statistics to present findings.

On the basis findings the following were emerged: early marriage, gender and perception of the value of education were identified as factor that affects dropout in primary schools. Also the study suggest the way forwards and possible ways of reducing of dropouts in selected funding primary schools in Somalia included student motivation, community involvement .

The study reccomends first that there is a need for sensitization of the pupils on the implication of early dating and marrigae through parent discipline, Second there should be no gender differnces; parents, should birdge the gap of differntial treatment among their children,third the two sexes should be given equal growth and dvelopment of potential that can cause them to became self-reliant to themsleves and lastly In case of parnets perception to the value of education, the key concepts here include awareness, campagins, parental education and parent participation in the structure and the management of the schools.

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## **CHAPTER ONE**

### **THE PROBLEM AND ITS SCOPE**

#### **Background of the study**

Following the outbreak of the Somali Civil War in 1991, the task of running schools in Somalia was initially taken up by community education committees who established 94% of the local schools. Numerous problems had arisen with regard to access to education in rural areas and along gender lines, quality of educational provisions, responsiveness of school curricula, educational standards and controls, management and planning capacity, and financing (UNESCO, 2010).

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 pupils 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 (UNESCO, 2010).

Currently only about 19.9% per cent of Somali children are in school. According to the Survey of Primary Schools in Somalia, 285,574 children were enrolled in primary schools. This was a 5.7% increase from the previous year. Of those enrolled only 35% are girls (UNESCO, 2010).

As per the latest survey there were 9,088 teachers of whom only 1,210 (13%) were female with one teacher having about 31 students per class in average. There are 1,172 operational schools in Somalia (UNESCO, 2010).

Western donors support a considerable number of schools in Somalia, and also its partners and local authorities have been collecting data on primary education through annual school surveys, made possible in part by funding support from the European Commission and the majority of financial support to education in Somalia is provided by Arab donors, primarily by Arab governments and Islamic charities, either operating schools themselves or providing funding to Somali education NGOs (UNICEF, 2006).

Without a central government for most of the last 20 years, the task of running schools has mostly fallen on community education committees who were established 94% of the schools in Somalia (UNICEF, 2006).

Somalia has adopted the 8-4-4 education system with eight years of primary education, four year of secondary, and four years of undergraduate studies. The Ministry of Education is responsible for primary, secondary, technical, vocational, primary and technical teacher training, and non-formal education. The Ministry of Higher Education and Culture oversees secondary teacher-training colleges, the Somali Academy for Science and Arts, the National Museum, and the National Library (UNICEF, 2006).

Education and formal classroom learning opportunities are limited and unavailable for a majority of children in Somalia. There have been substantial increases in the number of operational schools and in enrolment rates since the transitional federal government came to power in 2009, but considerable disparities in the quality of and access to primary education are still problematic in parts of the country because of the socio-economic, cultural, and political realities (UNICEF, 2006).

## **Statement of the problem**

After former government of Somalia throw out in 1991, all educational institutions have collapsed, due to lack of government, budget for education, salaries for teachers, and funds for rehabilitating schools in Somalia.

International donors started to provide some limited support through United Nations agencies by financing many educational projects including primary school projects and their focus was almost entirely on the goals of improving enrolment and retention in primary schools.

The crucial aspect of wastage in education system is dropout of pupils and this has caused problems to the individual life, parents, governments and the society.

With the knowledge of the existence dropouts in primary schools, it is needful to carry out a research whether these problems actually responsible for school dropouts among primary schools, significantly or not. Therefore the problem in a question how dropouts affect the performance of selected primary schools in Mogadishu, Somalia.

## **Purpose of the study**

The main purpose of this study was to examine the perceived factors responsible for dropouts in primary schools in Mogadishu, Somalia.

## **Research objectives**

1. To identify the consequences of dropouts to the community in selected funded schools in Mogadishu, Somalia
2. To explore the causes of dropouts in selected funded schools in Mogadishu, Somalia
3. To recommend the possible ways of reducing the number dropouts in selected funded schools in Mogadishu, Somalia

## **Research questions**

1. What are the consequences of dropouts to the community in selected funding schools in Mogadishu, Somalia?
2. What are the causes of dropouts in selected funding schools in Mogadishu, Somalia?
3. What are the possible ways of reducing the number dropouts in selected funding schools in Mogadishu, Somalia

## **Scope of the Study**

### **Content Scope**

The study was concentrated on identifying the number of dropouts in selected funding primary school, causes of dropouts in those schools and recommending the possible solutions of those funded schools in Mogadishu, Somalia.

### **Geographical Scope**

This study was conducted in Mogadishu city the capital of Somalia the area located in Mogadishu southern Somalia.

### **Time scope**

The study was concentrated between 2006 and 2010.



## **Significance of the Study**

This study will contribute to provide a better understanding by implementers, parents, government and funded donors to know the causes of student dropouts and the possible ways of reducing the dropouts for the selected funded schools.

The findings may also contribute to the existing information or literature that may be used academicians who may wish to carry out further studies on a related subject matter.

## **Operational Definitions of Key Terms**

**Dropout:** is generally considered to be a student who has withdrawn from a school without graduating or completing a program of studies for any reason except death or transfer.

**Project** is a temporary activity with a starting date, specific goals and conditions, defined responsibilities, a budget, a planning, a fixed end date and multiple parties involved.

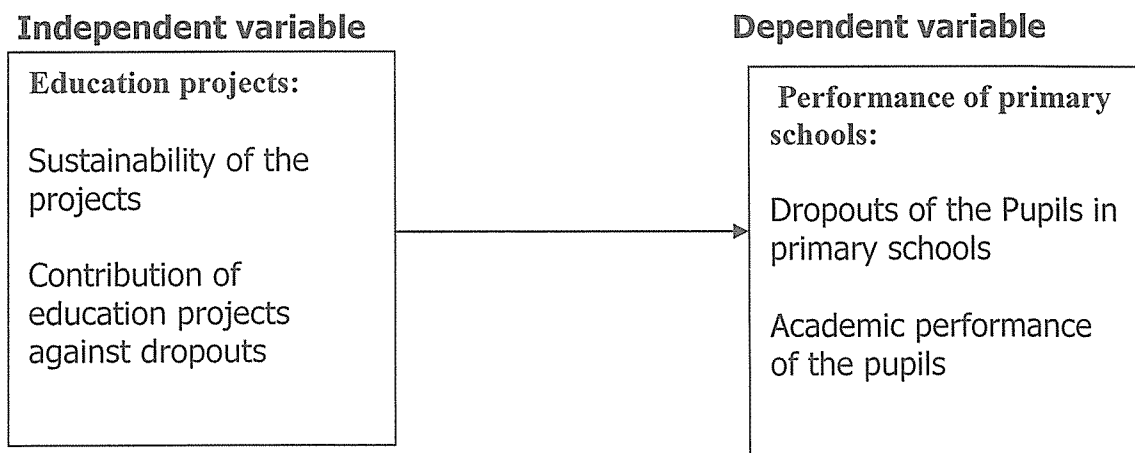
## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

This chapter offers an analytical review of the literature on the topic with the aim of exploring past and present scholarship on the topic. In so doing, the researcher hopes to see where this study would fit in the scholarship on the issue under study. Perhaps due to the extraordinary situation in the country since the state collapse, there has been a considerable increase in scholarly research on Somalia, especially on the political and security situations.

**Figure 2.1 conceptual framework**



**Source: Primary data**

## **Historical overview of Somalia education**

Comprehensive education in Somalia has faced a series of historical challenges. At independence there was no unified school system and only twelve secondary schools in the entire country. The newly independent government made education a priority, integrating and expanding primary and secondary education and establishing a national university. An intensive rural development and literacy campaign was initiated in 1973 to 1975. After independence Somali was adopted as the official language and the language of instruction in schools up to secondary level. Arabic was taught from Grade 1 and English from Grade 9 as second and third languages (Abdi, 1998).

English was the language of instruction in technical schools and was used alongside Italian and Arabic at the university. Literacy rates reached their highest levels in 1980, up from twelve percent in 1970, to almost fifty percent (49% male and 51% female) of the population aged 15 years and above (Abdi, 1998).

In 1982 policy changed to refocus the education system on the advancement of vocational training in the name of increasing employability. The system was based on literacy skills for social development to meet national demands for skilled manpower and to promote science and culture. However, this change was effected simultaneously with a sharp fall in budgetary allocation to education, down from 11.2% of the national budget in 1974 to 2% in 1982 (Abdi, 1998).

The education system was already virtually collapsing when the government of Siad Barre fell in 1991, yet, as insecurity engulfed much of the country, students and teachers abandoned their classes (Abdi, 1998).

In the first two years of the civil war there was a total collapse of the education system as students and teachers were displaced, schools were destroyed and looted, or taken over by IDPs. Hundreds of thousands of children completely missed out on education during this period, many becoming refugees and some forced to join the armed militia groups (Abdi, 1998).

Conditions improved somewhat in 1993 with the arrival of United Nations Operation in Somalia (UNOSOM). Some schools were reopened and others rehabilitated by UN and international organizations. Some of these re-closed with the withdrawal of UNOSOM in 1995 (Abdi, 1998).

In 1995 private schools run by Somali NGOs and Islamic charities began to emerge. Public schools had mostly been destroyed by the ongoing civil war. Insecurity, lawlessness and occupation of school facilities by militia and IDPs continued to cause problems for the reestablishment of schools. Yet, in spite of these difficulties, the education sector has seen a remarkable expansion since 1996 (Abdi, 1998).

### **Current state of education in Somalia**

According to the periodic data compiled by UNICEF, provision of primary education has steadily grown since 1997 in Somalia. While currently only about 17% of Somali pupils aged 6-14 years have access to education, this represents an enormous improvement from an estimated 9% in 1997 (Abdi, 1998).

This represents a boom in private provision of education in Somalia, with individuals, companies, community groups and NGOs having opened schools in the country. In general, urban centers are well served by primary, secondary and higher learning institutions, with the largest concentration of these institutions found in Mogadishu. School enrolments are lowest in rural areas where provision is often poor and patchy (Abdi, 1998).

## **Education projects**

The education projects in Somalia are comprised of two projects, one for primary formal education and the other for primary alternative education. These projects are geared towards working with children and youth both in and outside of the school system (UNICEF, 2006).

### **The Primary Formal Education Project**

This project focuses on re-establishing and expanding the formal primary schooling system within Somalia, which was virtually destroyed during the years of civil war. Special focus is being placed on increasing enrolment and helping students who are returning to the classroom to retain information and advance through learning levels. These goals are especially important for Somali pupils (UNICEF, 2006).

### **The Primary Alternative Education Project**

Many children in Somalia missed out on regular, classroom-type education because they were displaced and because of the civil strife in their communities. This project focuses on building alternative, non-formal learning opportunities for the youth who do not have access to formal education (UNICEF, 2006).

UNICEF will continue to provide quality education materials to schools (both the formal and informal classroom settings), training for teachers and other education professionals, and support to community education committees. Local authorities will be helped to establish and set standards for the education system, and to develop standardized curricula and textbooks (UNICEF, 2006).

UNICEF works closely with the United Nations Educational, Scientific and Cultural Organization (UNESCO) and other members of the Somalia Aid Coordination Body's (SACB) Education Sectoral Committee, as well as local authorities in the northern regions, and communities and related education committees (UNICEF, 2006).

### **Partnering for primary education projects**

UNICEF has played a critical technical and coordination support role within the education sector. In 2003, UNICEF was elected to co-chair the SACB's Education Sectoral Committee and in this capacity has strengthened its leadership role, and provided important networking and coordination within Somalia and with partners based in Nairobi (Machel, 2001).

This coordination is gradually strengthening at the zonal (for administrative purposes, UNICEF undertakes its work in Northwest, Northeast and Central and Southern Somalia which are also classified as zones) and regional administrative levels, where important national actors include the local authorities, communities and non-governmental organizations (Machel, 2001).

The role of zonal level local authorities is significant in the north, but their role is limited to those districts/regions where functioning local authorities exist in Central and Southern Somalia (Machel, 2001).

The major external partners in the education sector include other United Nations agencies (specifically the Office of the United Nations High Commissioner for Refugees (UNHCR), UNESCO and the World Food Programme(WFP), international non-governmental organizations and donors (Machel, 2001).

## **Community and education projects**

The dominant role of modern state in providing educational services in most nations tends to overshadow the traditional and historical community involvement in education. Throughout history until the twentieth century, the state had little or no role in education at all (Bray, 2003).

Education in the sense of schooling was mainly provided by community organizations, such as religious societies or other voluntary agencies.

In some instances, even state education systems, like in many colonial systems, were largely based on community inputs (Bray, 2003).

For a variety of humanitarian and ideological reasons, the role of the state in education has greatly expanded in the twentieth century to the extent that in some jurisdictions the state's role was not only dominant but exclusive. However, the role of the community in providing education or at least participating in it has since come back to the fore (Bray, 2003).

Part of the reason for this reinvigorated community role in education is to share financial burden with the state which is increasingly becoming unable to provide essential social services, such as education and health care (Bray, 2003).

## **Definitions of Dropout**

A dropout is generally considered to be a student who has withdrawn from a school without graduating or completing a program of studies for any reason except death or transfer (Ascher et al., 2005).

A student who leaves a school, for any reason except death who has been in membership during the regular school term, and who withdraws before Graduating or completing an equivalent program of studies [He or she] is Considered a dropout whether dropping out occurs before or after (reaching) Compulsory school attendance age (Bernoff, 1981).

Although there is general consensus of the definition of dropouts, some researchers indicated that there are definition problems especially because dropout rates are inaccurate due to the definition problem (Bernoff, 1981).

According Strother (1986) described the problem of definition as follows:

The record suggested that dropping out is a serious problem but that there is little agreement on the definition of a dropout. Some districts change the definition from year to year, and many districts define dropout to match the purpose for which the statistics are being kept (Strother,1986).

Cities or states sometimes put pressure on school districts to keep records in such a way as to make the dropout rate appear low. Moreover, school districts calculate the dropout rate in different ways. Many of them count only high school students. Nor does a standard system exist for keeping records on dropouts. Because the definitions vary, estimates of the number of dropouts also vary (Strother,1986).



## **Causes of Drop out**

It is clear that the number of children enrolled in school has increased over time. Nevertheless, a significant proportion of children who start primary school are not completing this cycle (Hunt, 2008).

There are many factors associated with drop out, some of which belong to the individual, such as poor health or malnutrition and motivation. Others emerge from children's household situations such as child labour and poverty (Hunt, 2008).

School level factors also play a role in increasing pressures to drop out such as teacher's absenteeism, school location and poor quality educational provision. The system of educational provision at the community level generates conditions that can ultimately impact on the likelihood of children to drop out from school (Hunt, 2008).

Therefore, both demand and supply driven factors, are embedded in cultural and contextual realities, which make each circumstance different. Nevertheless, it is possible to make general points about the causes of drop out (Hunt, 2008).

First, there is not one single cause of drop out. Drop out is often a process rather than the result of one single event, and therefore has more than one proximate cause (Hunt, 2008).

Second, poverty appears to influence the demand for schooling, not only because it affects the inability of households to pay school fees and other costs associated with education, but also because it is associated with a high opportunity cost of schooling for children (Hunt, 2008).

As children grow older, the opportunity cost of education is even larger, hence increasing the pressure for children to work and earn income for the household as opposed to spending time in education (Hunt, 2008).

Third, distance to schools, poor quality of education, inadequate facilities, overcrowded classrooms, inappropriate language of instruction, teacher absenteeism and, in the case of girls school safety, are common causes for school dropout (Colclough et al., 2000).

These are seen as supply side causes of drop out, mainly driven at the school level. Poverty is seen here as a multifaceted concept, including economic, social and political elements. Poverty also interacts with other points of social disadvantage, with the interaction of factors putting further pressure on vulnerable and marginalized children to drop out (Hunt, 2008).

For example, orphans, migrants, lower caste scheduled tribe children and children from minority language groups in many, but not all, contexts have disrupted access, and are more prone to drop out. For example, around 15 to 20 percent of Roma children in Bulgaria and 30 percent in Romania do not continue in school post Grade 4 in primary school (UNESCO, 2010).

Poor indigenous girls in Guatemala are far more likely to drop out than non-poor, nonindigenous girls. Gendered social practices within households, communities and schools, influence differing patterns of access for girls and boys (UNESCO, 2010).

In most contexts girls have less access and are more prone to dropping out, but increasingly, often in poor and urban environments, the pressure seems to be on boys to withdraw (UNESCO, 2010).

Within gendered social practices, school safety seems to be an important factor for retaining girls at school, whereas availability of income generating opportunities and flexible seasonal schooling could promote school retention for boys (Colclough et al., 2003).

Additional factors affecting motivations and decision-making relating to educational access are also key to understandings of dropping out. Perceptions of how education will influence lifestyle and career possibilities/probabilities, life chances in the labour market are shown to be factors in both early withdrawal and sustained access in different contexts (Colclough et al., 2003).

The availability of options to access secondary school and beyond, shape decision-making of parents regarding the continuation of children in primary level. Perceived quality of education and the ability of children to make progress through the schooling system can affect the priority placed on schooling within the household. It is also evident that children whose parents have received some sort of schooling are more likely themselves to attend school for longer (Colclough et al., 2003).

In particular, a mother's education level often influences length of access for girls. For example in rural Pakistan, girls whose mothers have some sort of formal schooling are less likely to drop out from school (Lloyd, 2009).

There are often precursors to dropping out, where children could be seen to be at risk or vulnerable to early withdrawal. These include grade repetition, low achievement, over age enrollers and children who have regular absences or previous temporary withdrawals from school. (Hunt et al., 2008).

It is unclear whether grade repetition increases the chances of completion, but what is apparent is that grade repetition extends the age range in a particular grade, and thus increases the possibility of drop out (Lewin, 2007).

Teaching to different age groups has different requirements in terms of teaching/learning practices and curriculum. Yet, in some countries age ranges in a Grade 1 class might range from 4 to 11 years, and in Grade 6 from 10 to 21 years (Lewin, 2007).

Children who are over age, due to late enrolment or high grade repetition, limit the number of years children have in school as older children have greater pressures to earn income for the household (EPDC, 2009).

### **Dropout rate**

School 'dropouts' make up our biggest social problem because they perpetuate poverty. Dropouts make poverty a generational problem, because they cannot function in the modern economy. They cannot fill the jobs the modern economy creates. For instance, the vogueish 'call centers' apparently hire at most 5 percent of all the people they interview (Little, 2008).

According to the sociologist Retamal & Devadoss, "Parents who drop out of school raise children who drop out in their turn, and children who drop out raise grandchildren who drop out, too. Despite our enduring myth of the school dropout who makes good, only 3 percent of farmers' children ever become modern professionals (Little, 2008).

"In 1999, the Jesuit educator Bienvenido Nebres called our inability to provide adequate elementary education to the great majority of our people 'our immense and largely invisible failure (Little, 2008).

The economist Cielito Habito in August 2006 noted that education's share of the budget had continued to fall continuously, since the financial crisis of 1997 (Little, 2008).

### **Consequences of dropout to the community**

For about thirty years, there has been a pattern of decline in the percentage of young adults who are dropouts, with an average annual decrease of 0.1 percentage points. Despite this decline, the number of dropouts in this country is immense. Not completing high school negatively impacts not only the lives of those who drop out, but also society as a whole (Catterall et al., 1987).

Kronick and Hargis (1998) cite the outcomes of dropping out as high unemployment, a high incidence of health problems, a large demand for welfare assistance, an increase in mental health problems, and higher crime and delinquency rates based on prior research (Catterall et al., 1987).

The large number of dropouts in our nation (in general) and in our state (in particular) makes these dropout consequences widespread. Beauvais et al. summarize the seriousness of the consequences of dropping out, dropping out of school truncates educational and vocational development in ways that dramatically increase the probability of a downward spiral into greater emotional, physical, and economic problems, problems that create additional losses and costs to society and to which some minority groups appear even more vulnerable (Catterall et al., 1987).

## **The Outcomes of dropouts to Society**

The large number of dropouts in this country has serious consequences for our society. First, there are actual monetary costs and losses, many of which stem from the higher unemployment rate for dropouts and their lower wages (LeCompte & Dworkin, 1991).

Fewer students may be dropping out today than when this estimate was calculated, but this decline is mitigated by the increasing difference in salaries among high school dropouts and high school/college dropouts due to inflation. A second cost to society is the immense amount of money spent on maintaining prisons, since 82% of prison inmates are dropouts (LeCompte & Dworkin, 1991).

In addition, dropouts make up a disproportionate percentage of inmates on death row. A third cost to society is the funding needed to implement dropout prevention and job training programs (Kaufman, et al., 2000).

A fourth cost to society is that high school dropouts are more likely to need public assistance than are high school graduates who did not go to college. This is partly because female dropouts are more likely to have children at younger age and to be single parents (Kaufman et al., 2000).

## **Theory of the High School Dropout**

Morrow (1987) described the different ways that dropouts can be defined: "pushouts," undesirable individuals the schools actively try to force out of school; "Disaffiliated" students who neither bond to school nor to people in it and who do not want to continue to be in contact with the school; "educational mortalities," those who are incapable of completing the program before they age out of it, usually slow students or those in special education (Goldschmidt & Wang, 1999).

"capable dropouts," individuals who possess the skills for graduation but who are not socialized to school demands or to the value of a diploma; and "stopouts," individuals who leave and typically return within the year" (Egyed, et al., 1998).

Kronick and Hargis (1998) took the idea of different types of dropouts further to propose a theory of the high school graduation and dropout process.

The first type of dropout, and the largest group, is the "quiet dropout." This type of dropout is defined by low achievement and repeated grade failure with a reaction of stoicism. The second type of dropout is the "low achieving pushout." This type of dropout is defined by low achievement, chronic grade failure, and behavior problems (Kronick & Hargis, 1998).

These students differ from the "quiet dropouts" because they overtly react to their chronic failure. The third type of dropout, and the smallest group, is the "high achieving pushout. These students have adequate and even above average academic potential and often display behavior problems. The source of their school failure is circumstances outside of the school, such as motivation problems, family problems, and substance abuse (Kronick & Hargis, 1998).

The final type of dropout, "in-school dropouts," are not formally considered to be dropouts because they do complete school; however, they drop out of the learning process due to their low academic potential while physically staying in school. To represent the entire student body, a fifth type of student must be included, the high school graduate. Of these four types of dropouts, one type has been studied repeatedly in research (Kronick & Hargis, 1998).

This "typical" dropout is the "low-achieving pushout." As summarized by Goldschmidt and Wang (1999), previous research has consistently identified the following factors as indicators of risk for dropping out: (1) single-parent family, (2) Low annual family income, (3) being held back at least one grade, (4) Parents without high school diplomas, (5) having a sibling who dropped out, (6) Low achievement, (7) limited English proficiency, (8) working while enrolled in school, and (9) misbehavior (Kronick & Hargis, 1998).

### **Descriptive characteristics of all dropouts**

Studies that have examined dropouts versus non-dropouts have combined the other three types of dropouts, or "non-typical" dropouts, with the "typical" dropout (TEA, 1989).

A study by the Texas Education Agency found that two-thirds of dropouts had academic averages of "C" or better. A report by the U.S. Department of Education (1994) on the second national education goal, increasing high school completion rates, states that the majority of dropouts are not those who seem to be the most at risk (TEA, 1989).

This report calls for research on these other types of dropouts, including what personal and school factors influence their decision to drop out. Two studies have started the investigation into the types of dropouts (TEA, 1989).

Everett divided rural, low socioeconomic dropouts into smaller and smaller subgroups based on significant differences on various characteristics such as grade point average and extracurricular activity participation. They found that students at different levels of academic achievement, based on grade point average, had unique identifying characteristics related to the dropout decision (Everett, 1997).



Another study by Mahoney and Cairns (1997) found that different types of dropouts exist based on characteristics, such as academic achievement, aggressive behavior, and popularity with peers. The present study sought to further investigate the differences in the types of dropouts, in addition to the types of all students, both dropouts and non-dropouts combined (Everett, 1997).

### **Dropout Prevention and Effective School Research**

Knowing which students are more likely to drop out should not be a reason to give up on these students. Instead, this knowledge should be used to identify students who need assistance and support. Because of the serious consequences of dropping out, secondary schools in today's society have the responsibility of not only preparing students for the constantly increasing changes in technology but also keeping students in school (Arnn & Mangieri, 1988).

There is a need for multiple measures of school performance that reflect a broader array of schooling outcomes. A school may be labeled "effective" based on student achievement and still not meet the needs of all of its students (Wehlage & Rutter, 1986).

Schools that place too much emphasis on achievement alone as a means of being "effective" may alienate their lower achieving students or force them out of school (Wehlage & Rutter, 1986).

With this issue in mind, Kochan, Tashakkori, and Teddlie (1996) conducted a study with two purposes. The first purpose was to test a composite behavioral indicator of effectiveness (a "participation" indicator comprised of student attendance, discipline, and dropouts) measuring the extent to which a school balances its drive for academic excellence while keeping all students actively engaged in school (Kochan, Tashakkori & Teddlie, 1996).

This indicator would provide an additional perspective to the achievement indicator. The second purpose was to construct an indicator that districts and states could use to readily assess the performance of all schools without conducting intensive site-based research (Kochan et al., 1996).

Data comprising the behavioral indicator are routinely collected at the school level statewide and would pose a minimal reporting burden on school districts, as recommended by previous research (Kochan et al., 1996).

In the first phase of the study, two indicators (student achievement and student participation) were constructed for each of three years and then averaged to minimize the likelihood that the schools' outcomes were attributable to data error rather than school effects (Kochan et al., 1996)

A moderate correlation of  $+0.65$  was found between the participation and Achievement indicators. In the second phase of the study, schools were classified using three methods of classification: the achievement indicator alone, the participation indicator alone, and the two together (Kochan et al., 1996)

The findings of the second phase of the study indicated that the composite achievement indicator had greater stability over time than did the composite participation indicator. Three possible reasons for this finding were provided. First, changes in school policy, climate, and other factors would affect student participation before student achievement because behavior usually changes quicker than cognitive change can be observed (Kochan et al., 1996)

Second, the data used in calculating the participation indicator was not collected in such a "standardized and closely scrutinized" manner, as was the student achievement data (Kochan et al., 1996)

Finally, the participation indicator was based on four grades while the achievement indicator was based only on two. Given that a school should focus on keeping potential dropouts, what can a school do when the risk factors most related to dropping out such as poverty level and parent's level of education are outside of the control of the school?

There are, however, many factors within the control of schools through which these risk factors can be mediated. Conversely, there are school-level factors that may inhibit the learning of at-risk youth. Wehlage and Rutter (1986) pointed out that students do not see themselves leaving school when they are in the earlier grades. However, most dropouts say they left school because they felt they did not belong there (Wehlag & Rutter.1986).

### **What happened to change these former students' opinions of school?**

Research has shown that there are many similarities between effective schools and successful dropout prevention programs (TEA, 1989).

The characteristics of schools that have been unsuccessful with holding onto their at-risk youth include the following: "low expectations for success, inconsistent discipline, low teacher involvement and/or accountability, inattention to individual student needs, and a low level of engagement in productive learning activities" (TEA, 1989).

## **Characteristics of successful dropout reduction**

Strong commitment by instructional staff, quality leadership, small class size, and fair and consistent discipline that is clearly communicated. There has been some research conducted to examine what impact a school can have on preventing students from dropping out (TEA, 1989).

In 1991, Scheffelin and Emmett conducted the second phase of a study using the classification of continuation high schools developed in phase one of the studies conducted in 1986 (TEA, 1989).

Continuation high schools provide an education program through which at-risk youth can receive a high school diploma in an environment that seeks to better meet their needs. The continuation high schools in California were classified as "less effective," "mid-effective," and "more effective" based on rankings of a composite outcome variable after controlling for student background variables and certain treatment variables. In phase two of the study, qualitative data were collected for each of the ten "more effective" schools through interviews and school visits (TEA, 1989).

The characteristics of these schools include the following: a curriculum expanded to include personal and career components; teachers or administrators who believe the students can succeed; students who participate in the programs by their own choice; the wide availability of support services; a high amount of personalized interactions among staff and students; learning that is emphasized over teaching; and funding that is available for smaller class sizes and more equipment and resources (TEA, 1989).

A recent study conducted by Goldschmidt and Wang (1999) has provided a great deal of insight into both the area of dropout prediction and dropout prevention (TEA, 1989).

They used the National Educational Longitudinal Study (NELS) database to Examine: (1) The differences and similarities in the dropout risk factors for early and late dropouts, (2) The school-level factors that account for the differences in school-level dropouts between schools after controlling for the characteristics of the student enrollment, (3) If school-level factors can mediate the risk of dropping out, and (4) The impact of early predicted risk on dropping out later in school. The results of their hierarchical logistic regression analyses show that the combinations of risk factors differ for early and late dropouts (TEA, 1989).

The school-level factor studies accounted for approximately two-thirds of the difference in average school dropout rates, but did not do much to mediate the risk factors. Finally, they found that early predicted risk of dropping out significantly affected the odds of dropping out late (TEA, 1989).

Despite the large contributions of this Goldschmidt and Wang (1999) study to this area of research, there were some limitations and some areas where further research can be done. One limitation to this study was that the models did not include many of the previously identified school-level factors that have been shown to be related to effective dropout prevention, due to the limitations of using the variables in the NELS database (TEA, 1989).

The school-level factors included in this study were sector, urbanicity, and percent minority in addition to several aggregated variables (TEA, 1989).

These researchers found that for middle schools, once these student-level and school characteristics were included in the model, the amount of variation in the school dropout rates was insignificant. For high schools, however, they found that the amount of variation left over was significant (TEA, 1989).

This suggests that there may be variables beyond those included in the study that would explain more of the variation in the dropout rates of high schools (TEA, 1989).

Their study did not find any school-level factors that systematically mediated a risk of dropping out. Does this mean there are no such factors, or does this mean that there could be variables beyond those studied which may mediate the risk of dropping out (TEA, 1989).

Following the presentation of the Special Rapporteur's report, the Human Rights Council adopted a new resolution on the right to education, which urges all states to ensure that the right to education is respected in emergency situations (TEA, 1989).

Most importantly, children and their families are demanding their right to an education. Time and again, children affected by a natural disaster or conflict tell relief workers that education is a priority for them (TEA, 1989).

## **CHAPTER THREE**

### **METHODOLOGY**

#### **Introduction**

This chapter presented the research methodology of the study. It presents: research design, target population, sample size and sampling procedure, research instrument that is used in data collection, research procedure, validity and reliability, and data analysis.

#### **Research Design**

The study was conducted through descriptive research design. The researcher used quantitative approach to quantify incidences in order to describe current conditions and to investigate the education projects and the performance of the selected primary schools in Mogadishu Somalia using information gained from the questionnaire.

#### **Research Population**

The research population was 80 including head of schools, teachers and parents and this was done to ensure that every member of the population have equal chance of being selected as member.. This study will primarily focus on education projects and the performance of selected primary schools in Mogadishu, Somalia.

#### **Sample Size**

The sample was seventy six (76) both of them primary school heads and parents. The data was collected from the selected sample out of 76 respondents this was done to ensure that every member of the population have equal chance of being selected as member sample. Sample size of 25 head schools, 24 teachers and 24 parents were drawn respectively given a total of 76 respondents.

In this study the sample of the study will be reached the slovin's formula which is  $n = N / (1 + (N \cdot e^2))$ , where:  $n$  = number of samples,  $N$  = total population, and  $e$  = margin of error,  $5\% = 0.05$  and table of sample size and target population in Amin Book. (Amin, 2005).

**Table 3.1 Study Sample Structure**

Name of respondents	Target Population	Sample size
Head of schools	30	28
Teachers	25	24
Parents	25	24
Total	80	76

**Source: by researcher**

### **Sampling Procedure**

This study was employed both purposive sampling technique and stratified sampling techniques. In the purposive sampling techniques the researcher will use his own judgment or common sense regarding the participants from whom information will be collecting.

Purposive sampling technique is a technique that the researcher uses his or her own judgment or common sense regarding the participant from whom information will be collected (Amin, 2005). Purposive sampling will be used to select the administrators.

On the other hand in this study stratified sampling technique will be used. In stratified sampling the population is divided in to sub populations such that elements within each sub-population are homogenous.



Simple random samples are then selected independently from each subpopulation (Amin, 2005). This technique will be used to reach.

### **Research Instruments**

The research instrument that was used to collect data was questionnaires. The selection of this tool was be guided by the nature of data to be collected, the time available as well as by the objectives of the study. The questionnaire was consisting of a structured and self administered questionnaire of closed questions for the collection of the required data in this study.

The questionnaire method was be used and involves oral questioning of respondents and was be equally used for managers and the employees of the selected sample.

### **Validity and reliability**

The reliability of the research instrument was disturbed with the extent to which the research instrument yields the same results. Questionnaire was being pre-tested to two participants and self administered questionnaire was be used throughout the research to ensure that respondents fill the same questionnaire and the instrument provides the required information. Validity is the quality of the test doing what is designed to do (salkind, 2000), where reliability consists of both true score and error score.

## **Data Gathering Procedure**

After the research proposal gets approval, the researcher was request from academic authorities to get introduction letter which states the permission to collect the research questionnaire within selected primary schools.

The researcher was distributing the questionnaire with attached letter of introduction from the university to selected primary schools in Mogadishu. After the distribution of the questionnaire, the researcher was collecting the data and analyze and then draw conclusions from the research was prepare the final report to submit to the concerned authorities.

## **Data analysis**

Data collected was organized and analyzed using Ms Excel application software and percentage statistics to present the findings of the research on the charts, tables, graphs.

Coding the data, or labels that are attached to the raw data; categorizing these codes, to identify ways in which the codes can be grouped into categories, identifying themes and relationship between the codes and the categories of data, then the researcher developed concepts at some generalized statements, patterns and themes that have been identified in the data (Denscombe, 2007).

## **Ethical Considerations**

The data collected from the respondents was being kept as confidential and was be used for the purpose of the fulfillment of the requirement for the award of the degree of Master of Arts in Project Planning and Management. The respondent was being informed of the content of the research and its aims.

## **Limitations of the study**

The anticipated threats to validity in this study follows:

1. Intervening or confounding variables which were beyond the researchers control such as honesty of the respondents and personal biases. To minimize such conditions, the researcher will request the respondents to be as honest as possible and to be impartial/unbiased when answering the questionnaires.
2. The research environments are classified as uncontrolled settings where extraneous variables may influence on the data gathered such as comments from other respondents, anxiety, stress, motivation on the part of the respondents while on the process of answering the questionnaire.

Although these are beyond the researcher's control, efforts shall be made To request the respondents to be as objective as possible answering the Questionnaires.

3. Testing: The use of research assistants may render consistencies such as differences in conditions in and time when the data shall be obtained from respondents. This was minimized by orienting and briefing the research assistance on the data gathering procedure.
4. Instrumentation: The research tools are non standardized hence a validity and reliability test was done to arrive at a reasonable measuring tool.
5. Attrition: A representative sample may not be reached as computed due to circumstances within the respondents and beyond the control of the researcher. Exceeding beyond the minimum sample size will be done by the researcher to avoid this situation.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

#### Introduction

This chapter presents findings and indicates how data collected was presented, interpreted and analyzed. The findings of this chapter are consistent with the research questions and objectives. Fortunately 76 questionnaires given the respondents were returned. Below are the data presentations and analysis of the research findings.

#### Description of the respondents

This part presents the background information of the respondents who participated in the study. The purpose of this background information was to find out the characteristics of the respondents and show the distribution of the population of the Study.

**Table 4.1: Profile of the respondents**

Categories	Frequency	Percentage (%)
<b>Gender</b>		
Male	48	63
Female	28	37
Total	76	100
<b>Age</b>		
20-30	20	26
31-40	35	46
41-50	20	26
51 above	1	1
Total	76	100
<b>Marital status</b>		
Single	15	20
Married	50	66
Divorced	6	8
Widowed	5	7
Total	76	100

Categories	Frequency	Percentage (%)
<b>Education level</b>		
Primary	5	7
Secondary	25	33
Bachelor	40	53
Master	6	8
Total	76	100
<b>Experience</b>		
6 months	10	13
One year	21	28
Two year	30	39
Three years	10	13
4 and above	5	7
Total	76	100
<b>Level of Income</b>		
Low	35	46
Medium	30	39
High	11	14
Total	76	100

**Source: Primary data 2011**

## **Gender**

According to table 4.1, 37% of the respondents were female while 63% were male. This figure shows that the majority of the respondents were Male.

## **Age Respondents**

According to the table 4.1, the majority of respondents that constitute 39% of the respondents are within the age of (31-40), 29% of the respondents are within the age of(41-50), 24% of the respondents are within the age(20-30), 8% of the respondents are 51 and above. This show that the age of the majority of the respondents lays between 31 and 40 which means that most of them are in youth age.

### **Marital status**

In the table 4.1 indicates that the majority of the respondents are married that makes up 66% of the respondents. Second group of the respondents are single which represents 20%, 8% of the respondents are divorced, while the last group of the respondents are widowed which represents 7% of the respondents. So this result indicates that the married respondents got the highest percentage of the total respondents.

### **Education Level**

In the table 4.1, indicates the majority of the respondents are a bachelor certificate holder that makes up 39% of the respondents, second group of the respondents are a diploma certificate holder which represents 33% of the respondents, third group of the respondents holds secondary certificate holders and that one constitutes 20% of the respondents, while the last group of the respondents holds a master degree and that one constitutes the least one which represents 8% of the respondents.

### **Experience**

According to the table 4.1, the majority of the respondents that constitutes 39% of the respondents are within the range (1-2 years) of experience, 28% of the respondents have one year experience, 18% of the respondents have three years of experience, 8% of the respondents have six months of experience while last and least 7% of the respondents have 4 years and above of experience.

### **Personal Income**

According to the table 4.1, the majority of the respondents that constitute 46% of the respondents are those who are low income, 39% of the respondents are those who are middle class while 14% of the respondents are high income.

This shows the majority of the respondents are low income which means their economic status is very weak

## Section two

### Question one

What are consequences of dropouts to the community in selected funding schools Mogadishu, Somalia?

**Table 4.2** consequences of dropouts to the community in selected funding schools

Condition		Strongly Agree (A)	Agree (B)	Strongly Disagree (C)	Disagree (D)	TOTAL
Bad role models	Freq	38	26	7	5	<b>76</b>
	Perc (%)	50	34	9	7	<b>100</b>
Delinquent behavior	Freq	52	18	16	17	<b>76</b>
	Perc (%)	33	24	21	22	<b>100</b>
Lack of education in the community	Freq	49	15	5	7	<b>76</b>
	Perc (%)	46	24	17	13	<b>100</b>
School collapse	Freq	35	18	13	10	<b>76</b>
	Perc (%)	46	24	17	13	<b>100</b>
Future development	Freq	30	28	8	10	<b>76</b>
	Perc (%)	39	37	11	13	<b>100</b>
Increased diseases	Freq	20	10	30	16	<b>76</b>
	Perc (%)	26	13	39	21	<b>100</b>

**Source:** Primary Data

### Bad role models

In table 4.2 indicates one of the major consequences of dropout to the community in selected funding schools is bad role models. The percentage of respondents who strongly agreed were 50%, 34% were agreed, 9% were strongly disagreed and 7% were disagreed.

Based on the results above the researcher agreed that Bad role models is one of the major consequences of dropout to the community in funding schools in Mogadishu, Somalia.

### **Delinquent behavior**

In the above tables show you when I asked whether delinquent behavior is one the major consequences of dropout to the community in selected funding schools or nor, the majority of respondents were strongly agree which constitutes 33% of the respondents, 24% of the respondents were agreed, 21% of the respondents were strongly disagreed while 22% of the respondents were disagreed.

### **Lack of education in the community**

In the above tables show you when I asked whether lack of education itne community is one the major consequences of dropout to the community in selected funding schools or nor, the majority of respondents were strongly agree which constitutes 33% of the respondents, 24% of the respondents were agreed, 21% of the respondents were strongly disagreed while 22% of the respondents were disagreed.

This percentage shows how the respondents given their ideas. 64% of the respondents were strongly disagreed, 20% of the respondents were agreed, 9% of the respondents were strongly agreed and 7% of the respondents were disagreed.



### **School collapse**

In the above table shows you when I asked whether School collapse is one the consequences of dropout to the community in selected funding schools or nor, the majority of respondents were strongly agree which constitutes 46% of the respondents, 24% of the respondents were agreed, 17% of the respondents were strongly disagreed while 13% of the respondents were disagreed.

### **Future development**

In the above table indicates one of the major consequences of dropout to the community in selected funding schools is lack of future development.

The respondent concentrated that lack of future development and so the percentage of respondents who strongly agreed were 39%, 37% were agreed, 11% were strongly disagreed and 13% were disagreed. Based on the results above the researcher agreed that Lack of future development is one of the major consequences of dropout in funding schools in Mogadishu, Somalia.

### **Increased Diseases**

According to above table, includes that increased disease is one of the major consequences of dropout to the community in selected funding primary schools in Mogadishu, Somalia. The answers from the respondents shows that those respondents with strongly agreed had the highest percentage being 26%, those with agreed constituted 13%, those with strongly disagreed constituted 30%, those with disagreed constituted 16%.

The implication from these findings is that majority of the respondents were strongly agreed that family problem is on the major causes of dropout in selected funding primary schools in Mogadishu, Somalia.

## Question two

What are the causes of dropout in selected funding schools in Mogadishu, Somalia?

**Table 4.3** the causes of dropout in selected funding schools in Mogadishu, Somalia

Condition		Strongly Agree (A)	Agree (B)	Strongly Disagree (C)	Disagree (D)	TOTAL
Conflict between students and teachers	Freq	30	28	8	10	76
	Perc (%)	39	37	11	13	100
Failing classes	Freq	35	18	16	7	76
	Perc (%)	46	24	21	9	100
Illness	Freq	49	15	5	7	76
	Perc (%)	46	24	17	13	100
Early marriages	Freq	35	18	13	10	76
	Perc (%)	46	24	17	13	100
Family problems	Freq	30	28	8	10	76
	Perc (%)	39	37	11	13	100
Continue wars	Freq	29	27	8	15	76
	Perc (%)	38	32	11	20	100
Lack of good teachers	Freq	36	27	8	5	76
	Perc (%)	47	36	11	7	100
Poor management	Freq	33	28	9	6	76
	Perc (%)	43	37	12	8	100

**Source:** Primary Data

### Conflict between students and teachers

In table 4.3 indicates one of the major causes of dropout in selected funding schools is a conflict between student and teacher. The respondent concentrated that the conflict between student and teacher. The percentage of respondents who strongly agreed were 39%, 37% were agreed, 11% were strongly disagreed and 13% were disagreed. Based on the results above the researcher agreed that the conflict between student and teacher is one of the major causes of dropout in funding schools in Mogadishu, Somalia.

### **Failing classes**

In Table 4.3 when I asked whether failing classes is one the causes of dropout in selected funding schools or nor, the majority of respondents were strongly agree which constitutes 46% of the respondents, 24% of the respondents were agreed, 21% of the respondents were strongly disagreed while 7% of the respondents were disagreed.

The above table shows respondent's opinion regards to one the causes of dropout in selected funding primary schools in Mogadishu, Somalia.

The majority of the respondents were strongly disagreed that illness is not one of the major causes of dropout in selected funding primary schools.

### **Illness**

This percentage shows how the respondents given their ideas. 29% of the respondents were strongly disagree, 28% of the respondents were agreed, 25% of the respondents were strongly agreed and 18% of the respondents were disagreed.

### **Early marriages**

From the above table 4.3, when I asked the respondents whether early marriages of pupils in funding primary schools is one of the causes of dropout in the those funding schools. 46% of the respondents were strongly agreed, 24% of the respondents were agreed, 17% of the respondents were strongly disagree while 13% of the respondents.

So, these percentages show the majority of the respondents were strongly agreed that early marriages of pupils is one the major causes of dropout in selected funding primary schools and this may cause to make student motivation to avoid these early marriages in pupils in primary funding schools.

### **Family problems**

According to table 4.3, includes that family problems is one of the causes of dropout in selected funding primary schools in Mogadishu, Somalia.

The answers from the respondents shows that those respondents with strongly agreed had the highest percentage being 39%; those with agreed constituted 17%, those with strongly disagreed constituted 11%, those with disagreed constituted 13%.

The implication from these findings is that majority of the respondents were strongly agreed that family problem is on the major causes of dropout in selected funding primary schools in Mogadishu, Somalia.

### **Continue wars**

From the above table 4.3 indicate continue wars in the area of schools is one of the major causes of dropout of selected funding primary schools in Mogadishu, Somalia.

The majority of the respondents had strongly agreed with 38% that continue wars in most areas located the funding primary schools, 32% of the respondents were agreed, 11% of the respondents were strongly disagreed and 20% of the respondents were disagreed.

### **Lack of good teachers**

The majority of the respondents had strongly agreed with 47% that continue wars in most areas located the funding primary schools, 36% of the respondents were agreed, 11% of the respondents were strongly disagreed and 7% of the respondents were disagreed.

### **Poor management**

According to table 4.3, includes that poor management is one of the causes of dropout in selected funding primary schools in Mogadishu, Somalia. The answers from the respondents shows that those respondents with strongly

agreed had the highest percentage being 43%, those with agreed constituted 37%, those with strongly disagreed constituted 12%, those with disagreed constituted 8%. The implication from these findings is that majority of the respondents were strongly agreed that family problem is on the major causes of dropout in selected funding primary schools in Mogadishu, Somalia.

### Question Three

What are the possible ways of reducing the number of dropouts in selected funding schools in Mogadishu, Somalia?

**Table 4.4 The possible ways of reducing the number of dropouts in selected funding schools in Mogadishu, Somalia**

Condition		Strongly Agree (A)	Agree (B)	Strongly Disagree (C)	Disagree (D)	TOTAL
Student Motivation	Freq	30	28	8	10	76
	Perc (%)	39	37	11	13	100
To develop strategic management for the selected funded schools	Freq	35	18	16	7	76
	Perc (%)	46	24	21	9	100
Regular orientation for the students and their parents	Freq	49	15	5	7	76
	Perc (%)	46	24	17	13	100
Professional teachers	Freq	35	18	13	10	76
	Perc (%)	46	24	17	13	100
Continuous monitoring and evaluation	Freq	30	28	8	10	76
	Perc (%)	39	37	11	13	100
To reduce the risks of the pupils in the near places of the schools	Freq	29	27	8	15	76
	Perc (%)	38	32	11	20	100
To create networks for the other private schools	Freq	36	27	8	5	76
	Perc (%)	47	36	11	7	100
Community involvement	Freq	33	28	9	6	76
	Perc (%)	43	37	12	8	100

**Source:** Primary Data

### **To develop strategic management for the selected funded schools**

The questionnaires provided to the respondents with regards to student motivation is one the possible way to reduce dropout of pupils in selected funding primary schools. The majority of the respondents were strongly agreed constituted 64% of the respondents, 30% of the respondents were agreed, 5% of the respondents were disagreed and no one the respondents were strongly disagreed.

According to the table 4.4, 55% of the respondents were strongly agreed that developing strategic management for the selected funding is one of the possible ways of reducing pupil's dropout in the selected funding primary schools in Mogadishu, Somalia, those who agreed were 34%, only 7% of the respondents were disagreed and 3% of the respondents were strongly disagreed.

### **Regular orientation for the students and their parents**

According to the table 4.4, 66% of the respondents were strongly agreed that way forward of reducing dropout in selected funding primary schools in Mogadishu, Somalia is create a regular orientation for the students and their parents, 26% of the respondents were agreed, no one of the respondents were strongly disagreed and also 6% of the respondents were disagreed. Finally, this answer shows you that the dropout in selected funding primary schools can be reduced to create a regular orientation for the students and their parents.

## **Professional teachers**

The above table 4.4 reveals that 80% of the respondents strongly agreed employing professional teachers in selected funding primary schools in Mogadishu, Somalia is the way forward in reducing dropout, 16% of the respondents were agreed, none of the respondents were strongly disagreed and 4% of the respondents were disagreed.

## **Continuous monitoring and evaluation**

According to the table 4.20, 72% of the respondents were strongly agreed that way forward of reducing dropout in selected funding primary schools in Mogadishu, Somalia is create a regular orientation for the students and their parents, 24% of the respondents were agreed, no one of the respondents were strongly disagreed and also 4% of the respondents were disagreed.

## **To reduce the risk of the pupils in the near Places of the schools**

As indicated the above table 4.4, 55% of the respondents strongly agreed that there is a need to reduce the risk of the pupils in the near places of the selected funding primary schools in Mogadishu, Somalia, 24% of the respondents were agreed, 13% of the respondents were strongly disagreed and 8% of the respondents were disagreed. This implied that the majority of the respondents had strongly agreed and supported that there is a need to reduce the risk of the pupils in the near places of the selected funding primary schools in Mogadishu, Somalia

### **To create Networks for the other private Schools**

According to the table 4.4 gives the way forward of dropout in selected funding primary schools in Mogadishu, Somalia is to created networks of the other private schools.

The responses given 59% of the respondents were strongly agreed, 38% of the respondents were agreed, none of the respondents were strongly disagreed and 3% of the respondents were disagreed.

The majority of the respondents were strongly agreed that creating for the other private schools is the way forward of dropout in selected funding primary schools in Mogadishu, Somalia.

### **Community involvement**

According to the table 4.23 gives the way forward of dropout in selected funding primary schools in Mogadishu, Somalia is to community involvement and also the community is the most important issue in the funding primary schools in Mogadishu, Somalia.

The responses given 72% of the respondents were strongly agreed, 26% of the respondents were agreed, none of the respondents were strongly disagreed and 1% of the respondents were disagreed. The majority of the respondents were strongly agreed that creating for the other private schools is the way forward of dropout in selected funding primary schools in Mogadishu, Somalia.



## **CHAPTER FIVE**

### **FINDINGS, CONCLUSIONS, RECOMMENDATIONS**

This chapter discusses the findings, conclusions and recommendations of this study. Firstly, it will be discussed the major findings of each study as stated in the research objectives. Secondly the conclusion will be draw from the findings of the study. Lastly, the researcher will bring recommendations for further research for this study.

#### **Discussions of the research findings**

The study focuses on education projects and the performance of selected primary schools in Mogadishu, Somalia. The study was to determine the profile of the respondents in terms of: gender, age, education, marital status, experience and level of income. The objectives of the study was to identify the consequences of dropouts to the community in selected funding schools Mogadishu, Somalia, to explore the causes of dropouts in selected funding schools Mogadishu, Somalia , to recommend the possible ways of reducing the number dropouts in selected funding schools in Mogadishu, Somalia

#### **Research question one**

The first objective of the study to identify the consequences of dropouts to the community in selected funding schools Mogadishu, Somalia. Based on the analysis of chapter four, most of the respondents agreed that the major consequences of dropout to the community in selected funding primary schools in Mogadishu, Somalia include Bad role models, delinquent behavior, school collapse, increased disease and lack of education in the community.

## **Research Question two**

The second objective of the study to explore the causes of dropouts in selected funding schools Mogadishu, Somalia. Based on the analysis of chapter four, most of the respondents agreed that the major causes of dropout in selected funding primary schools in Mogadishu, Somalia include Conflict between student and teacher, failing classes, illness, early marriage, family Problems, continue wars, lack of good teachers and poor management.

## **Research Question three**

The third objective of the study was to recommend the possible ways of reducing the number dropouts in selected funding schools in Mogadishu, Somalia. After collecting the relevant data, analyzing and interpreting the data.

The study suggest the way forwards of and possible ways of reducing the number of dropouts in selected funding primary schools in Somalia included student motivation, to develop strategic management for the selected funded schools, Regular orientation for the students and their parents, professional teachers, Continuous Monitoring and evaluation, to reduce the risk of the pupils in the near Places of the schools, to create Networks for the other private Schools and also Community involvement.

## **Conclusion**

The study revealed that the dropout in funding primary schools still very high in Mogadishu, Somalia. The enrollment of funding primary schools is very low due to insecurity and many other factors like; lack of educated pupils, lack of infrastructure and also public funds this may cause dropout of pupils in selected funding primary schools in Mogadishu, Somalia.

## **Recommendations**

There are costs which are unavoidable in order to participate fully in education. Example include textbooks, writing materials and exercise books. These should given freely to the pupils in their various schools.

There is a need for sensitization of the pupils on the implication of early dating and marrigae through parent discpiline, inculcation of moral values and decency that pupils need to change. Schools, communities must learn to provide support rahter than exclude the pupils involved.

There should be no gender differnces; parents shoud birdge the gap of differntial treatment among their children. The two sexes should be given equal growth and dvelopment of potential that can cause them to became self-reliant to themsleves, the community and the societ at large.

In case of parents' perception to the value of education, the key concepts here include awareness, campaigns, parental education and parental participation in the structure and the management of the schools.

Teachers should be provided with teaching materials such as teacher's guides, textbooks and instructional materials that related to teaching.

### **Further research**

Perceived factors responsible for dropout in primary schools in Mogadishu, Somalia

Attendance patterns and causes of dropout in primary schools in Mogadishu, Somalia.

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## APPENDICIES

### Appendix I : Introduction letter



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Fax: +256- 41- 501974  
E- mail: admin@kiu.ac.ug,  
Website: www.kiu.ac.ug

**OFFICE OF THE ASSOCIATE DEAN SOCIAL SCIENCES  
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)**

December 20, 2010

Dear Sir/Madam,

**RE: REQUEST FORMOHAMED HASSAN MPP/40312/91/DF  
TO CONDUCT RESEARCH IN YOUR ORGANIZATION**

The above mentioned is a bonafide student of Kampala International University pursuing a Master of Arts in Project Planning and Management he is currently conducting a field research of which the title is **"Education projects and the performance of selected primary schools in Mogadishu, Somalia "**.As part of his research work; his has to collect relevant information through questionnaires, interviews and other relevant reading materials.

Your organization has been identified as a valuable source of information pertaining to his thesis the purpose of this letter is to request you to avail him with the pertinent information he may need.

Any information shared with him will be used for academic purposes only. Rest assured the data you provide shall be treated with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

**Dr. ROSEANN MWANIKI  
SOCIAL SCIENCE (SPGSR)**

*"Exploring the Heights"*

## APPENDIX II: QUESTIONNAIRE

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 "Education projects and the performance of selected Primary schools in Mogadishu, 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 one

#### 1. Age

20-30 ☐

31-40 ☐

41-50 ☐

51 and Above ☐

#### 2. Sex

Male ☐

Female ☐

#### 3. Marital status

Single ☐

married ☐

Divorced ☐

widowed ☐

#### 4. Education level

Primary ☐

Secondary ☐

Bachelor ☐

Master ☐

5. Experience

6 months  One year  Two years   
Three years  4 And Above

6. Personal Income

Low  Medium  High

**Section two:**

Please answer the questionnaire according to the following scale:

Agree 1; strongly agree 2, Disagree 3, Strongly Disagree 4

1. What are consequences of dropouts to the community in selected funding schools Mogadishu, Somalia?

NO	Question	Strongly agree	Agree	Strongly Disagree	Disagree
1	Bad role models				
2	Delinquent behavior				
3	Lack of education in the community				
4	School collapse				
5	Future development				
6	Increased diseases				

2. What are the causes of dropouts in selected funding schools Mogadishu, Somalia?

NO	Question	Strongly agree	Agree	Strongly Disagree	Disagree
1	Conflict between Student and teacher				
2	Failing classes				
3	Illness				
4	Early Marriage				
5	Family Problems				
6	Continue wars				
7	Lack of good teachers				
8	Poor management				

3. What the possible ways of reducing the number dropouts in selected funding schools in Mogadishu, Somalia?

NO	Question	Agree	strongly agree	Disagree	Strongly Disagree
1	Student motivation				
2	To develop strategic management for the selected funded schools				
3	Regular orientation for the students and their parents				
4	Professional teachers				
5	Continuous Monitoring and evaluation				
6	To reduce the risk of the pupils in the near Places of the schools				
7	To create Networks for the other private Schools				
8	Community involvement				

**APPENDIX III:**  
**CALCULATION OF CONTENT VALIDITY INDEX**

$$\text{CVI} = \frac{\text{Number of all relevant questions}}{\text{The total number of the items}}$$

Section two:

$$\text{CVI} = \frac{13}{14} = 0.92$$

$$\text{CVI} = \frac{18}{22} = 0.818$$

Therefore average of content validity index is:

$$\text{CVI} = \frac{1.73}{2} = 0.86$$

**APPENDIX IV**  
**RESEARCHERS CURRICULUM VITAE**  
**RESUME**

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**PERSONAL INFORMATION**

<b>Name</b>	<b>MOHAMED HASSAN MOHAMED</b>
<b>Date of birth</b>	26 February 1988
<b>Place of birth</b>	Beledweyne, Somalia
<b>Address</b>	Kampala, Uganda
<b>Email Address</b>	<u><a href="mailto:Maxamadyare1444@hotmail.com">Maxamadyare1444@hotmail.com</a></u>
<b>Mobile Phone</b>	+254717664574
<b>Nationality</b>	Somalia
<b>Marital Status</b>	Single

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**CAREER OBJECTIVE**

I am an enthusiastic and professional Web Designer, who enjoys being part of, as well as leading, a successful and productive team. I am quick to grasp new ideas and concepts, and to develop innovative and creative solutions to problems. I am able to work well on my own initiative and can demonstrate the high levels of motivation required to meet the tightest of deadlines. Even under significant pressure, I possess a strong ability to perform effectively.



## EDUCATION

August 2009      **KAMPALA INTERNATIONAL UNIVERSITY**

August 2010      **MASTER OF PROJECT PLANNING AND MANAGEMENT**

Kampala- Uganda

August 2005 –      **SOMALI INSTITUTE OF MANAGEMENT AND**

January 2009      **ADEMINISTRATION DEVELOPMENT**

**Bachelor of Science In Information Technology**

Mogadishu- Somalia

Designed, coded, tested JubbaLand Drug Company website as my final graduation project.

The project was developed in **PHP** as front-end and **MY\_SQL** as back-end.

February Up to      **MONACO LABS FUTURE GENEREATIION NETWORKS**

June 2010      **Advanced Cisco Networking Practical Training**

Towards **Cisco Certified Networking Associate (CCNA)**

KAMPALA-UGANDA

2002 Up to      Mogadishu Boarding School, Secondary school certificate  
2005

## **SKILLS AND ABILITIES**

### **September 2007 programmer**

**up to now**      Led a team developing a Supermarket management system software (desktop)  
Provided web designing and other programming practices.

### **October 2007      Hardware technician**

**Up to now**      Assessing initial set-up requirements and implementing hardware and software solutions accordingly.

### **September 2008 Database administrator**

**Up to now**      handling all the responsibility of the database administration including Back up restore and so on.  
Performing critical database administration exercise on Microsoft Windows platforms and incorporating changes To computer databases. Task included – Accessibility to Microsoft SQL server 200N0, enhancing Memory management etc.

## REFERENCES

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