

**CIVIL WAR AND POVERTY ENHANCEMENT OF SELECTED  
INTERNAL DISPLACED PEOPLE (IDP) CAMPS IN  
MOGADISHU SOMALIA**

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**A Thesis**

**Presented to the School of  
Postgraduate Studies and Research  
Kampala International University  
Kampala, Uganda**

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**In Partial Fulfillment of the Requirements for the Degree  
Master of Arts in Development Studies**

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**September, 2011**



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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".

ABDIKARIM MOHAIDIN

Name and Signature of Candidate



\_\_\_\_\_  
Date

## DECLARATION B

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



Dr. Mwaniki Roseann


Name and Signature of Supervisor


29/09/2011

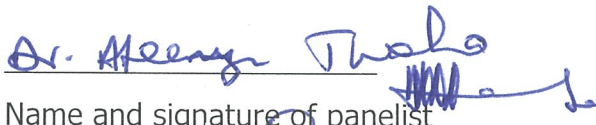
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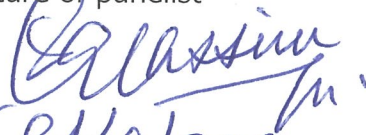
"This dissertation entitled **Civil war and poverty enhancement of selected internal displaced people (IDP) camps in Mogadishu** presented by **ABDIKARIM MOHAIDIN AMED** in partial fulfillment of the requirement for the degree of Master of development studies has been examined and approved by the panel on oral examination with the grade of PASSED.

  
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## **DEDICATION**

I dedicate this thesis to my father MOHAIDIN AHMED, my mother HABIBA ALI and to my sisters and brothers, FATIMA, SHUKRI, MARIA, MARYAMA, ABDIRIZAK, and ABDIKADIR, to my daughters HUDA and AISHA and to my beloved wife SAGAL ABUKAR AHMED.

## **ACKNOWLEDGMENT**

I thank Allah for guiding me and giving me the ability, the knowledge and the wealth to write this full thesis. Nonetheless this thesis was written by the help and the contribution of many people and I wish to put across my truthful appreciation of them for their magnificent help.

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## **LIST OF ABBREVIATIONS**

CVI	Content validity index
SAQ	Self-administered questionnaire
SPSS	Statistical Package for Social Sciences
IV	Independent Variable
DV	Dependent Variable
IDP	Internal displaced people

## **ABSTRACT**

This study was set out to establish the effects of civil war on enhancing poverty of selected IDP camps in Mogadishu. The aim of this study was to identify the affect of Somali civil war on the basic needs (food, shelter and clothing), education and healthcare and sanitation of selected IDP camps in Mogadishu. The study was carried out in Mogadishu, the capital city of Somalia. In terms of time the study was limited to eleven months September 2010 to July 2011.

The study employed a descriptive research design to identify the effects of civil war on enhancing poverty of selected IDP camps in Mogadishu. The population of the study consisted of one hundred and forty one respondents (141) from five Selected IDP camps regarding of their position, experience and qualifications. The study employed both purposive sampling technique and simple random sampling. Questionnaire tool was administered to collect quantitative data from the selected respondents, besides greater convenience in the context of time, stability, uniformity and consistency.

The finding of the research indicates that there is an increase in prices of staple food during conflicts, an increases in transaction costs caused by difficulties in accessing exchange markets when roads, train lines and other infrastructure is destroyed. Respondents strongly judge that civil war causes the absence of a well-trained and adequately-paid workforce required by the health care systems.

The government should prepare camps such that the people who were displaced from their homes may get shelter, education and health care. Nongovernmental organization and civil society organization should confirm a proper implementation of the projects intended for helping the internal displaced people in Mogadishu. The local community should support and provide any effort aimed to restore the hope of the IDPs in Mogadishu. The international community should enforce that protection for internal displaced people is often different than for the refugees.

## **CHAPTER ONE**

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

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

Civil wars have become since the Cold War the most common form of violent conflict in the world. Civil wars impact substantially on economic development and the living conditions of local populations at the time of the conflict and for many years thereafter. Most take place in poor countries in Africa, Asia and Latin America. Concern about poverty has a long tradition. The most learned perspective equates poverty with the inability to participate in society with dignity (David and Donald, 1996). According to classical economist Adam Smith poverty is a lack of those necessities that the custom of the country renders it indecent for creditable people, even of the lowest order, to be without.

Poverty in Africa refers to the lack of basic human needs faced by certain segments of African society. African nations typically fall toward the bottom of any list measuring small size economic activity, such as income per capita or GDP per capita, despite a wealth of natural resources. In 2009, 22 of 24 nations identified as having "Low Human Development" on the United Nations' (UN) Human Development Index were located in Sub-Saharan Africa. In 2006, 34 of the 50 nations on the UN list of least developed countries are in Africa. In addition, Africa's share of income has been consistently dropping over the past century by any measure (Ali and Robert, 1999)).

By African standards, Somalia is a homogenous state made up of a single ethnicity, religion and culture. This led to a relatively peaceful history until Somalia was colonized by the British, French, and Italians in the 19th century. However, Somalia's single ethnicity is broken into different clans, and sub-clans and this region's lack of natural resources led to a fracturing of society, violence, and eventually civil war at the end of the 20th century.

Somalia is considered one of the least developed countries in the world. Economic decline and civil war in the 1980s followed by a protracted armed conflict in the 1990s resulted in deepening levels of poverty, deprivation and vulnerability. 43% of Somalis live in extreme poverty, with an income of US\$ 1 a day or less. Average life expectancy at birth is 47 years; the adult literacy rate is 19% and 47% of the active population is unemployed (Ahmed, 2000).

Poverty in Somalia can be attributed to a number of factors including absence of an active central government, climate change, frequent famine and droughts, unavailability of fertile soil as the country is situated at the coastal region of Africa and in adequate literacy. The prominent factor which contributed critically to the enhancement of poverty status in Somali is the Civil war. Poverty in Somalia manifold since the collapse of the state in 1991 and witnessed inhabitant factor (Civil war) which further aggravated the problem of poverty in Somalia (Hodan, 2009).

Armed conflict raged across southern Somalia, pitting clan-based militias against one another for control of valuable towns, seaports, and neighborhoods. The principal victims of this violence were weak agricultural communities and coastal minority groups caught in the middle of the fighting. Looted of all their belongings, they faced a massive famine and poverty. The food aid quickly became part of the war economy, a commodity over which militias fought and that warlords diverted to fund the wars. An estimated 250,000 Somalis died in this war and famine (Mohamed, 2007.).

This study was guided by theory of "war to poverty" advanced by Narayan, (2000). The theory postulates that 'If you want to do something and have no power to do it, it is talauchi (poverty) and civil wars have direct effects on poverty through destruction of capital, displacement of people and increased insecurity. there is however remarkably little systematic understanding of the impact of civil wars on the lives of those in fighting areas and on people's own agency to escape poverty'. It was adopted for this study because the researcher was testing armed conflicts and their relationship and contribution to poverty enhancement.

The UN provides a broader definition of poverty: 'a human condition characterized by the sustained or chronic deprivation of the resources, capabilities, choices, security and power necessary for the enjoyment of an adequate standard of living and other civil, cultural, economic, political and social rights.' (UN, 2001).

Oxfam's last attempt to define poverty occurred in 1998 in the Fundamental Review of the Strategic Intent (FROSI). After noting four major approaches to poverty (income poverty, the capability approach, relative poverty and social exclusion), the review came to the following conclusion: 'One approach is insufficient to define poverty in totality. In particular, there are four aspects: not having enough to live on, not having enough to build from, being excluded from wealth, and being excluded from the power to change things for the better. This not only sits comfortably with our analysis and Oxfam's beliefs, but also reflects the outlook of poor people themselves. Further, it is only when looking at the four aspects together that Oxfam can gain insights into the causes of poverty and its solutions.' (Oxfam, FROSI)

Poverty is hunger. Poverty is lack of shelter. Poverty is being sick and not being able to see a doctor. Poverty is not having access to school and not knowing how to read. Poverty is not having a job, is fear for the future, living one day at a time. Poverty is losing a child to illness brought about by unclean water. Poverty is powerlessness, lack of representation and lack of freedom (Narayan, 2000).

In this study, the researcher adopted this definition of (Edward, 2006). Poverty is a condition of having insufficient resources or income. In its most extreme form, poverty is a lack of basic needs, such as adequate food, clothing, housing, education and healthcare services. Basic human needs refer to the absolute minimum resources necessary for long-term physical well-

being, usually in terms of consumption goods. Basic needs are food (including water), shelter, and clothing. The inability to acquire the basic goods and services necessary for survival is referred to as absolute poverty.

Civil war has been identified as one of the main causes for the persistence of poverty in many regions of the world. War damages infrastructure, institutions and production, destroys assets, breaks up communities and networks and kills and injures people. Those that face sudden losses of land, houses, cattle and other assets will be left without means of earning a living or providing food and shelter for their members.

The collapse of the Somali state and the subsequent civil war have altered most aspects of Somali life; but they have been particularly devastating in the area of economy and the livelihood. It is therefore necessary to determine affects of civil war on enhancing poverty in Mogadishu IDP camps.

This scenario points to the need to determine the views of the IDP members concerning poverty issues. It raises the question of the effect of the armed conflicts on basic human needs (food, shelter, and clothing), education and better health care and sanitation. However the scenario points to the need to determine the relationship between civil war and poverty enhancement.

## **Statement of the Problem**

The economy in Somalia is heavily dependent on livestock and agriculture. In the south, massive imports of food aid and the disruption of traditional rural-urban commercial networks have largely distorted markets in Mogadishu and in other parts of the country.

In the last few years, agricultural production has been unstable as drought continues to affect most of the country. From a broader perspective, prolonged food insecurity and vulnerability resulting from limited employment opportunities, inflation, volatile markets for cereals and a ban on livestock exports, combined with successive years of crop failure, flooding, conflict and demographic changes have contributed to the enhancement of poverty level in the country.

However, People in Somalia have acclimatized to the consequences of poverty which has its roots on the political crises and civil war. Thus the researcher was motivated to examine the affect of civil war on enhancing poverty in Somalia; particularly selected IDP camps in Mogadishu.

## **Purpose of the study**

The aim of this study was to identify the affect of Somali civil war on the basic needs (food, shelter and clothing), education and healthcare and sanitation of selected IDP comps in Mogadishu.

## **Objectives of the study**

**General:** to determine the relationship between civil war and poverty enhancement of selected IDP camps.

**Specific:** To be sought further in this study the flowing was the specific objectives:

1. To identify the demographic characteristics of the respondents in terms of age, gender qualification and experience.
2. To determine the effect of civil wars on the basic human needs (food, shelter, and clothing).
3. To assess the effect of civil wars on education.
4. To establish the effect of civil wars on health care and sanitation.

## **Research Questions**

1. What are the demographic characteristics of the respondents?
2. How civil wars affect basic human needs (food, shelter, and clothing) of the selected IDPs in Mogadishu?
3. How civil wars affect school access of selected the IDPs in Mogadishu?

4. How civil wars affect better access to health care and sanitation of the selected IDPs in Mogadishu?

## **Scope of the study**

### **Geographical scope**

The study was carried out in Mogadishu, the capital city of Somalia.

### **Content scope**

The research focused on the contribution of civil war on enhancing poverty of the selected IDPs, Mogadishu – Somalia.

### **Time scope**

The study was limited to eleven months September 2010 to July 2011.

## **Significances of the study**

The findings of this study shall provide insight to the community, the Humanitarian NGOs, and the government to put in place appropriate policies and strategies to mitigate those affects to ensure the welfare and prosperity of the community. The researcher is hopeful that the study achieved will form a basis for further research on impact of poverty on the civil war and this will lead to the generation of ideas for better understanding the aspect.

## Operational definitions

**Basic needs** are the absolute minimum resources necessary for long-term physical well-being, usually in terms of consumption goods. The poverty line is then defined as the amount of income required to satisfy those needs. A traditional list of immediate "basic needs" is food (including water), shelter, and clothing. **Food** is any substance consumed to provide nutritional support for the body. **Shelter** is a structure or building that provides cover from weather or protection against danger. **Clothing** refers to any covering for the human body.

**Education** is the process by which society deliberately transmits its accumulated knowledge, skills, and values from one generation to another.

**Health care** (or **healthcare**) is the diagnosis, treatment, and prevention of disease, illness, injury, and other physical and mental impairments in humans.

**Sanitation** is a measure to protect public health through proper solid waste disposal, sewage disposal, and cleanliness during food processing and preparation.

**Civil war** is a war between organized groups within the same nation state or republic, or, less commonly, between two countries created from a formerly-united nation state.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **Concept of poverty**

The English word "poverty" came from Latin pauper = "poor", via Anglo-Norman povert. There are many definitions of poverty depending on the context of the situation and the views of the person giving the definition. Poverty is pronounced deprivation in well-being, and comprises many dimensions. It includes low incomes and the inability to acquire the basic goods and services necessary for survival with dignity. Poverty also encompasses low levels of health and education, poor access to clean water and sanitation, inadequate physical security, lack of voice, and insufficient capacity and opportunity to better one's life (Joseph and Larry, (2003).

If you want to do something and have no power to do it, it is talauchi (poverty). Poverty is hunger. Poverty is lack of shelter. Poverty is being sick and not being able to see a doctor. Poverty is not having access to school and not knowing how to read. Poverty is not having a job, is fear for the future, living one day at a time. Poverty is losing a child to illness brought about by unclean water. Poverty is powerlessness, lack of representation and lack of freedom (Narayan, 2000).

Poverty is often measured in economic terms: 'one billion people live on less than one dollar a day'. This is because a person's income is a major determinant of their standard of living. Higher income allows a person to invest in important things like land, education and health – and often to achieve social and political influence. Of course, income is not the only factor that influences quality of life. In some cases, societies have achieved better general standards of living than might have been expected given their income levels. In others, high incomes have translated into less improvement in welfare than might have been expected. For this reason, other indicators such as life expectancy and literacy are sometimes used when quantifying poverty. (UNDP, Human Development Report, 1990)

However, statistical measures alone do not take account of the myriad social, cultural and political aspects of the poverty. Poverty is not only deprivation of economic or material resources but a violation of human dignity too. The UN provides a broader definition of poverty:

'a human condition characterized by the sustained or chronic deprivation of the resources, capabilities, choices, security and power necessary for the enjoyment of an adequate standard of living and other civil, cultural, economic, political and social rights.' (UN, 2001).

Oxfam's last attempt to define poverty occurred in 1998 in the Fundamental Review of the Strategic Intent (FROSI). After noting four major

approaches to poverty (income poverty, the capability approach, relative poverty and social exclusion), the review came to the following conclusion:

'One approach is insufficient to define poverty in totality. In particular, there are four aspects: not having enough to live on, not having enough to build from, being excluded from wealth, and being excluded from the power to change things for the better. This not only sits comfortably with our analysis and Oxfam's beliefs, but also reflects the outlook of poor people themselves. Further, it is only when looking at the four aspects together that Oxfam can gain insights into the causes of poverty and its solutions.' (Oxfam, FROSI)

Fundamentally, poverty is a denial of choices and opportunities, a violation of human dignity. It means lack of basic capacity to participate effectively in society. It means not having enough to feed and clothe a family, not having a school or clinic to go to, not having the land on which to grow one's food or a job to earn one's living, not having access to credit. It means insecurity, powerlessness and exclusion of individuals, households and communities. It means susceptibility to violence, and it often implies living in marginal or fragile environments, without access to clean water or sanitation (Ali, 2003).

## **Absolute poverty**

Absolute poverty is the lack of one or several basic needs over a period long enough that it endangers your life or can cause it harm. The vital and biological needs are typically food, water, clothing, basic housing (or anything that looks like a decent roof over your head), and a minimum of sanitation. Absolute poverty is the value of a set level of resources deemed necessary to maintain a minimal standard of well being. Absolute poverty is where people lack the necessary food, clothing, or shelter to survive (Joseph and Larry, 2003). With such a definition, poverty is eliminated once all households command resources equal to or above the poverty line.

Absolute poverty refers to a set standard which is consistent over time and between countries. The World Bank defines extreme poverty as living on less than US \$1.25 per day. The 2007 World Bank report "Global Economic Prospects" predicts that in 2030 the number living on less than the equivalent of \$1 a day will fall by half. An average resident of what we used to call the Third World will live about. Much of Africa will have difficulty keeping pace with the rest of the developing world and even if conditions there improve in absolute terms, the report warns, Africa in 2030 will be home to a larger proportion of the world's poorest people than it is today.

The term absolute poverty is also sometimes used as a synonym for extreme poverty. Absolute poverty is the absence of enough resources (such

as money) to secure basic life necessities. According to a UN declaration that resulted from the World Summit on Social Development in Copenhagen in 1995, absolute poverty is "a condition characterised by severe deprivation of basic human needs, including food, safe drinking water, sanitation facilities, health, shelter, education and information. It depends not only on income but also on access to services."

David Gordon's paper, "Indicators of Poverty & Hunger", for the United Nations, further defines absolute poverty as the absence of any two of the following eight basic needs Food: Body Mass Index must be above 16, Safe drinking water: Water must not come from solely rivers and ponds, and must be available nearby (less than 15 minutes' walk each way), Sanitation facilities: Toilets or latrines must be accessible in or near the home, Health: Treatment must be received for serious illnesses and pregnancy, Shelter: Homes must have fewer than four people living in each room. Floors must not be made of dirt, mud, or clay, Education: Everyone must attend school or otherwise learn to read, Information: Everyone must have access to newspapers, radios, televisions, computers, or telephones at home and Access to services: This item is undefined by Gordon, but normally is used to indicate the complete panoply of education, health, legal, social, and financial (credit) services (UN, 2009)

## **Relative poverty**

Relative poverty views poverty as socially defined and dependent on social context, hence relative poverty is a measure of income inequality. Usually, relative poverty is measured as the percentage of population with income less than some fixed proportion of median income. Relative poverty is a relative term which describes the condition of a section of the population when compared to the majority. Relative poverty can be reduced but never eliminated

A measure of relative poverty defines "poverty" as being below some relative poverty threshold. For example, the statement that "households with an accumulated income less than 60% of the median equivalized household disposable income are living in poverty" uses a relative measure to define poverty. In this system, if everyone's real income in an economy increases, but the income distribution stays the same, then the rate of relative poverty will also stay the same (UNDP, 1990).

## **Basic needs**

Basic needs are the absolute minimum resources necessary for long-term physical well-being, usually in terms of consumption goods. The poverty line is then defined as the amount of income required to satisfy those needs. A traditional list of immediate "basic needs" is food (including water), shelter, and clothing. In the development discourse, the basic needs model focuses on the measurement of what is believed to be an eradicable level of poverty.

Development programs following the basic needs approach do not invest in economically productive activities that will help a society carry its own weight in the future, rather it focuses on allowing the society to consume just enough to rise above the poverty line and meet its basic needs.

The lack of basic security connotes the absence of one or more factors enabling individuals and families to assume basic responsibilities and to enjoy fundamental rights. The situation may become widespread and result in more serious and permanent consequences. The lack of basic security leads to chronic poverty when it simultaneously affects several aspects of people's lives, when it is prolonged and when it severely compromises people's chances of regaining their rights and of reassuming their responsibilities in the foreseeable future (Fedik and Lee, 2005).

### **Food**

Food is any substance consumed to provide nutritional support for the body. It is usually of plant or animal origin, and contains essential nutrients, such as carbohydrates, fats, proteins, vitamins, or minerals. The substance is ingested by an organism and assimilated by the organism's cells in an effort to produce energy, maintain life, and/or stimulate growth. Historically, people secured food through two methods: hunting and gathering, and agriculture. Today, most of the food energy consumed by the world population is supplied by the food

industry, which is operated by multinational corporations that use intensive farming and industrial agriculture to maximize system output.

Food safety and food security are monitored by agencies like the International Association for Food Protection, World Resources Institute, World Food Programme, Food and Agriculture Organization, and International Food Information Council. They address issues such as sustainability, biological diversity, climate change, nutritional economics, population growth, water supply, and access to food (Duale, 2000).

## **Clothing**

Clothing refers to any covering for the human body. The wearing of clothing is exclusively a human characteristic and is a feature of most human societies. The amount and type of clothing worn depends on functional considerations (such as a need for warmth or protection from the elements) and social considerations. In some situations the minimum amount of clothing (i.e. covering of a person's genitals) may be socially acceptable, while in others much more clothing is expected.

Functionality is the primary purpose of clothing. It can serve as protection from the elements. Clothes also enhance safety during hazardous activities such as hiking and cooking, by providing a barrier

between the skin and the environment. Further, clothes provide a hygienic barrier, keeping toxins away from the body and limiting the transmission of germs (Hertig, 1969).

In most cultures, gender differentiation of clothing is considered appropriate for men and women. The differences are in styles, colors and fabrics. Islam requires women to wear more modest forms of attire, usually hijab. What qualifies as "modest" varies in different Muslim societies; however, women are usually required to cover more of their bodies than men are. Articles of clothing worn by Muslim women for purposes of modesty range from the headscarf to the burqa (Gilligan, 2010).

## **Shelter**

Housing (shelter), permanent shelter for human habitation. Because shelter is necessary to everyone, the problem of providing adequate housing has long been a concern, not only of individuals but of governments as well. Thus, the history of housing is inseparable from the social, economic, and political development of humankind. Housing is a critical component in the social and economic fabric of all nations. No country is yet satisfied that adequate housing has been delivered to the various economic groups that make up its populace. Thus, most nations, in one form or another, continue to claim a

housing problem. Housing in economically developing countries is typically inferior in quality and space to that found in economically developed nations. Government efforts to upgrade housing conditions are evolving slowly.

The right to housing is recognised in a number of international human rights instruments. Article 25 of the Universal Declaration of Human Rights recognises the right to housing as part of the right to an adequate standard of living. It states that everyone has the right to a standard of living adequate for the health and wellbeing of himself and his family, including food, clothing, housing and medical care and necessary social services (Fedik and Lee, 2005).

## **Education**

Education in the largest sense is any act or experience that has a formative effect on the mind, character, or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills, and values from one generation to another. Etymologically, the word education is derived from educare (Latin) "bring up", which is related to educere "bring out", "bring forth what is within", "bring out potential" and ducere, "to lead".

This process is sometimes called schooling when referring to the education of teaching only a certain subject, usually as professors at institutions of higher learning. There is also education in fields for those who want specific vocational skills, such as those required to be a pilot. In addition there is an array of education possible at the informal level, such as in museums and libraries, with the Internet and in life experience (Bradley, 1992).

The division between primary and secondary education is somewhat arbitrary, but it generally occurs at about eleven or twelve years of age. Some education systems have separate middle schools, with the transition to the final stage of secondary education taking place at around the age of fourteen. Schools that provide primary education, are mostly referred to as primary schools. Primary schools in these countries are often subdivided into infant schools and junior school (UNESCO, 2008).

The exact meaning of any of these terms varies from one system to another. The exact boundary between primary and secondary education also varies from country to country and even within them, but is generally around the seventh to the tenth year of schooling. Secondary education occurs mainly during the teenage years. In the United States, Canada and Australia primary and

secondary education together are sometimes referred to as K-12 education, and in New Zealand Year 1-13 is used. The purpose of secondary education can be to give common knowledge, to prepare for higher education or to train directly in a profession (Gerard et al).

## **Healthcare**

Health care (or healthcare) is the diagnosis, treatment, and prevention of disease, illness, injury, and other physical and mental impairments in humans. Health care is delivered by practitioners in medicine, chiropractic, dentistry, nursing, pharmacy, allied health, and other care providers. Access to services by health care practitioners varies across countries, groups and individuals, largely influenced by social and economic conditions. Health care systems aim to meet the health care needs of target populations. The exact configuration of health care systems varies from country to country.

In some countries and jurisdictions, health care planning is distributed among market participants, whereas in others planning is made more centrally among governments or other coordinating bodies. In all cases, in order to meet the health needs of the populations they serve, health care systems requires a robust financing mechanism; a well-trained and adequately-paid workforce; reliable information on

which to base decisions and policies; and well maintained facilities and logistics to deliver quality medicines and technologies (Allen, 2008).

According to the United Nations system the International Standard Industrial Classification, health care generally consists of hospital activities, medical and dental practice activities, and other human health activities. The last class consists of all activities for human health not performed by hospitals, physicians or dentists. This involves activities of, or under the supervision of, nurses, midwives, physiotherapists, scientific or diagnostic laboratories, pathology clinics, home, or other para-medical practitioners in the field of optometry, hydrotherapy, medical massage, yoga therapy, music therapy, occupational therapy, speech therapy, chiropody, homeopathy, chiropractics, acupuncture, etc (World Health Organization, 2000).

Social health insurance is where a nation's entire population is eligible for health care coverage, and this coverage and the services provided are regulated. In almost every country, state or municipality with a government health care system a parallel private, and usually for-profit, system is allowed to operate. This is sometimes referred to as two-tier health care or universal health care. The scale, extent, and funding of these private systems is variable (Williams, 1987).

A traditional view is that improvements in health result from advancements in medical science. The medical model of health focuses on the eradication of illness through diagnosis and effective treatment. In contrast, the social model of health places emphasis on changes that can be made in society and in people's own lifestyles to make the population healthier. It defines illness from the point of view of the individual's functioning within their society rather than by monitoring for changes in biological or physiological signs (Phelps, 2007)

## **Sanitation**

Sanitation is the hygienic means of promoting health through prevention of human contact with the hazards of wastes. Hazards can be physical, microbiological, biological or chemical agents of disease. Wastes that can cause health problems are human and animal feces, solid wastes, domestic wastewater (sewage, sullage, greywater), industrial wastes and agricultural wastes. Hygienic means of prevention can be by using engineering solutions (e.g. sewerage and wastewater treatment), simple technologies (e.g. latrines, septic tanks), or even by personal hygiene practices (e.g. simple handwashing with soap) (Overseas Development Institute, 2006).

The term "sanitation" can be applied to a specific aspect, concept, location or strategy, such as **Basic sanitation** refers to the

management of human feces at the household level. This terminology is the indicator used to describe the target of the Millennium Development Goal on sanitation. **On-site sanitation** is the collection and treatment of waste is done where it is deposited. Examples are the use of pit latrines, septic tanks, and Imhoff tanks. **Food sanitation** refers to the hygienic measures for ensuring food safety. **Environmental sanitation** is the control of environmental factors that form links in disease transmission. Subsets of this category are solid waste management, water and wastewater treatment, industrial waste treatment and noise and pollution control. **Ecological sanitation** is an approach that tries to emulate nature through the recycling of nutrients and water from human and animal wastes in a hygienically safe manner (Ruth, 2005).

The importance of the isolation of waste lies in an effort to prevent water and sanitation related diseases, which afflict both developed countries as well as developing countries to differing degrees. It is estimated that up to 5 million people die each year from preventable water-borne disease, as a result of inadequate sanitation and hygiene practices. The affects of sanitation have also had a large impact on society. The results of studies published in Griffins Public Sanitation show that better sanitation produces an enhanced feeling of wellbeing (William, 2000).

The Joint Monitoring Program for water and sanitation of WHO and UNICEF has defined improved sanitation as connection to a public sewer, connection to a septic system, pour-flush latrine, simple pit latrine and ventilated improved pit latrine. According to that definition, 62% of the world's population has access to improved sanitation in 2008, up by 8% since 1990. Only slightly more than half of them or 31% of the world population lived in houses connected to a sewer. Overall, 2.5 billion people lack access to improved sanitation and thus must resort to open defecation or other unsanitary forms of defecation, such as public latrines or open pit latrines. This includes 1.2 billion people who have access to no facilities at all. This outcome presents substantial public health risks as the waste could contaminate drinking water and cause life threatening forms of diarrhea to infants. Improved sanitation, including hand washing and water purification, could save the lives of 1.5 million children who die from diarrheal diseases each year.

In developed countries, where less than 20% of the world population lives, 99% of the population has access to improved sanitation and 81% were connected to sewers. Disposal of solid waste is most commonly conducted in landfills, but incineration, recycling, composting and conversion to biofuels are also avenues. In the case of landfills, advanced countries typically have rigid protocols for daily

cover with topsoil, where underdeveloped countries customarily rely upon less stringent protocols. The importance of daily cover lies in the reduction of vector contact and spreading of pathogens. Daily cover also minimises odor emissions and reduces windblown litter. Likewise, developed countries typically have requirements for perimeter sealing of the landfill with clay-type soils to minimize migration of leachate that could contaminate groundwater (and hence jeopardize some drinking water supplies)( George, 2002).

The United Nations Millennium Development Goals (MDGs) include a target to reduce by half the proportion of people without access to basic sanitation by 2015. In December 2006, the United Nations General Assembly declared 2008 'The International Year of Sanitation', in recognition of the slow progress being made towards the MDGs sanitation target. The year aims to develop awareness and action to meet the target. Particular concerns are 1) Removing the stigma around sanitation, so that the importance of sanitation can be more easily and publicly discussed and 2) Highlighting the poverty reduction, health and other benefits that flow from better hygiene, household sanitation arrangements and wastewater treatment (UN, 2001).

Research from the Overseas Development Institute suggests that sanitation and hygiene promotion needs to be better

'mainstreamed' in development, if the MDG on sanitation is to be met. At present, promotion of sanitation and hygiene is mainly carried out through water institutions. The research argues that there are, in fact, many institutions that should carry out activities to develop better sanitation and hygiene in developing countries. For example, educational institutions can teach on hygiene, and health institutions can dedicate resources to preventative works (to avoid, for example, outbreaks of cholera).

### **Poverty reduction**

Poverty reduction measures are those that raise, or are intended to raise, the material level of living. Of course, some people undertake voluntary poverty due to religious or philosophical beliefs. For example, Christian monks and nuns take a "vow of poverty" by which they renounce luxury. Poverty reduction measures have no role in regard to voluntary poverty.

The Millennium Development Goals (MDGs) are eight international development goals that all 192 United Nations member states and at least 23 international organizations have agreed to achieve by the year 2015. They include eradicating extreme poverty, reducing child mortality rates, fighting disease epidemics such as AIDS, and developing a global partnership for development. The aim of the Millennium Development Goals (MDGs) is to encourage development by improving social and economic conditions in the

world's poorest countries. They derive from earlier international development targets, and were officially established following the Millennium Summit in 2000, where all world leaders present adopted the United Nations Millennium Declaration.

The Millennium Development Goals (MDGs) originated from the Millennium Declaration produced by the United Nations. The Declaration asserts that every individual has the right to dignity, freedom, equality, a basic standard of living that includes freedom from hunger and violence, and encourages tolerance and solidarity. The MDGs were made to operationalize these ideas by setting targets and indicators for poverty reduction in order to achieve the rights set forth in the Declaration on a set fifteen-year timeline.

Eradicate extreme poverty and hunger is the first goal among MDGs. It focuses on three targets which are Halve the proportion of people living on less than \$1 a day, Achieve Decent Employment for Women, Men, and Young People and Halve the proportion of people who suffer from hunger. Although developed countries' aids for the achievement of the MDGs have been rising over the recent year, it has shown that more than half is towards debt relief owed by poor countries. As well, remaining aid money goes towards natural disaster relief and military aid which does not further the country into development. According to the United Nations Department of Economic and Social Affairs (2006), the 50 least developed countries only receive about one

third of all aid that flows from developed countries, raising the issue of aid not moving from rich to poor depending on their development needs but rather from rich to their closest allies (UN, 2001).

### **Concept of Civil war**

A civil war is a war between organized groups within the same nation state or republic, or, less commonly, between two countries created from a formerly-united nation state. The aim of one side may be to take control of the country or a region, to achieve independence for a region, or to change government policies. The term is a calque of the Latin *bellum civile* which was used to refer to the various civil wars of the Roman Republic in the 1st century BC. A civil war is a high-intensity conflict, often involving regular armed forces, that is sustained, organized and large-scale. Civil wars may result in large numbers of casualties and the consumption of significant resources.

Civil wars since the end of World War II have lasted on average just over four years, a dramatic rise from the one-and-a-half year average of the 1900-1944 period. While the rate of emergence of new civil wars has been relatively steady since the mid-19th century, the increasing length of those wars resulted in increasing numbers of wars ongoing at any one time. For example, there were no more than five civil wars underway simultaneously in the first half of the 20th century, while over 20 concurrent civil wars were

occurring at the end of the Cold War, before a significant decrease as conflicts strongly associated with the superpower rivalry came to an end. Since 1945, civil wars have resulted in the deaths of over 25 million people, as well as the forced displacement of millions more. Civil wars have further resulted in economic collapse Burma (Hellary, 2006)

James Fearon, a scholar of civil wars at Stanford University, defines a civil war as "a violent conflict within a country fought by organized groups that aim to take power at the center or in a region or to change government policies". Ann Hironaka further specifies that one side of a civil war is the state. The intensity at which a civil disturbance becomes a civil war is contested by academics. Some political scientists define a civil war as having more than 1000 casualties, while others further specify that at least 100 must come from each side.

The Correlates of War, a dataset widely used by scholars of conflict, classifies civil wars as having over 1000 war-related casualties per year of conflict. This rate is a small fraction of the millions killed in the Second Sudanese Civil War, Somali civil war and Cambodian Civil War, for example, but excludes several highly publicized conflicts, such as The Troubles of Northern Ireland and the struggle of the African National Congress in Apartheid-era South Africa.

The Geneva Conventions do not specifically define the term "civil war". They do, however, describe the criteria for acts qualifying as "armed conflict not of an international character", which includes civil wars. Among the conditions listed are four requirements: 1) The party in revolt must be in possession of a part of the national territory. 2) The insurgent civil authority must exercise de facto authority over the population within the determinate portion of the national territory. 3) The insurgents must have some amount of recognition as a belligerent. 4) The legal Government is "obliged to have recourse to the regular military forces against insurgents organized as military."

Civil wars have become since the Cold War the most common form of violent conflict in the world. Civil wars impact substantially on economic development and the living conditions of local populations at the time of the conflict and for many years thereafter. Most take place in poor countries in Africa, Asia and Latin America (David and Donald, 1996).

Civil war has been identified as one of the main causes for the persistence of poverty in many regions of the world. War damages infrastructure, institutions and production, destroys assets, breaks up communities and networks and kills and injures people.

## **Causes of civil war**

Scholars investigating the cause of civil war are attracted by two opposing theories, greed versus grievance. Roughly stated: are conflicts caused by who people are, whether that be defined in terms of ethnicity, religion or other social affiliation, or do conflicts begin because it is in the economic best interests of individuals and groups to start them? Scholarly analysis supports the conclusion that economic and structural factors are more important than those of identity in predicting occurrences of civil war (Stathis, 2001).

A comprehensive study of civil war was carried out by a team from the World Bank in the early 21st century. The study framework, which came to be called the Collier-Hoeffler Model, examined 78 five-year increments when civil war occurred from 1960 to 1999, as well as 1,167 five-year increments of "no civil war" for comparison, and subjected the data set to regression analysis to see the effect of various factors. The factors that were shown to have a statistically-significant effect on the chance that a civil war would occur in any given five-year period were:

### **Availability of finance**

A high proportion of primary commodities in national exports significantly increases the risk of a conflict. A country at "peak danger", with commodities comprising 32% of gross domestic product, has a 22% risk of falling into civil war in a given five-year period, while a country with no primary commodity exports has a 1% risk. When disaggregated, only petroleum and non-petroleum groupings showed different results: a country with relatively low levels of dependence on petroleum exports is at slightly less risk, while a high-level of dependence on oil as an export results in slightly more risk of a civil war than national dependence on another primary commodity.

The authors of the study interpreted this as being the result of the ease by which primary commodities may be extorted or captured compared to other forms of wealth, for example, it is easy to capture and control the output of a gold mine or oil field compared to a sector of garment manufacturing or hospitality services. A second source of finance is national diasporas, which can fund rebellions and insurgencies from abroad. The study found that statistically switching the size of a country's diaspora from the smallest found in the study to the largest resulted in a sixfold increase in the chance of a civil war.

### **Opportunity cost of rebellion**

Higher male secondary school enrollment, per capita income and economic growth rate all had significant effects on reducing the chance of civil war. Specifically, a male secondary school enrollment 10% above the average reduced the chance of a conflict by about 3%, while a growth rate 1% higher than the study average resulted in a decline in the chance of a civil war of about 1%. The study interpreted these three factors as proxies for earnings foregone by rebellion, and therefore that lower foregone earnings encourages rebellion.

### **Military advantage**

High levels of population dispersion and, to a lesser extent, the presence of mountainous terrain increased the chance of conflict. Both of these factors favor rebels, as a population dispersed outward toward the borders is harder to control than one concentrated in a central region, while mountains offer terrain where rebels can seek sanctuary.

### **Grievance**

Most proxies for "grievance" - the theory that civil wars begin because of issues of identity, rather than economics - were statistically insignificant, including economic equality, political rights, ethnic polarization and religious fractionalization. Only ethnic dominance, the case where the largest ethnic group comprises a majority of the population, increased the risk of civil war. A country characterized by

ethnic dominance has nearly twice the chance of a civil war. However, the combined effects of ethnic and religious fractionalization, i.e. the more chance that any two randomly chosen people will be from separate ethnic or religious groups the less chance of a civil war, were also significant and positive, as long as the country avoided ethnic dominance.

The study interpreted this as stating that minority groups are more likely to rebel if they feel that they are being dominated, but that rebellions are more likely to occur the more homogeneous the population and thus more cohesive the rebels. These two factors may thus be seen as mitigating each other in many cases

### **Population size**

The various factors contributing to the risk of civil war rise increase with population size. The risk of a civil war rises approximately proportionately with the size of a country's population.

### **The effects of civil war on household physical capital**

During violent conflicts assets get lost or destroyed through fighting and looting. These include houses, land, labour, utensils, cattle, livestock and other productive assets. The destruction of productive assets affects the access of individuals and households to important sources of livelihood, which may in turn severely affect their productive capacity and damage their economic position. Those that face sudden losses of land, houses, cattle and

other assets will be left without means of earning a living or providing food and shelter for their members. Such losses will impact significantly on the ability of affected households to recover their economic and social position in post-conflict settings.

Negative productive effects can be counteracted by opportunities raised by armed conflict. Some individuals, households and groups will benefit from violence through looting, the redistribution of assets during conflict and the privileged access to market and political institutions for those that 'win' the conflict or support winning factions during the conflict. Evidence has also started to accumulate on how some areas of the economic private sector – not necessarily related to the war effort – adapt and flourish during war. The net impact of civil wars on household stocks of physical capital will depend largely on how the onset of violence influences local exchange, employment, insurance and credit markets. In particular, changes in the price of staple goods and other crops farmed are of key importance for rural household decisions (Hellary, 2006).

Empirical evidence on price effects of armed conflict is however very scarce. Recent studies have shown evidence for an increase in prices of staple food during conflicts due to the scarcity of goods, the destruction of land, seeds and crops and the risks associated with market exchanges during violent outbreaks. This price increase will benefit households that are net producers of the staple good, but may harm those (the majority) that are net

consumers. Negative effects are likely to prevail due to observed decreases in the price of other commodities and assets particularly cattle and other livestock, as well as increases in transaction costs caused by difficulties in accessing exchange markets when roads, train lines and other infrastructure is destroyed.

The ability of households to respond to price shocks depends on the direction of the shock. If the household is able to switch activities in order to take advantage of them (for instance, looting but also access to new markets, including informal or illegal markets through alliances of support of different fighting factions) then losses may be small or the effect may even be positive. A negative overall shock will result in a reduction in household assets if the household is not able to switch activities, cannot access credit and insurance markets or no alternative activities exist. In extreme cases, this will result in the household resorting to subsistence activities.

There is however little evidence on the impact of armed conflict on the operation and access to local markets. Loss of trust between economic agents, the upheaval caused by armed conflict to local communities and institutions and the destruction of infrastructure are likely to severely constrain the functioning of local formal and informal credit and insurance markets. This effect will be stronger when entire communities are affected by violence making the risk of income losses covariant. Employment markets are also likely to be affected by war (Hironaka, 2005).

## **Household human capital during civil wars**

Wars result in deaths, injuries, disability and psychological trauma of men, women and children. These outcomes of violence may often be enough to push previously vulnerable households below critical wealth thresholds (particularly amongst household with widows, orphans and disabled individuals), which may well become insurmountable if the household is unable to replace labour or capital, and may last across generations if education and health outcomes of children is significant.

Overall empirical evidence has shown that civil wars result in largely negative and long-lasting nutritional effects amongst children in war zones. Wars have a negative impact on educational attainments, although some studies dispute the overall longer-term implications of these outcomes. In general, individuals with less education will exhibit lower labour market outcomes later in life in terms of earning capacity. The recruitment of young males and children into fighting units also leads to interruption in schooling, which in turn affects the capacity of young people to accumulate skills and capital, and may trap them into low-productivity activities. This effect can have intergenerational consequences as their children are likely to also remain trapped in a cycle of low human capital and low productivity (Barbara, 2002).

## **Institutional effects of war**

Institutional change may have considerable impact on the level and dynamics of poverty amongst individuals and households in war areas through their effects on the nature, organisation and use of violence in civil wars. However, limited attention has been paid to how social and political institutional organisations change and adapt during (and after) violent conflict, including ways in which communities manage conflict and sustain social cohesion, the forms of local governance that emerge amidst violence and means developed for the provision of public goods and security in areas of violent conflict. These changes are likely to have profound impacts on the socioeconomic status and security of individuals, households and communities and hence on the persistence of cycles of war and poverty amongst certain individuals, households and communities.

Two areas of institutional change remain critically under-researched. One concerns changes in social cohesion and norms of cooperation. Violent conflict impacts considerably on the social fabric of affected communities, on social relations between family members, neighbours and friends, on how communities relate internally and with other communities, and on the functioning of local citizen organisations and their relation with state-level institutions. The impact of these on the lives of local populations can be significant as it will affect the ability of people to rely on community relations

in times of difficulty, to access employment or credit arrangements and to integrate into new norms and institutional processes.

The second is the emergence of local governance structures controlled by non-state (often armed) actors during violent conflict in areas where the state is absent, deposed or heavily contested. The actions of these actors may have significant impacts on the socio-economic status and security of individuals, households and communities in the areas they control. We discuss below how emerging evidence on these institutional effects may inform the relationship between war and poverty, and discuss promising avenues for future research on these important channels linking violent conflict and poverty outcomes (Mats and David, 2000).

### **Effects of war on local social norms and cohesion**

Civil wars have profound effects on the social fabric of affected communities. The impact of these on individual and household poverty levels and dynamics can be significant in so far as these changes affect the ability of individuals and households to rely on community relations in times of difficulty, access particular employment or credit arrangements and integrate into new norms and institutional processes. These effects are determined to a large extent by changes in household composition and the displacement and migration of households to safer areas. They are also caused by the dynamics of the conflict itself, such

as people telling on each other, different groups turning against each other and changes in levels of trust amongst communities

Political forces and social norms may also strengthen some forms of social interactions that either feed into the conflict or constitute the 'tipping point' for the outbreak of violence. The impact of changes in local social relations on individual and household poverty will depend on the initial characteristics and alliances of individuals and households at the start of the conflict (for instance, the level of integration within own community), the extent of the breakdown of social cohesion during the conflict (for example, those living in communities targeted by the conflict due to ethnic characteristics or displaced populations may fare worse) and the strength and types of new networks and social interactions formed during and after the conflict (for example, those fighting for winning coalitions may benefit from new forms of governance in the post-conflict period) (Mats and David, 2000).

### **Effects of war on political institutions and local governance**

Institutional effects are responsible for poverty traps when political forces and social interactions result in dysfunctional institutions that make property rights insecure and perpetuate inequalities in power and wealth. These effects are likely to matter substantially in contexts of civil war due to two features that distinguish the impact of armed

conflict from other shocks. One is the fact that during civil wars property rights are insecure and often cannot be enforced because the state has lost the monopoly of violence and the rule of law does not operate. The second is the profound institutional transformation caused by violent conflict.

Institutional organisation, governed either by state or non-state actors, determines the access of households to education opportunities, to buy land and other assets, to borrow funds and invest them in productive activities and to have a voice in socio-political decisions in their communities including voting). Organisations that favour corrupt, rent-seeking and destructive behaviour will perpetuate dysfunctionality (Mats and David, 2000).

### **Relationship between civil war and poverty**

Civil wars and poverty are inextricably linked. By their very nature, civil wars have direct effects on poverty in war affected regions of a country through destruction of capital, displacement of people and increased insecurity. The indirect effects of war on poverty that could impact a whole country, or even other neighboring countries, operate through the growth channel. Civil wars reduce both actual and "desired" capital stock, immediately and overtime. Therefore, they do not only produce impact effects that reduce levels of output, but also the rates of growth of output. In addition to the destructive effect of war on capital---broadly defined to include human and

social capital as well---three more channels through which civil wars can affect growth could be identified (Collier, 1998).

Civil wars can be disruptive to capital or transactions-intensive activities (such as roads, production of manufactures, or financial services); they can divert expenditure and the society's resources from economic services to the war efforts; and they can divert portfolios from domestic investment into capital flight. The detrimental effects of the risk of civil wars on growth, predicted through these channels, were robustly corroborated by international evidence. On the other hand, poverty can be a cause of future civil wars, because it influences the probability of a civil war.

At the microeconomic level, the opportunity cost of a civil war from the perspective of a potential rebel enlistee is relatively smaller in poor countries with low levels of incomes. Needless to say that governments of poor countries are "perceived" to be the least capable of defending themselves against a rebellion, which also increases the probability of a civil war. Moreover, to the extent that poverty has usually been associated with dysfunctional governments that do not respect political and individual rights, or with regional or ethnic income inequalities--the inherent risk of a civil war may very well be realized in the form of a movement motivated by either national and/or regional/ethnic grievances.

While poverty is the key inherent cause of civil wars; ethnic fractionalization plays an important role as well, because, for a given level of poverty, it influences both the costs of initiating as well as sustaining a rebellion. However, evidence from recent research suggests that the relationship between the hazard of war and ethnic fractionalization is nonmonotonic. This suggests that a higher risk of civil wars obtains in ethnically polarized societies rather than in ethnically more homogeneous or more diverse societies. Similarly, ethnically fractionalized societies could experience a sudden rise in poverty as a result of external shocks operating through the growth channel. Recent research finds that external shocks could lead to an immediate and substantial deceleration in growth in societies characterized by the presence of "latent" social conflicts (e.g. high ethnic diversity), and low institutional or social capacity for resolving conflicts (as manifested for example in low political and individual rights) (Hellary, 2006).

## **Theoretical Framework and conceptual frame work**

### **Theoretical Framework**

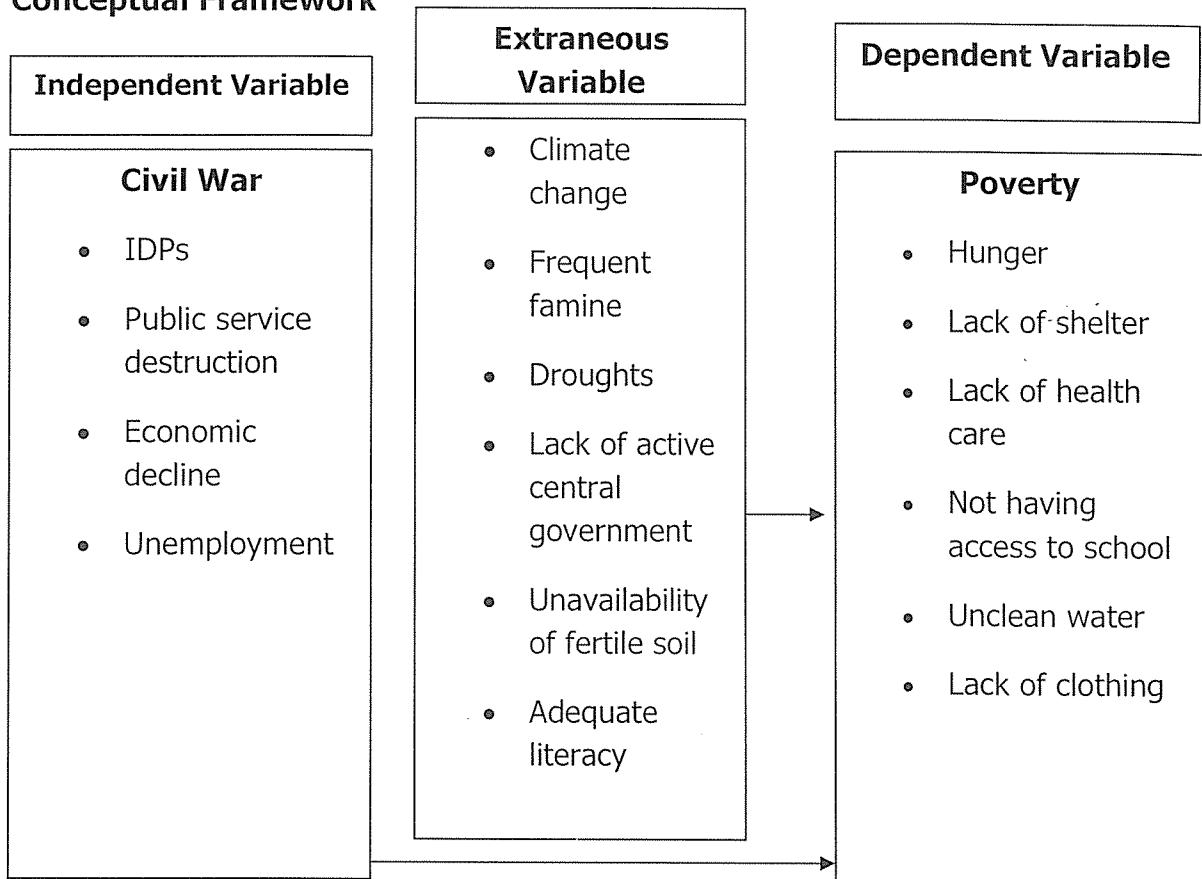
This study was guided by theory of "war to poverty" advanced by Narayan, (2000). The theory postulates that 'If you want to do something and have no power to do it, it is talauchi (poverty) and there is however remarkably little systematic understanding of the impact of civil wars on the lives of those in fighting areas and on people's own agency to escape poverty'. It was adopted for this study because the researcher was testing armed

conflicts and their relationship and contribution to poverty enhancement. Narayan argues that Civil war has been identified as one of the main causes for the persistence of poverty in many regions of the world. War damages infrastructure, institutions and production, destroys assets, breaks up communities and networks and kills and injures people.

This theory was preferred from other theories of civil war and poverty. As applied in this study, civil wars and poverty are inextricably linked. By their very nature, civil wars have direct effects on poverty in war affected regions of a country through destruction of capital, displacement of people and increased insecurity. The indirect effects of war on poverty that could impact a whole country, or even other neighboring countries, operate through the growth channel. Civil wars reduce both actual and "desired" capital stock, immediately and overtime.

This is true considering the fact that the contribution of conflicts and violence will strength the roots of the poverty. According to Collier (1998), Civil wars can be disruptive to capital or transactions-intensive activities (such as roads, production of manufactures, or financial services); they can divert expenditure and the society's resources from economic services to the war efforts; and they can divert portfolios from domestic investment into capital flight.

### Conceptual Framework



Source: Researcher, 2011

## **CHAPTER THREE**

### **METHODOLOGY**

#### **Introduction**

This chapter focused on research methodology including research design, sampling procedure, target population and sample size, source of the data collection, data collection instrument, research procedure, and ethical instrument.

#### **Research design**

The study employed a descriptive research design to identify the effects of civil war on enhancing poverty of selected IDP camps in Mogadishu.

#### **Research Population**

The study sourced information from selected five IDP camps in Mogadishu. The population of the study consisted of one hundred and forty one of the Selected IDP camps (141), regarding of their position, experience and qualifications.

#### **Sample Size**

The study consisted of 104 participants of IDP members. They were most important sources that the researcher could get reliable information

about the study. The sample study was calculated by using Slovin's formula. For more information see appendices.

### **Sampling Procedure**

The study employed both purposive sampling technique and simple random sampling. The researcher used purposive sampling to choose the respondents whom he believed that they have the relevant information. Purposive sampling was used to select the IDP members. On the other hand, simple random sampling was used to select the IDP camps.

### **Research Instruments**

Data was collected from both primary and secondary sources. Primary data was obtained from IDP camp members. Secondary data was acquired through reviewing related literature such as published books, magazines, journals and internet sources.

Questionnaire tool was administered to collect quantitative data from the selected respondents, besides greater convenience in the context of time, stability, uniformity and consistency. The researcher preferred this method because it was the most appropriate method.

### **Validity and Reliability of the Instrument**

Validity is the quality of the test doing what is designed to do, the content validity index (CVI) were computed to confirm the validity of

instruments through universal agreement between experts. The result of the calculation indicates that 93% of the questions are valid. Go to the appendix for more about CVI calculations.

Reliability of the respondent's through the instruments of the questionnaire was established. The reliability of the research instruments concern with the degree to which the research instrument will give the same result. The reliability of an instrument is the ability of the instrument to collect the same data consistently under similar conditions. To ensure that the data is reliable a standard of pretest was done before actually using it.

### **Data Gathering Procedures**

The following data collection procedures were implemented:

#### **A. Before the administration of the questionnaire**

The researcher obtained an authority letter from the school of postgraduate and research (SPGRS) of KIU to authorize the researcher to carry out a research about "Civil war and poverty enhancement of selected IDP camps in Mogadishu".

#### **B. During the Administration of the questionnaire**

The researcher requested the respondents the following: (1) to sign the informed consent ;(2) to answer all questions hence should not leave any item unanswered; (3) to avoid biases and to be objective in answering the questionnaires. The researcher tried retrieving the questionnaires within

two weeks from the date of distribution. All questionnaires retrieved were checked if completely filled out.

### **C. After the Administration of the questionnaire**

The data collected were organized, collated, summarized, statistically treated and drafted in tables using the Statistical Package for Social Sciences (SPSS) version 16

### **Data Analysis**

Data on completed SAQs was edited, categorized or coded and entered into a computer using the Statistical Package for Social Scientists (SPSS) to summarize the data using simple and complex frequency tables or cross – tabulations. The same package was used to analyze computing relative frequencies, means, standard deviations and other relevant statistics at the uni-variate level.

### **Ethical Consideration**

To safeguard against unprofessional conduct while carrying out this research like unnecessary pressures, which could cause the research findings to be undermined, the researcher: Sought permission of the people who participated in the research for their consent in the intended study as such the researcher were not lied to subjects and record findings on hidden mechanical devices.

The researcher made sure the researcher's personal biases and opinions were not override other interests of the research and gave both sides fair consideration. The findings of the research were kept confidential, done under the condition of anonymity to avoid embarrassing and harming respondents especially if got information could be used logically or otherwise to harm the respondents.

To ensure utmost confidentiality for the respondents and the data provided by them as well as reflect ethics practiced in this study, the following were done:

1. All questionnaires were coded to provide anonymity of the respondents
2. The respondents were requested to sign the informed consent
3. Authors quoted in this study were recognized through citations and referencing

### **Limitations**

Some of the respondents were not willing to share with the researcher some of the information that they considered confidential but the researcher promised to keep the information got as confidential and only to be used for academic purposes.

Choice of sample population also caused a limitation, but the researcher tried to choose a sample population that is truly representative in

terms of statistics and large enough to give a true picture of the whole population.

Untruthfulness was witnessed, where some of the respondents did not say the truth, but the researcher probed the respondents further to establish the truth when it deemed necessary.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS OF RESULTS AND INTERPRETATION

#### Introduction

This chapter shows the background information of respondents, description of the independent variable, and description of dependent variable and testing of the relationships between the two variables. The pertinent research hypotheses are also tested here.

#### Profile of respondents

Study respondents were members of selected IDP camps in Mogadishu. The study sample involved members of different categories (male and female, different education levels and different experience) as described in this section.

**Table 4.1:** Profile of respondents

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	60	57.7	57.7	57.7
	Female	44	42.3	42.3	100.0
	Total	104	100.0	100.0	
Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<20	15	14.4	14.4	14.4
	21 – 30	20	19.2	19.2	33.7

	31 - 40	30	28.8	28.8	62.5
	41 - 50	30	28.8	28.8	91.3
	>50	9	8.7	8.7	100.0
	Total	104	100.0	100.0	
<b>Marital status</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	25	24.0	24.0	24.0
	Unmarried	20	19.2	19.2	43.3
	Widow/widower	45	43.3	43.3	86.5
	Divorced	14	13.5	13.5	100.0
	Total	104	100.0	100.0	
<b>Qualifications</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Secondary	35	33.7	33.7	33.7
	Diploma	40	38.5	38.5	72.1
	Bachelor	29	27.9	27.9	100.0
	Total	104	100.0	100.0	
<b>Experience</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6 months	10	9.6	9.6	9.6
	1year	20	19.2	19.2	28.8

2year	25	24.0	24.0	52.9
3year	30	28.8	28.8	81.7
4 year and above	19	18.3	18.3	100.0
Total	104	100.0	100.0	

Source: Primary data 2011

The findings of the study indicated that majority of respondents were male while female were minority. 58% of the respondents were male and 42% of them were female. However, the study indicated that majority of respondents were age of 31 – 40 and 41 – 50 representing 30% and 30% respectively. 14% of the respondents were age of <20, 19% of the respondents were age of 21 – 30 and 9% of the respondents were age of >50 whom were the minority respondents.

In addition to that, the study indicated that the marital status of the majority of respondents were Widow/widower representing 43%. 24% of the respondents were married, 19% of the respondents were unmarried and 14% of the respondents were divorced whom were the minority respondents. The findings of the study indicated that the qualifications of the majority of respondents were diploma level representing 39%. 34% of the respondents were secondary graduates and 28% of the respondents were bachelor levels whom were the minority respondents.

The findings of the study indicated that the experience of the majority of respondents were 3year representing 29%. 24% of the respondents were 2year, 19% of the respondents were 1year, 18% of the respondents were 4 year and above and 10% of the respondents were 6 months whom were the minority respondents.

### Description of the dependent variable

The dependent variable in this study was poverty categorized into three forms namely lack of basic needs, lack of education, and lack of health care and sanitation. Each of these three forms was measured using qualitative questions in the questionnaire and each of the questionnaire item was Likert scaled using four points, where 1 = strongly disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree. Their responses were analyzed using SPSS's summary statistics showing the means and standard deviations, as indicated in the flowing table.

**Table 4.2: Effects of civil war on basic needs**

Question	N Valid	Missing	Mean	Std. Deviation	Sum	Interpr etation
There is an increase in prices of staple food during conflicts	104	0	3.35	.798	348	Agree
There is an increases in transaction costs caused by difficulties in accessing exchange markets	104	0	3.46	.775	360	Agree
During violent outbreaks there is a scarcity of goods,	104	0	3.59	.617	373	Strongly agree
During violent conflicts assets get lost or destroyed	104	0	3.65	.665	380	Strongly

						agree
Civil war affects the access of individuals and households to important sources of livelihood.	104	0	3.62	.701	376	Strongly agree
Those that face sudden losses will be left without means of earning a living	104	0	3.46	.812	360	Agree
The outcomes of violence may often be enough to push vulnerable households below critical wealth thresholds	104	0	3.72	.548	387	Strongly agree
Civil wars result in largely negative and long-lasting nutritional effects amongst children in war zones.	104	0	3.55	.667	369	Strongly agree
Violent conflicts lead a failure to meet the minimum amount of clothing necessary.	104	0	3.59	.758	373	Strongly agree
Civil wars reduce levels of output due to the increase on unemployment rate.	104	0	3.63	.725	378	Strongly agree
<b>Mean index</b>			<b>3.56</b>	<b>0.7066</b>	<b>370.</b>	<b>Strongl</b>
			<b>2</b>		<b>4</b>	<b>y agree</b>

**Table 4.3: Effects of civil war on education**

<b>Question</b>	<b>N Valid</b>	<b>Missing</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Sum</b>	<b>Interpr etation</b>
Wars have a negative impact on educational attainment.	104	0	3.42	.844	356	Agree
The recruitment of young males and children into fighting units also leads to interruption in schooling	104	0	3.57	.785	371	Strongly agree
Civil war destroyed the infrastructure and disrupted the educational services.	104	0	3.52	.870	366	Strongly agree
Many pupils and teachers were forced to flee from the schools and seek safety in their home-clan areas or in the refugee camps abroad.	104	0	3.26	.985	339	Agree
During civil war, school buildings were destroyed, educational material and equipment were looted and teachers and administrators were not paid.	104	0	3.71	.618	386	Strongly agree
Civil war caused the absence of coherent educational	104	0	3.82	.498	397	Strongly

system.						agree
The overall insecurity prevented children and teachers from attending schools.	104	0	3.24	.930	337	Agree
School enrolment decreased due to the absence of public schools.	104	0	3.37	.882	350	Agree
<b>Mean index</b>			<b>3.50</b>	<b>0.8015</b>	<b>362.75</b>	<b>Strongly agree</b>

**Table 4.4: Effects of civil war on health care and sanitation**

<b>Affects of civil war on health care and sanitation</b>						
<b>Question</b>	<b>N Valid</b>	<b>Missing</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Sum</b>	<b>Interpr etation</b>
Wars have a negative impact on Health care systems aimed to meet the health care needs.	104	0	3.70	.695	385	Strongly agree

War affects the robust financing mechanism required by the health care systems.	104	0	3.77	.544	392	Strongly agree
Civil war causes the absence of a well-trained and adequately-paid workforce required by the health care systems.	104	0	3.59	.691	373	Strongly agree
Civil war causes the absence of well maintained facilities and logistics to deliver quality medicines and technologies.	104	0	3.38	.861	351	Agree
During civil war, Social health insurance is neglected.	104	0	3.38	.767	352	Agree
Civil war contributes negatively the prevention of human contact with the hazards of wastes.	104	0	3.39	.875	353	Agree
Civil war affects the provision of facilities and services for the safe disposal of human urine and faces.	104	0	3.60	.770	374	Strongly agree
War results inadequate sanitation arrangements and wastewater treatment.	104	0	3.65	.587	380	Strongly agree
During civil war, Hospital buildings were destroyed, health	104	0	3.63	.711	378	Strongly

care material and equipment were looted and nurses and doctors were not paid.						agree
The most damaging impact of war on health are injuries, mental problem and disabilities	104	0	3.71	.552	386	Strongly agree
<b>Mean index</b>			<b>3.58</b>	<b>0.7053</b>	<b>372.4</b>	<b>Strongly agree</b>

The means in table 4.1, table 4.2 and table 4.3 suggest that all the three forms of poverty are affected by civil war. All mean indices  $\approx 4$ , which falls under strongly agree on the Likert scale. For example, all questions regarding the affect of civil war on basic needs were rated as strongly agree (means $\approx 4$ ), except question one, question two and question six which were rated as agree (mean $\approx 3$ ). The same applies to all questions regarding the affect of civil war on education, except question one, question three, question seven and question eight which were rated as agree (mean $\approx 3$ ).

On the other hand, all questions regarding the affect of civil war on health care and sanitation were rated as strongly agree (means $\approx 4$ ), except question four, question five and question six which were rated as agree (mean $\approx 3$ ). To generate a summary picture on how to respondents rated civil war, an average index for all the items in table 4.5 was computed, which turned out to have a mean index of 3.54, indicating that all respondents of this study strongly agree that civil war contributes to poverty enhancement.

## CHAPTER FIVE

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

#### **Introduction**

This chapter presents the findings, conclusions and recommendations following the study objectives. This chapter focuses on the summary of the results of the study on the previous chapter.

#### **Findings**

This study was set out to establish the effects of civil war on enhancing poverty of selected IDP camps in Mogadishu. The study was guided by the following objectives; to determine the effects of civil war on basic needs; to determine the effects of civil war on education; and to determine the effects of civil war on health care and sanitation.

Respondents were asked questions regarding the affect of civil war on their basic needs. The finding of the research indicates that there is an increase in prices of staple food during conflicts, an increases in transaction costs caused by difficulties in accessing exchange markets when roads, train lines and other infrastructure is destroyed. During violent outbreaks there is a scarcity of goods, destruction of land, seeds and crops, assets get lost or destroyed through fighting and looting leading a failure to fulfill basic needs.

Respondents have argued that civil war affects the access of individuals and households to important sources of livelihood. However, those that face

sudden losses of land, houses, cattle and other assets will be left without means of earning a living or providing food and shelter for their members. The outcomes of violence may often be enough to push vulnerable households below critical wealth thresholds (particularly amongst household with widows, orphans and disabled individuals).

In addition to that, respondents were asked questions regarding the effect of civil war on education. The finding of the study showed that respondents cited that the recruitment of young males and children into fighting units also leads to interruption in schooling. Civil war destroyed the infrastructure and disrupted the educational services besides many pupils and teachers were forced to flee from the schools and seek safety in their home-clan areas or in the refugee camps abroad. However, civil war caused the absence of coherent educational system in Mogadishu.

Finally respondents were asked questions regarding the effect of civil war on health care and sanitation. The finding of the study indicates that respondents strongly judge that civil war causes the absence of a well-trained and adequately-paid workforce required by the health care systems; civil war causes the absence of well maintained facilities and logistics to deliver quality medicines and technologies; hospital buildings were destroyed, health care material and equipment were looted and nurses and doctors were not paid..

Data analysis using SPSS's descriptive statistics for means and standard deviations showed that; (i) civil war affects basic needs (means $\approx$ 4); (ii) civil war affects education (mean  $\approx$  3); civil war affects health care and sanitation. (mean  $\approx$  4). Results found that poverty of selected IDP camps in Mogadishu (dependent variable, measured by an index basic needs, education and health care and sanitation) significantly affected civil war (independent variable).

## **CONCLUSIONS**

The first objective of the study was to determine the effects of civil war on basic needs. The findings of the study discovered that civil war in Mogadishu has contributed to the scarcity of goods, destruction of land, seeds and crops. The outcomes of violence may often be enough to push vulnerable households below critical wealth thresholds (particularly amongst household with widows, orphans and disabled individuals).

The second objective of the study was to determine the effects of civil war on education. The findings of the study exposed that civil war destroyed the infrastructure and disrupted the educational services besides many pupils and teachers were forced to flee from the schools and seek safety in their home-clan areas or in the refugee camps abroad.

The final objective of the study was to determine the effects of civil war on health care and sanitation. The findings of the study showed civil war causes the absence of well maintained facilities and logistics to deliver quality

medicines and technologies; hospital buildings were destroyed, health care material and equipment were looted and nurses and doctors were not paid.

## **RECOMMENDATIONS**

### **Recommendations to Government**

The government of Somali should maintain the security and stability of the country so that the internal displaced people in Mogadishu may eventually return to their homes. The government of Mogadishu should prepare camps such that the people who were displaced from their homes may get shelter, education and health better than the place where they are. Currently that the government of Somali should arrange general reconciliation in order to attain peace and stability in the whole country, this may solve the internal displaced people's problem in Somalia. Finally the government should create and implement poverty eradication plan like the poverty eradication action plan implemented by the government of Uganda.

### **Recommendations to NGOs and other CSOs**

Nongovernmental organization and civil society organization should confirm a proper implementation of the projects intended for helping the internal displaced people in Mogadishu. NGOs and other CSOs should deliver the humanitarian assistance in time in order to save lives of the internal displaced peoples. delay in humanitarian assistance might create stress, anxiety and misery as well as death.

### **Recommendation to the Local Community**

The local community should support and provide any effort aimed to restore the hope of the IDPs in Mogadishu. The influential individuals as well as civil society organizations should try as much as possible to convince the government and the opposition party to reconcile the differences, so that peace prevails.

### **Recommendations to the International Community**

The international community should enforce that protection for internal displaced people is often different than for the refugees. The humanitarian agencies should support the internal displaced people through capacity building, training and strengthen their skills to cope with different aspects of the crisis.

### **General recommendations**

There is urgent need and all key stakeholders have a common mission; that is to achieve peace so that the internal displaced peoples return to their homes and as well as the country regain its full sovereignty. Therefore I recommend the creation of peace through reconciliation and community awareness.

### **Suggested areas for further research**

The following are among others, pertinent suggestions for further research:

1. To determine the impact of poverty on civil war

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## **APPENDIX I A**

### **CALCULATION OF CONTENT OF VALIDITY INDEX**

CVI= Number of all relevant questions / The total number of the items

#### **Section: A**

$$\text{CVI} = 9/10 = 0.9$$

#### **Section: B**

$$\text{CVI} = 8/8 = 1$$

#### **Section: B**

$$\text{CVI} = 9/10 = 0.9$$

**Therefore, Average of content validity index is**

$$\text{CVI} = 2.8/3 = 0.93$$

## **APPENDIX IIA**

### **Slovin's formula**

The sample size of the study was identified using Slovin's formula

$$n = N / (1 + (N * e^2))$$

Where

N= Population

n= Sample

e= is the confidence level at 0.05

$$n = 141 / (1 + (141 * 0.0025)) \text{ 104 respondents.}$$

## APPENDIX III A

### INTRODUCTION LETTER



Ggaba Road - Kansanga  
P.O. Box 20000, Kampala, Uganda  
Tel: +256- 41- 266813 / +256- 41-267634  
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)

Dear Sir/Madam,

july 12, 2010

**RE: REQUEST FOR ABDIKARIM MOHLAIDIN AHMED MDS/40691/91/DF  
TO CONDUCT RESEARCH IN YOUR ORGANIZATION**

The above mentioned is a bonafide student of Kampala International University pursuing a Master of Arts in Development studies and he is currently conducting a field research of which the title is "**CIVIL WAR AND POVERTY ENHANCEMENT OF SELECTED INTERNAL DISPLACED PEOPLE CAMPS IN MOGADISHU**" 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)**

## APPENDIX III B

### TRANSMITTAL LETTER FOR THE RESPONDENTS

---

Dear Sir/ Madam,

Greetings!

I am I am a student at Kampala International University pursuing a Master of Arts in Development Studies. Part of the requirements for the award is a dissertation. My study is entitled, **Civil war and poverty enhancement of selected IDP camps in Mogadishu**. Within this context, may I request you to participate in this study by answering the questionnaires. Kindly do not leave any option unanswered. Any data you will provide shall be for academic purposes only and no information of such kind shall be disclosed to others.

May I retrieve the questionnaire within five days (5)?

Thank you very much in advance.

Yours faithfully,

Mr. ABDIKARIM MOHAIDIN



## APPENDIX IVB

### QUESTIONNAIRE TO DETERMINE CIVIL WAR AFFECTS ON BASIC NEEDS

**Direction:** indicate your best choice by using the rating system below:

<b>Response Mode</b>	<b>Rating</b>	<b>Description</b>
Strongly Agree	(4)	You agree with no doubt at all
Agree	(3)	You agree with some doubt
Disagree	(2)	You disagree with some doubt
Strongly disagree	(1)	You disagree with no doubt at all

civil war affects basic human needs (food, shelter, and clothing)	1	2	3	4
1. There is an increase in prices of staple food during conflicts				
2. There is an increases in transaction costs caused by difficulties in accessing exchange markets when roads, train lines and other infrastructure is destroyed				
3. During violent outbreaks there is a scarcity of goods, destruction of land, seeds and crops.				
4. During violent conflicts assets get lost or destroyed through fighting and looting leading a failure to fulfill basic needs.				
5. Civil war affects the access of individuals and households to important sources of livelihood.				
6. Those that face sudden losses of land, houses, cattle and other assets will be left without means of earning a living or providing food and shelter for their members.				
7. The outcomes of violence may often be enough to push vulnerable households below critical wealth thresholds (particularly amongst household with widows, orphans and disabled individuals).				
8. Civil wars result in largely negative and long-lasting nutritional effects amongst children in war zones.				
9. Violent conflicts lead a failure to meet the minimum amount of clothing necessary.				
10. Civil wars reduce levels of output due to the increase on unemployment rate.				

## APPENDIX IVAC

### QUESTIONNAIRE TO DETERMINE CIVIL WAR AFFECTS ON EDUCATION

**Direction:** indicate your best choice by using the rating system below:

Response Mode	Rating	Description
Strongly Agree	(4)	You agree with no doubt at all
Agree	(3)	You agree with some doubt
Disagree	(2)	You disagree with some doubt
Strongly disagree	(1)	You disagree with no doubt at all

civil war affects education	1	2	3	4
1. Wars have a negative impact on educational attainments				
2. The recruitment of young males and children into fighting units also leads to interruption in schooling				
3. Civil war destroyed the infrastructure and disrupted the educational services.				
4. Many pupils and teachers were forced to flee from the schools and seek safety in their home-clan areas or in the refugee camps abroad.				
5. During civil war, school buildings were destroyed, educational material and equipment were looted and teachers and administrators were not paid.				
6. Civil war caused the absence of coherent educational system.				
7. the overall insecurity prevented children and teachers from attending schools				
8. School enrolment decreased due to the absence of public schools.				



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## APPENDIX IVD

### QUESTIONNAIRE TO DETERMINE CIVIL WAR AFFECTS ON HEALTH CARE AND SANITATION

**Direction:** indicate your best choice by using the rating system below:

Response Mode	Rating	Description
Strongly Agree	(4)	You agree with no doubt at all
Agree	(3)	You agree with some doubt
Disagree	(2)	You disagree with some doubt
Strongly disagree	(1)	You disagree with no doubt at all

civil war affects to health care and sanitation	1	2	3	4
1. Wars have a negative impact on Health care systems aimed to meet the health care needs.				
2. War affects the robust financing mechanism required by the health care systems.				
3. Civil war causes the absence of a well-trained and adequately-paid workforce required by the health care systems.				
4. Civil war causes the absence of well maintained facilities and logistics to deliver quality medicines and technologies.				
5. During civil war, Social health insurance is neglected.				
6. Civil war contributes negatively the prevention of human contact with the hazards of wastes.				
7. Civil war affects the provision of facilities and services for the safe disposal of human urine and faces				
8. War results inadequate sanitation arrangements and wastewater treatment.				
9. During civil war, Hospital buildings were destroyed, health care material and equipment were looted and nurses and doctors were not paid.				
10. The most damaging impact of war on health are injuries, mental problem and disabilities				

## **APPENDIX VA**

### **TIME FRAME**

#### Appendix A: Time frame

<b>No.</b>	<b>Activity</b>	<b>Time frame</b>
1	Proposal writing	Jan 2011 – Feb 20, 2011
2	Proposal submission	Feb 21, 2011
3	Research proposal reading and correction by supervisor	Feb 22, 2011 - Feb 28, 2011
4	Questionnaire designing and pre-testing	March 1, 2011 – March 20, 2011
5	Data collection	March 21, 2011 – Apr 22-2011
6	Data analysis and completion	Apr 23, 2011 – May 23, 2011
7	Report writing	May 24, 2011 – May 31, 2011
8	Research report (Thesis) submission	Jun 5, 2011

**APPENDIX VIA****BUDGET**

<b>No.</b>	<b>Item</b>	<b>Unit cost</b>	<b>Units</b>	<b>Total</b>
1.	Travel costs			£ 100.0
2.	Stationary	£ 5.0	3.00	£ 15.0
3.	Secretarial services			£ 50.0
4.	Communication	£ 0.30	500 minutes	£ 150.0
5.	Contingency			£ 200.0
	<b>Total</b>			£ 512.0

## **APPENDIX VIIA**

### **RESEARCHER'S RESUME**

#### **PERSONAL INFORMATION**

**Name:** **ABDIKARIM MOHAIDIN AHMED**  
**Nationality:** Somali  
**Gender** Male  
**Marital Status:** Married  
**Address:** Wadajir District,  
Mogadishu, Somalia  
**Cell Number:** +252615105959  
**Email Address:** [muhudiin@gmail.com](mailto:muhudiin@gmail.com)

#### **PROFESSIONAL PROFILE**

I am an enthusiastic and dedicated professional with experience across all areas of information technology, Development studies and logistics management. An exceptional leader who is able to develop and motivate others to achieve targets, I can demonstrate a strong ability to manage projects from conception through to successful completion. A proactive individual with a logical approach to challenges, I perform effectively even within a highly pressurised working environment.

#### **CAREER HISTORY**

<b>Jun 2011 to Date</b>	<b>SIMAD UNIVERSITY</b>  Mogadishu,  Somalia.  Dean faculty of computer science and technology.
<b>Sep 2010 to Jun 2011</b>	<b>Somali institute of management and administration development (SIMAD)</b>  Mogadishu,  Somalia.  Lecturer

**Aug 2008 To Aug 2009**      **Somali Software and Technology Center (SOSTEC)**

Mogadishu,

Somalia.

Programmer Both Desktop and Web Application.

**Feb 2007 To July 2008**      **Somali Youth Development Action (SOYDA)**

Mogadishu,

Somalia.

Chair person

**Feb 2005 To Jan 2007**      **Himilo Social Development Organization**

Mogadishu,

Somalia.

Vice-Chair person

**Jan 2004 To Jan 2005**      **Hilowle-Gab Primery School**

Middle Shabelle,

Somalia.

Director

**Bahar Computer Institute**

**Jan 2002 TO Jan 2004**      Mogadishu,

Somalia.

Lecturer

## **EDUCATION**

**Jun 2009 – Jun 2010**      **CYPRUS INSTITUTE OF MARKETTING (CIM)**

Nicosia, Cyprus

Master of Business Administration (MBA) in  
Logistics

**Aug 2009 – May 2010 KAMPALA INTERNATIONAL UNIVERSITY (KIU)**

Kampala, Uganda

Master of Development studies

**Aug 2005 – Jan 2009 SOMALI INSTITUTE OF MANAGEMENT AND ADEMINISTRATION DEVELOPMENT (SIMAD)**

Mogadishu, Somalia

Bachelor of science in information technology

**Aug 2008 SOMALI INSTITUTE OF MANAGEMENT AND ADMINISTRATION DEVELOPMENT (SIMAD)**

Cisco It essential One

**Mar 2009 SOMALI INSTITUTE OF MANAGEMENT AND ADEMINISTRATION DEVELOPMENT (SIMAD)**

Cisco It essential Two

**Jan 2000 To Dec 2001 BAHAR COMPUTER INSTITUTE (BCI)**

Mogadishu, Somalia

Software, Hardware, and Network Courses.

**Jan 2000 To Dec 2002 WDAJIR NURSING INSTITUTE**

Mogadishu, Somalia

Nursing Certificate

**Aug 1998 Aug To 2001 UBAI BIN-KAB PRIMARY AND SECONDARY SCHOOL**

Mogadishu, Somalia

Secondary Certificate

## **WORKSHOPS PARTICIPATED**

**March 2010      MIND POWER AFRICA**

Kampala, Uganda

Peace and conflict management course.

**March 2010      GLOBAL HEALTH AND HIV / AIDS  
INITIATIVE UGANDA**

Kampala, Uganda

HIV prevention strategies, counseling and testing  
course

**22 Feb – 1  
March 2010      KAMPALA INTERNATIONAL UNIVERSITY  
(KIU)/ SOCIETY CONCERN UGANDA**

Kampala, Uganda

Research methodology course.

**February 2010      MIND POWER AFRICA**

Kampala, Uganda

Project monitoring and evaluation course.

## **SKILLS**

Programmer

Software Analyzer, Designer and Developer.

Web Designer.

Hardware Technician.

Database Manager.

Emergency Nursing.

Researcher.

## Habits

Reading Books

Browsing Internet

Watching Movies

Swimming

## LANGUAGES

English

Fluent

Arabic

Good

Somali

Mother Tongue

## REFERENCES

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