CIVIL WAR AND EDUCATION SERVICE DELIVERY
IN KISIMAYO DISTRICT-SOMALIA

BY

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DECLARATION

I am hereby declare that this research report is from my own work and effort and that it has not been submitted anywhere for any award. All other sources of information used have been acknowledged.

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APPROVAL

I confirm that the work in this dissertation is carried out by the Candidate under my supervision

Supervisor: DR. Gerald Muzaare

Signature …………………….

Date………**/**…….**/**2019

DEDICATION

I would like to dedicate this research work to my parents, my brother and sisters and all the family members for the role they have played towards my education. Thank you, and May the Almighty God bless you.

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I would like to express my sincere gratitude and appreciation to the Almighty Allah for enabling and guiding me through my academic life.

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TABLE OF CONTENTS

ABBREVIATIONS AND ACRONYMS

ESDP   Education Sector Development Program

ETB   Education and Training Board

ETP   Education and Training Policy

GEQIP   General Education Quality Improvement Program

MOE   Ministry of Education

NGO   Non-Governmental Organization

PAP   Program Action Plan

PTA   Parent and Teacher Association

REB   Regional Education Bureau

TVET   Technical and Vocational Education and Training

UNESCO   United Nations Educational, Scientific and Cultural Organization

DEO   District Education Office

UNICEF   United Nations Development Programme

UN   United Nations

ABSTRACT

The main purpose of this study was to investigate the effect of civil war on education service delivery in Kisimayo district of Somalia. The study problem was the fact that poor quality of education services is a frequent phenomenon among schools of Kisimayo district Somalia, this has been caused by low provision of scholastic materials associated with lack of access to service providers due to the existence of civil wars, misappropriation, fund leakages and diversions. Three specific objectives guided this study and these were; i) determining the effect of civil war on education infrastructural development in Kisimayo district, Somalia; ii) establishing the effect of civil war on provision of scholastic materials in Kisimayo district, Somalia, and (iii) investigating the effect of civil war on provision of bursaries to students in Kisimayo district, Somalia. Questionnaire was the main data gathering instrument. The collected data were analyzed quantitatively by using descriptive statistics. The study used a population of 630 and a sample size of 252. The findings indicated; civil war negatively affects education infrastructural development in Kisimayo district, Somalia, civil war has a negative effect on provision of scholastic materials in Kisimayo district, the study proved a negative effect civil war has on provision of bursaries to students in Kisimayo district, Somalia. The conclusions of the study included; civil wars in Kisimayo district have led to destruction of a state's system of education through the loss of infrastructure and property. Repairs to damage from attacks and normal maintenance and investment in education may be put on hold either because labourers dare not risk repairing or reconstructing a school that has already been targeted out of fear of reprisals, the existence of civil wars leads to the intimidation of funders and making them fail to provide scholastic materials such as school uniforms, books, pens and so many to students in Kisimayo district, and the existence of civil wars disorganizes so many education programs including bursaries to students in Kisimayo district-Somalia, here students are always prevented from going to school because their schools are destroyed or due to widespread fears engendered by threats issued to parents, children and teachers plus funders themselves. The study recommended that; the government of Somalia should urgently rehabilitate and carry out reconstruction of schools, the key to ensuring recovery of the education system is to make money available to rebuild and repair schools, train teachers and mobilize the community to support education in as short a time as possible. The contribution to knowledge was; the study identified the impact and negative consequences (destruction of education infrastructure, limiting the provision of scholastic materials and limiting the provision of bursaries) of war attacks on education service delivery and can be addressed. The study still contributed to knowledge by indicating that continuing attacks deter measures to address the longer-term education programs such as rehabilitation and reconstruction, and can deter the return of teachers and students to school even if repair of damaged or destroyed schools is carried out.

CHAPTER ONE
INTRODUCTION

1.0 Introduction

This chapter dealt with the introduction to the study, background to the study, problem statement, purpose of the study and the research objectives. It also gives the research questions, hypothesis, study scope and significance of the study.

1.1 Background of study

The background of the study was classified into four perspectives namely; Historical, theoretical, conceptual and contextual perspective respectively;

1.1.1 Historical perspective

The provision of education has been one of the core functions of the modern state. Behind education one finds the imagining of the national community (Anderson, 1991), as well as the building of citizenship and social cohesion; ultimately, education prepares the labour force for the national economy (Dale, 1989). While in pre-modern times education was a prerogative of religious institutions, the rise of the modern state in Europe sees the state apparatus embark on its own education effort, sometimes parallel to religious schools, colleges and universities, sometimes more assertively establishing its own education system. The Western powers expanded through colonial conquest, exporting the state, including its education apparatus (Badie, 2012).

The congruence that historically exists between the emergence of the nation-state and the spreading of public education programs has been challenged by processes of globalization and new trajectories of state-making, with the emergence of various forms of hybrid governance that pose a limit to both the autonomy and sovereignty of the state (Dale, 2014). The relative decline in the number of civil wars registered since the early 2013s is accompanied by the emergence of 'post-interventionary societies' that constitute distinctive political space in which external agencies reshape the delivery of core services in a long-term perspective (Duffield, 2016).

Post-conflict education reform is, in this context, part of a wider process of building institutions and establishing a lasting peace in 'fragile' and post-conflict contexts: Kosovo, East Timor, and post-invasion Iraq are transformed into 'governance states' (Duffield, 2016), namely polities that are (re-)constructed through a coordination of international efforts, with varying degrees of United Nations involvement. The set of changes associated with the process of (re-)building the state is typically conceived, supported, and implemented by a plethora of external actors (Jones, 2012). In these settings, education is usually regarded as part of developmental activities i.e., those programs that help to tackle the damage caused by armed hostilities, and assist in the reconciliation process in a perspective of long-term stabilization and peace.

Only in recent years have UN agencies started to recognize the specific role that education plays in the precarious environment in which post-conflict peace building processes take place. The multiplicity of roles that education plays in conflict and post conflict settings has come under scrutiny (Paulson, 2016). The focus has shifted from 'education in emergencies and humanitarian responses' (including the protection of children) to the role that education has in the prevention of the relapse into violent conflict, and the contribution that it can make to establishing a long-lasting peace.

The debate on the complex nexus that exists among education, conflict and peace in postwar contexts has received growing attention both on the part of policy and academic milieu (Bush and Saltarelli, 2012; Davies, 2014). Leading international agencies have committed significant resources that have been earmarked for education reconstruction in emergencies, fragile states, and conflict-affected contexts. In education studies, some scholars have focused on the nexus between education in war/post-war settings and social change, seeking to identify paths to sustainable peace (Novelli, 2013; Novelli and Smith, 2011 &Breidli, 2013).

Step ahead was the establishment in 2014 by the Geneva-based UN Global Education Cluster led by the United Nations Children's Emergency Fund (UNICEF) and Save the Children within the Peacebuilding Fund framework (PBF). Although education was not

given priority in the PBF operational mode, subsequent developments, such as the objectives that were formulated in the Millennium Development Goals and later relaunched by the 'Incheon Declaration Framework for Action Education for inclusive and equitable quality education and lifelong learning for all by 2030 offer a clear illustration of the increasing significance that the international community attaches to assisting the education sector in conflict and post-conflict settings (Niens, 2014).

In Africa, educators are unlikely to meet international educational goals, most foreign aid towards education is found, and dependence on aid is apparently increasing (Samoff 2015). Somalia presents an academic challenge in itself since working conditions in the field are poor, there is hardly any reliable statistical data available, and very little academic literature is found related to this study. At the same time, Somalia is also a social challenge in that it has the potential of strengthening its public services and meeting national objectives and international goals (Gilbert, 2011).

In the past few years there has been a heated debate over allocating research opportunities and resources to secondary versus primary schools. Some researchers argue that more attention should be paid to secondary schools since "pressure to expand secondary schooling has been growing rapidly in much of sub-Saharan Africa, partly as a result of unsatisfied demand for places as primary schooling is universalized" (Lewin and Sayed, 2015). Others believe that primary education needs to be the main focus for educationists and policy makers since the expansion of enrollments, as a consequence of free education policies, have deteriorated the quality of learning (UNESCO/BREDA, 2014).

Somalia went through a civil war, between 1991 and 2011, wherein most of the social, economic, and physical infrastructures were destroyed (World Bank, 2014). It came to an end thanks to the 2014 Lome Peace Agreement followed by UN peacekeeping support, and a declaration of peace in 2012. It is also argued that the operation of diamonds was not the cause of the conflict, instead, the fuel of it: "diamonds were used

by most of the armed factions to finance and support their war efforts. This decade-long brutal conflict left behind fifty thousand casualties, two million people displaced, approximately one hundred thousand people mutilated and about two hundred and fifty thousand raped women (World Bank, 2014).

1.1.2 Theoretical perspective
The Organisation of Civil war Theory by Olson (1965)

The theory indicates that the violent strive for change requires the formation and persistence of a rebel army. According to the theory, common interests within a group are insufficient to produce a public good. Individuals in any group have incentives to 'free ride' on the efforts of others since they cannot be excluded from the consumption of the public good. However, many rebel armies use coercion in their recruitment process. Beber and Blattman (2016) argue that threats and punishments can be used as selective incentives. They provide a framework in which it is rational for the rebel leader to use force rather than rewards to solve the collective action problem.

There are a number of individuals who are sufficiently motivated by their common interests to get a rebellion started. In other words, individuals with a strong preference for revolution are likely to be the first joiners. Individuals with a less strong preference are more likely to join once the there is an increased chance of success. Thus, they are more likely to join once the rebellion has reached a certain size. This 'bandwagon' effect is most likely to result in strong rebel support if preferences are uniformly distributed. Clustered preferences make rebellion less likely (Gartzke, 2013).

The discussion on the causes of war focuses on rational explanations of civil war which tend to emphasise economic motivations for conflict. Psychological or sociological factors are less well integrated into formal approaches. For example, charismatic leadership may be crucial to the formation of a rebel army. There is already some empirical evidence that leadership matters for economic outcomes (Jones and Olken, 2015) and it would be interesting to consider leadership in the study of civil war. Other,

'irrational', behaviour by leaders and followers may be more difficult to integrate into formal modelling (Mueller, 2014).

New visibility theory developed by Becker (2016)

The study was guided by the new visibility theory developed by Becker (2016) which connoted that the benefits of ending child soldier use can include an enhanced reputation and legitimacy within the international community, and practical support for rehabilitation of former armed conflicts, including educational and vocational opportunities. Possible negative consequences of continued child soldier use can include "shaming" in international media, restrictions on military and other assistance, exclusion from governance structures or amnesty agreements, and prosecution by the International Criminal Court or other justice mechanisms (Becker, 2016).

Renewed progress will depend on clearly and publicly identifying the responsible parties; providing financial and other assistance for demobilization and rehabilitation; and, most importantly, ensuring that violators pay a price should they continue to recruit and deploy armed conflicts, some concrete suggestions on how these remedies should be pursued, including the critical role that the UN Security Council is poised to play (Geenen, 2012).

1.1.3 Conceptual perspective

According to Beha & Visoka (2013) describes civil wars as wars fought between two enemies within the country mostly with an aim making changes or bringing a new government. While civil wars have been fought for a variety of reasons, there exists a common theme amongst many of the world's civil wars for example the government. Many civil wars have been fought to overthrow or drastically change a sitting government. In the middle of the 20th century, there were a number of civil wars waged in Latin America in order to bring new governments to power. Civil wars are also often fought to gain independence from a controlling government, as was the case with civil wars in Sri Lanka, Ireland, and the United States (BELUN, (2013). In this study

civil war was referred to as the displacement of people, loss of lives and property and increased poverty and poor standard of living.

According to Barakat & Urdal, (2015), educational service delivery is a tool which describes programming options for students in Kindergarten to Grade 12 who meet the criteria for exceptionality as defined by the Department of Education. Exceptionality is a term used by the Department of Education to identify patterns of strengths and needs common to groups of students. These strengths and needs may be cognitive, emotional, behavioural, medical, social, and/or physical. Students with exceptionality may access a range of school-based services depending on the students' needs and level of functioning. However in this study educational service delivery is operationalised in terms of education infrastructural development, provision of scholastic materials and provision of bursaries.

1.1.4 Contextual perspective

Kismayo is a port city in the southern Lower Juba province of Somalia. It is the commercial capital of the autonomous Jubaland region. The district is situated 528 kilometres southwest of Mogadishu, near the mouth of the Jubba River, where the waters empty into the Somali Sea. However in relation to education service delivery, after more than two decades of conflict, a generation of children in Kisimayo district lost the opportunity for formal education and other benefits of a stable childhood. Somalia has one of the world's lowest enrolment rates for primary school-aged children only 30 per cent of children are in school and only 40 per cent of these are girls. Further, only 18 per cent of children in rural households are in school. Kismayo district has no good sounding schools in Somalia right now due to the existence of civil wars and these private schools pursue their economic benefits and lower class people can afford to pay the school tuition fees ,all with this reason there are many youth those who want to join schools but can't able this factor increase illiterate people in the country. The education system in Somalia is poor due to the existence of civil wars and lack of facilities and trained teachers that's every Somali citizen can establish a university without requirements and most of the schooling system in Somalia are not enough sufficient to

teach students with latest technology and the other problems is that most of the schools were found in urban cities this makes very little reach and a significant proportion of school-age children remain out of school(Cabrita, 2014).

1.2 Problem statement

Challenges confronting the education sector are the direct consequence of protracted emergencies over the past two decades stemming from conflict, drought and flooding. Together the multi-pronged emergencies have had a significant impact on the education systems and on the lives of children and youth. Extremely high rates of poverty in communities across Kisimayo district make it difficult for parents to afford school fees. In many areas, parents are required to pay for their children's education, and poverty remains the main reason they give for not sending their children to school. Somaliland declared free primary public education in 2011 but has had great difficulty in retaining teachers at the salaries the government can afford to pay. With parents and communities no longer paying for public primary education, schools have almost no funds to cover their running costs. Poor quality of education services is a frequent phenomenon among schools of Kisimayo district Somalia, this has been caused by low provision of scholastic materials associated with lack of access to service providers due to the existence of civil wars, misappropriation, fund leakages and diversions (Somali Ministry of education, 2016). In addition, the education provision is of low quality, mainly due to the high number of unqualified and untrained teachers, multiple curricula, poor education infrastructure and weak capacity for service delivery. A decentralized education system is currently being operationalized, however, newly formed states, regional and district-level offices have limited technical and financial resources. Thus the cause for this study to try and establish the negative consequences of civil war to the education service delivery in Kisimayo district, Somalia. It's therefore against this background that the researcher was prompted to investigate and find out the effect of civil wars on education service delivery in Kisimayo district, Somalia.

1.3 Purpose of study

This purpose of this study was to investigate the effect of civil war on education service delivery in Kisimayo district of Somalia.

1.4 Research Objectives

i.   To determine the effect of civil war on education infrastructural development in Kisimayo district, Somalia.

ii.   To establish the effect of civil war on provision of scholastic materials in Kisimayo district, Somalia.

iii. To investigate the effect of civil war on provision of bursaries to students in Kisimayo district, Somalia.

1.5 Research questions

i.   What is the effect of civil war on education infrastructural development in Kisimayo district, Somalia?

ii.   What is the effect of civil war on provision of scholastic materials in Kisimayo district, Somalia?

iii. What is the effect of civil war on provision of bursaries to students in Kisimayo district, Somalia?

1.6 Null-hypothesis

Hi_1 Civil war has no significant effect on education infrastructural development in Kisimayo district, Somalia.

Hi_2 Civil war has no significant effect on provision of scholastic materials in Kisimayo district, Somalia.

Hi_3 Civil war has no significant effect on provision of bursaries to students in Kisimayo district, Somalia.

1.6 Scope of the study

This section discussed the geographical scope of the study, content scope and time scope.

1.6.1 Geographical Scope

The study was carried out in Somalia Kisimayo district in the Southern JubbadaHoose region of Somalia. Its capital lies at Kisimayo district. Kisimayo district has a population of around 89,333 people. Kisimayo is 42 km2 (16 sq miles). Kisimayo district specifically divisions of CalanLeey, IskuFilan has a semi-arid climate; the weather is hot year around with seasonal moon winds and irregular rainfall. Among the economic activities in Kisimayo include trade, fishing, pastoralism. This area was chosen for the study because it was one of the areas that were seriously affected by the 1991 civil war of Said Bare.

1.6.2 Content Scope

This study was to investigate the effect of civil war on education service delivery in Kisimayo district. The independent variable (Civil war) was conceptualized in terms of displacement of people, loss of lives and property and increased poverty and poor standard of living. Whereas education service delivery which is the dependent variable was conceptualised as education infrastructural development, provision of scholastic materials and provision of bursaries.

1.6.3 Time scope

The time scope for this study was a period of four years (2014-2017). This period was important because this is the time poor educational service delivery was reported most in Kisimayo district.

1.7 Significance of the study

The **government** of Somalia will use the study findings to have a clear picture (insight) of the risks that citizens go through during civil wars in Kisimayo district.

The **NGOs** will use the study findings also to identify the workable mechanisms of social integration in the Kisimayo district in order to mitigate, reduce or stop the recruitment of citizens in armed forces/groups.

Further researchers will use the study findings to carry out groundwork on the situations citizens go through and their effects on education service delivery.

The **policy makers** will use the study findings to come up with robust solutions on citizens' problems during civil wars and post conflict by addressing the root causes of the conflicts and implement adequate social integration mechanisms.

The **beneficiaries** will use the study findings to know the education services they are supposed to be having, hence encouraging them to demand such education services from the Government.

1.8 Operation Definition

Civil war; for the case of this study this referred to the displacement of people, loss of lives and property and increased poverty and poor standard of living.

Education service delivery; for the case of this study this referred to the development of education infrastructure, provision of scholastic materials and provision of bursaries.

CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter showed the literature review which was relevant to the study. The literature is cited from various scholarly works, journals, periodicals and quarterly publications, and is organized according to the variables of the study. It is developed as followed: The theoretical review, conceptual frameworks and related studies based on objectives.

2.1 Theoretical review

The Organisation of Civil war Theory by Olson (1965)

The theory states that in a civil war rebels challenge the government and civil war can be thought of as a public good. If the civil war succeeds everybody will live under the new regime, whether they actively supported the civil war or not. This violent strive for change requires the formation and persistence of a rebel army. According to the theory, common interests within a group are insufficient to produce a public good. Individuals in any group have incentives to 'free ride' on the efforts of others since they cannot be excluded from the consumption of the public good. The incentive to 'free ride' is reduced if only active participants receive private benefits. Thus, without theses selective incentives to motivate participation, collective action is unlikely to occur even when groups have common interests. Olson also argued that group size is critical in achieving collective action. Not only do large groups face relatively high costs of organization, but their members will also gain relatively less per capita on successful collective action. The incentive for group action diminishes as group size increases; as a consequence large groups are less able to act in their common interest than small ones. Thus, according to the theory of collective action, smaller groups are more likely to rebel and in order to recruit followers they will have to provide selective incentives.

Civil wars may also start off as addressing grievances but justice-seeking can turn into loot- seeking during the course of the war. Weinstein's model of rebel recruitment

suggests that where there are opportunities for large profits, the composition of the rebel group will gradually shift towards those with a motivation for private gain: the civil war experiences adverse selection in motivation (Weinstein, 2015).

The benefits of selective incentives are key features in microeconomic models of rebel organisation. Grossman (1991, 2014) presents a model in which peasant households decide how to allocate their labour time to production, soldiering, or participation in an insurrection. The interaction between the ruler and the peasant households results in an equilibrium allocation of labour time and a probabilistic distribution of income from the three activities. One possible equilibrium outcome is a higher expected income if time is allocated to civil war despite its opportunity cost. Gates (2012) argues that the leader faces a principal-agent problem and he tries to overcome this by the offer of selective incentives. The greater the geographic or social distance between leader and recruits, the greater the supervision problem and thus the need for private gain.

New visibility theory developed by Becker (2013),

The study was guided by the new visibility theory developed by Becker (2013), which connoted that the benefits of ending child soldier use can include an enhanced reputation and legitimacy within the international community, and practical support for rehabilitation of former armed conflicts, including educational and vocational opportunities. Possible negative consequences of continued child soldier use can include "shaming" in international media, restrictions on military and other assistance, exclusion from governance structures or amnesty agreements, and prosecution by the International Criminal Court or other justice mechanisms (Becker, 2016).

If the international community is serious about ending the use of armed conflicts, it needs to build on the successes of the past five years, but with a sober eye for the obstacles that have stymied further progress (Denov, 2012). Renewed progress will depend on clearly and publicly identifying the responsible parties; providing financial and other assistance for demobilization and rehabilitation; and, most importantly, ensuring that violators pay a price should they continue to recruit and deploy armed

conflicts, some concrete suggestions on how these remedies should be pursued, including the critical role that the U.N Security Council is poised to play, are described in the concluding section of the essay (Geenen, 2012).

2.2 Conceptual framework

A Conceptual framework showing the affiliation between civil war and educational service delivery in Kisimayo Somalia

Independent Variable   **Dependent Variable**

Civil war   **Educational service delivery**

✓ Displacement of people
✓ Loss of lives and property
✓ Increased poverty and poor standard of living

✓ Education infrastructural development
✓ Provision of scholastic materials
✓ Provision of bursaries

Source: Drick(2016)

The conceptual frame work illustrates the effect of civil war on education service delivery. Civil war which is independent variable was conceptualised as displacement of people, loss of lives and property and increased poverty and poor standard of living. On the other hand, education service delivery which is dependent variable was conceptualised as education infrastructural development, provision of scholastic materials and provision of bursaries. Typically civil wars do start with a small group of rebels and then swell to large, self-sustaining organisations that require finance and some 'glue' to hold them together. The initial motivation to rebel is the centre of much controversy and a lot of the discourse has been based on the 'greed versus grievance' debate. Invariably, rebel leaders provide an account of motivation in terms of common interests. The need to address grievances due to religion, ethnicity or class is commonly cited as joint interests that motivates rebellion. At the same time, rebels may also be

motivated by the opportunities of private gain that organized violence can offer. Thus, theories of rebellion should consider common interests as well as private gain as possible motivation. Since motivation cannot be directly observed it is difficult to decide whether the cited underlying causes of the conflict are indeed the motivation to take up arms, or whether private gain plays a significant role (Niens, 2014).

Somali civil war has been the violent struggle between members of various groups, which vie for control of the state or domination in the scramble for available resources. The ensuing armed conflicts have been 'inter-clan in nature, pitting large lineage groups against one another'. In this regard, the most important inter-clan conflict is the one between the Darod and the Hawiye, whose ambition to become dominant made Somalia politics 'Zero Sum'. The conflict is not, however, limited to the clans. It also has an intra-clan dimension, involving different sub-clans, such as the conflict between Mohamed Farah Aideed and Ali Mahdi (Campbell, & Peterson, 2013).

2.3 Review of related literature
The review of related literature was presented following the study objectives;

2.3.1 Effect of civil war on education infrastructural development
According to Lucas, (2015), one longer-term impact of sexual violence by armed groups and security forces, which may include attacks at on the way to school, is young girls becoming mothers before their time, cutting short their school career to become wives or mothers, as reported in Sierra Leone. In other cases sexual violence against school girls and teachers, and in cases of mutilation, such as or the chopping off of the limbs or physical branding of schoolchildren by armed.

Brown (2015) noted that by the end of the conflict many children had missed two to three years' schooling and in one year an entire academic year was reportedly lost. Six years on, nearly one in three primary-aged children still did not go to school due to a combination of destroyed infrastructure and other factors. Lai and Thyne, (2014) noted that students worried or anxious about attacks on their school or others nearby may find it hard to concentrate in class, which will affect their ability to learn. Nightmares,

grief, memory problems, impaired concentration, aggressiveness, loss of interest, inactivity, apathy and numbness, mistrust, psychosomatic complaints, repressiveness such as bedwetting, may last for months for some individuals but for those affected more deeply, or those who have witnessed shocking scenes, such as pupils who have seen their teacher shot or even incinerated in front of them, the effects may be felt over the long term and many children could be expected to show new learning difficulties.

Attacks on schools may lead teachers to give up their job or flee the area, or even the country. The Zimbabwe Teachers Association estimates that 20,000 teachers have left the country in the past decade, due to a mixture of deteriorating education resources and political tension including targeted attacks on teachers and the political use of schools Doyle, (2011). In 2015, 35 per cent of primary posts and 33 per cent of post-primary posts were vacant.8 In the three southernmost provinces of Thailand where schools have been hit by arson and bomb attacks and teachers have been targeted for assassination since 2014, it was reported in January 2016 that 1,600 teachers requested transfers from the region due to security concerns. At the same time applications from other regions have fallen significantly. These two factors have led to shortages of qualified teachers in four key subjects and a reduction in the quality of staff. In Pakistan's Bajaur and Swat districts teachers have reported that they will not return to work when schools reopen after being attacked, in some cases as much as a year after they were targeted, as long as the risk of ongoing or renewed attacks persists (Ballard, 2016).The researcher strongly agrees with Ballard view that several teachers lives have been loss through war, while others have fled the country for greener pastures or in seek to save their lives which has greatly affected the performance of teachers and education system at large.

Niens (2014) asserted that Asia and Caucasus regional director of International Rescue Committee, attacking schools has become a tactic of war precisely for this reason, to create a sense that government no longer controls the area, fuelling fragility. The destruction of schools by the Taliban in Pakistan provides a powerful symbol of the

insurgents' ability to roam around the area with impunity and undermines people's sense of the government's ability to assure their safety. "The school itself is often the most prominent structure and expression of the government in that area," he says. Attacking it is a factor in increasing instability. In addition, a Taliban campaign of assassination of anyone seen to be helping to rebuild damaged schools and other buildings is hampering the recovery effort. "In large swathes of territory that the government says is cleared and in recovery, it is still a lot more fragile than the headlines suggest," says Young.

Attacks on schools in Afghanistan may be carried out because they are easy targets, or for ideological reasons because insurgents oppose the non-traditional version of education on offer, but one of their significant effects is to undermine the very presence of government authority at a sub-national level, particularly at district level. Attacks on schools, according to Muhammad SulemanKakar, former deputy education minister (2016-2013), are a tactic to weaken government and demonstrate the strength and power of the armed opposition, to break people's trust in the government's ability to guard their security (La'o, 2012).

Countries emerging from long conflicts where education has been heavily attacked may need to begin from scratch to develop education management systems and databases that include teacher qualifications and records, teacher deployment data, and student enrolment and attainment data. Other key challenges will include establishing effective payment systems for a teaching force in disarray due to widespread displacement and destruction of schools; developing appropriate new curricula where the curriculum was contributing factor to tension; marshalling resources for a massive schools rehabilitation and reconstruction programme; and solving the complex problem of plugging teacher shortages and providing adequate training, protection and support for teaching staff in an unstable situation. Where attacks on education and a wider conflict are ongoing, many of these challenges may be insurmountable (Niens, 2014).

Campbell, & Peterson (2013) urged the scale of attacks on education and their impact, and the financial capacity of the government, will affect policies for increasing teacher training. So too will the speed of reconstruction and rehabilitation of schools. In Sierra Leone's case, demand for teachers was simultaneously increased by the decision to drop fees for primary school and give girls scholarships at junior secondary school. Rebuilding the teaching corps in this circumstance may require a mixture of short-term on the job training and long- term implementation of expanded initial teacher training programmes. This is further complicated in some conflict situations by the need to adjust curricula to address the motives for attacks on schools, which might include insensitive to the local language, religion and cultural identity.84 Such adjustments would require retraining of the teaching force.

Weldes (2014) noted that the impact of war attacks on education can be addressed in two ways. One is by prioritizing restoration of the types of education attacked, for instance girls' education in Pakistan's Swat District and other nearby districts such as Bajaur. While schools have been neglected in many areas of the country, the attacks on schools in Swat have focused government and international donors' attention on the need to rebuild the school infrastructure and restore the collapsed educational system, particularly for girls. Due to the historic gender-based inequality of access to education and the specific targeting of girls' education for attack, there is a need to address the transition gap caused by fact that there is only one girls' middle school per 28 girls' primary schools, and one girls' high for every 67 girls primary schools.

Carney (2015) noted that important arguments have been made by Simon Reich and Millder-Grandvaux that education of youth through Dismarment, Demobilization and Reintegration programmes is a vital way to break the conflict trap of poverty/recruitment/violence, which fuels fragility, by avoiding re-recruitment. Education serves not only humanitarian and developmental purposes but also provides a bulwark against recidivism to gangs and armed groups, but national policymakers tend to ignore the importance of the last component. Prioritisation of support for non-formal education programmes for youths, or for education services may be required –

over the emphasis of Education for All programmes on primary education – to prevent the long-term effects of loss of education due to recruitment as child soldiers or due to attacks on schools and to prevent those effects leading to re-recruitment by armed groups or other forms of unrest that contribute to fragility.

In Pakistan, for instance, Save the Children has recommended the establishment of reform schools to rehabilitate hundreds of boys who were recruited for training as suicide bombers, provide psychological support for their reintegration, extra academic counseling to help them catch up on their studies, and a curriculum promoting peace and understanding (Dogo, 2014). In Sierra Leone, non-formal and emergency education programmes were expanded for 10 to 14-year-olds who had missed years of primary schooling until they could be absorbed into the system. The abolition of school fees for grades 1 to 6 for all students and scholarships for girls at junior secondary school in key geographical areas addressed the problem of unequal access, which had contributed to the start of the conflict. In another programme, more than 2,600 demobilised teenagers aged 15 or over were offered nine-months of skills training, supported by a paid allowance and a start-up kit, in programmes such as carpentry, masonry, auto mechanic work, blacksmithing, soap making, and weaving (Drezner, 2011).

2.3.2 Effect of civil war on provision of scholastic materials

Kurki, (2016) asserts that existing marginalization in society is often exacerbated by conflict. Due to the economic difficulties which often accompany war, the poorest in society may opt to take their children out of school and put them to work to maintain their existing level of consumption. Increased incidences of poverty and child care responsibilities during conflict periods tend to affect existing gender disparities. As well, girls may be kept from school by their parents in fear of violence against female students. Attacks motivated by a clear gender bias have been documented in countries like Pakistan, Tajikistan and Afghanistan. Regional, ethnic or religious group inequalities in educational attainment can be further widened as a result of armed conflict (Ferguson, 2016).

Lai & Thyne (2014) noted that civil war affects education in many ways whereby most tragically, it results in the death or displacement of teachers, staff and students. For example, more than two-thirds of teachers in primary and schools were killed or displaced as a result of civil wars. State collapse in Somalia coupled with targeted attacks on educational infrastructure ground the country's educational system to a halt. War and conflict also often destroy and damage schools and educational infrastructure. The World Bank reports that as a result of the conflict in Bosnia and Herzegovina, 50% of its schools required repair or reconstruction (Buckland 2015).

Pristina & Vieira (2011) noted that as well, civil war results in decreased access to school, preventing the opening of schools, threatening children's security while travelling to school and attending class, and increasing teacher absenteeism. Access issues are also critical for refugee or internally displaced children, who may lack the appropriate documentation or language skills to participate in new schools. For children who do attend school, conflict can have a negative effect on educational attainment, increasing dropout and reducing educational survival rates due to displacement, military recruitment or economic hardship. Educational attainment beyond primary suffers the most during conflict, perhaps due to the greater specialization needed for these levels, as well as the increased likelihood for youth involvement in the military, the workforce or marriage. The quality of education also suffers due to shortages in basic necessities, such as food and water and school materials, especially in areas bordering the conflict that may experience an influx of refugee or internally-displaced students. As is often the case, the academic year may be interrupted or shortened due to conflict (Eide, 2014).

According to Lucas, (2015), one longer-term impact of sexual violence by armed groups and security forces, which may include attacks at on the way to school, is young girls becoming mothers before their time, cutting short their school career to become wives or mothers, as reported in Sierra Leone. In other cases sexual violence against school girls and teachers, and in cases of mutilation, such as or the chopping off of the limbs or physical branding of schoolchildren by armed.

Lai & Thyne (2014) noted that students are always worried or anxious about attacks on their school or others nearby may find it hard to concentrate in class, which will affect their ability to learn. Nightmares, grief, memory problems, impaired concentration, aggressiveness, loss of interest, inactivity, apathy and numbness, mistrust, psychosomatic complaints, repressiveness such as bedwetting, may last for months for some individuals but for those affected more deeply, or those who have witnessed shocking scenes, such as pupils in Thailand who have seen their teacher shot or even incinerated in front of them, the effects may be felt over the long term and many children could be expected to show new learning difficulties. Therefore, this is in agreement with researcher's findings that, in Kisimayo district schoolchildren were still suffering from trauma and anxiety more than a year after Israeli military operations in which schools were shelled and 250 students and 15 teachers were killed, according to OCHA. A science teacher in Abu Ja'far al-Mansour preparatory school reported that most children don't concentrate in lessons and forget everything explained to them in class.

Baranyi (2016) noted that longer-term impact on infrastructure is one of the more extensively reported factors affecting education systems over time. In Sierra Leone most of the educational infrastructure was destroyed in the conflict. Three years after the conflict ended 60 per cent of primary schools and 40 per cent of secondary schools still required major rehabilitation or reconstruction. It is not known for how many years those same schools had remained damaged during the ten-year conflict. It may be the case that a large proportion of them had remained damaged or destroyed for a long period during the conflict, as well as after it. In a similar way the researcher reveals from the findings that educational infrastructure in Kisimayo district were destroyed during the civil conflict which up now the rehabilitation has not been made, office blocks were bombed and many were killed in different parts of the district.

In Gaza, educational infrastructure damaged or destroyed by targeted Israeli military attacks at the turn of 2016/2015 could not be repaired due to the military enforcement

of a general economic blockade against Gaza. Insofar as this prevented building materials being supplied for the legitimate reparation of and investment in educational facilities, it constituted the use of force to block the right to a good quality education and is an attack on education. OCHA reported that at least 280 schools were damaged in the conflict, including 18 that were completely destroyed. The Ministry of Education said in February 2013 that none had been rebuilt or repaired, due to the Israeli ban on the entry into Gaza of construction materials. The blockade was also preventing the building of 105 new schools to cater for the annual rise in the number of schoolchildren, for which 25,000 tons of iron bar and 40,000 tons of cement were needed (Beech, 2015). However according to the researcher, in Kisimayo district after the 1991 civil war those responsible did not re-construct whatever was damaged up to now a lot of buildings which include schools are still with damages which they sustained in the civil war.

The deputy education minister in Gaza, Yousef Ibrahim, said 15,000 children from damaged schools had been transferred to other schools for second shifts, "significantly shortening class time". Many damaged schools lacked functioning toilets, water and electricity; classrooms were overcrowded; and there were shortages of equipment and materials, such as desks, doors, chairs, textbooks and ink. It was reported in April 2013 that UNRWA, which provides education for 70 per cent of the school population, had been prevented from building any schools in Gaza for three years by the blockade. Only makeshift classrooms had been built and those resources had been exhausted, resulting in thousands of children being denied regular education, according to John Ging, director of UNRWA in Gaza. Although the government was able to use some construction materials smuggled through tunnels dug under the border with Egypt, UNRWA could not use them because they were imported illegally. As a result, UNRWA runs two schools a day in each school building on a compressed half-day double-shift basis (Dunn, 2013).

2.3.3 Effect of civil war on provision of bursaries to students

Beha & Visoka, (2013) noted that shelving of normal investment in the renewal and development of education and inability to carry out repairs. Repairs to damage from attacks and normal maintenance and investment in education may be put on hold either because labourers dare not risk repairing or reconstructing a school that has already been targeted out of fear of reprisals. Equally governments may not risk investing in the development of schools for fear of the money being wasted if attacks are repeated. In some cases the repair or development work itself is specifically targeted.

Beck (2016) argued that in Somalia most of the educational infrastructure was destroyed in the conflict. Three years after the conflict ended 60 per cent of primary schools and 40 per cent of schools still required major rehabilitation or reconstruction. It is not known for how many years those same schools had remained damaged during the ten-year conflict. It may be the case that a large proportion of them had remained damaged or destroyed for a long period during the conflict, as well as after it. There is reduced attainment of students as a result of civil wars, the cumulative effect of teacher and student distraction, lost days due to closures, teacher shortages, and failure to repair damage to schools is likely to cause falling levels of achievement when these factors persist over long periods of time. Longer-term impact on infrastructure is one of the more extensively reported factors affecting education systems over time.

Continuing assassinations of citizens including teachers locally and the issuing of death threats inevitably affected teachers' concentration and frame of mind for teaching. In southern Thailand, where teachers have been shot in front of their class, teachers are reported to be constantly fearful of being picked off for assassination at or on their way to school and devote less time to teaching and developing the curriculum due to security restrictions on time at school. In the most dangerous areas of southern Thailand teacher attendance has become irregular. In Brazil, the continuing threat from police operations against armed drugs gangs and shootings between rival gangs in and round Rio de Janeiro's schools has caused a spike in work-related illness such as burn-out syndrome and made it very difficult to recruit teachers (Barakat, and Urdal, 2015).

The researcher strongly agrees with Barakat and Urdal on the view in that a good number of the teachers that have decided to remain in Kisimayo district have been distracted and de-motivated from their teaching professionals.

Attacks on higher education and teacher training institutions restricted research, teaching content and pedagogical training and cause drop- out, distraction, demonization and traumatisation of tertiary students and academicians. This can in turn lead to restrictions on teacher content knowledge and teacher quality. Persistent attacks on schools and teachers can also deter students from training to be a teacher. In Thailand decreases in the number of students wishing to attend tertiary institutions in the south, have contributed to a reduction in competition for teaching posts, risking a reduction in the quality of candidates. Direct attacks on teacher training colleges will affect the number and quality of newly qualified teachers produced and the number of future applications to train. In Sierra Leone, for instance, teachers and students stopped attending an internationally acclaimed teacher training college that was subjected to repeated attacks (Saltarelli, 2012).The researcher strongly agrees with Saltarelli, view that teacher's quality in Kisimayo district has been lowered, in those tertiary students, colleges students offering teachers courses are being distracted, demoralized and traumatized because they are being restricted on their pedagogical training.

According to Pristina & Vieira (2011), similar psychosocial effects may be experienced by teachers who are overcome by grief at the loss or maiming of their colleagues and students or are distracted by threats to colleagues, making it difficult for them to support their students or perform their job to the highest standards. If they are visibly anxious, this may heighten the fears of their own students. It is difficult to see how joyful child-centred learning experiences can take place in such a context. Fear may cause staff to stay away from school for long periods, forcing their closure or preventing their re-opening after attacks. For example, in Pakistan, teachers, school managers and education officials were reported by IRC to be still reluctant to return to

work in Swat in June 2013, more than a year after military operations to push the Taliban out of the area, for fear of attack.

Kurki, (2016) asserts that the psychological impact on parents of attacks on schools may be to change their perception of education as providing protective care for their children, which causes them to keep their children home from school. This applies to a greater degree to girls. Where schools in general are destroyed, forcing children to walk longer distances to receive an education, girls may be kept at home due to the increased risk of abduction, sexual violence or exploitation. Where sexual violence against individual girls actually occurs or children are abducted from schools for use as combatants, it will cause other girls or girls and boys to be kept home from school.

The other consequence is that continuing attacks increase the burden of measures to address the longer-term effects either during the conflict or afterwards, straining the capacity to do so, and often at a time when post-conflict governments are simultaneously trying to rapidly expand education provision as a means to securing peace, stability and development (Saundersetal, 2014). If attacks can be prevented or halted or their impact reduced through protection measures, fewer schools will be reduced to rubble and the opportunity cost of having to rebuild them will be removed, freeing up funds for building schools in areas where too few existed to provide education for all; and fewer students and teachers will be killed, injured or threatened, reducing the likelihood of long-term effects on recruitment, retention and attainment (Doyle, 2011).

2.4 Related studies

Saltarelli (2012) revealed that the role of education in national development cannot be over emphasized. This interim Strategic Plan provides a roadmap towards the restoration of this role in Somalia. It is an important tool towards the provision of the much needed unity of purpose in directing action among all the stakeholders involved in education delivery in South Central Somalia. Although there have been a number of initiatives to plan for the education sector in South-Central Somalia, this Strategic Plan

(2013– 2015) is the first attempt to clearly articulate the direction that the Directorate of Education, would like to see over the next three years. It is meant to direct the Directorate as it lays the basic foundation from which the education subsectors will develop (Beck, 2016).

According to Beech (2015), access to education remains difficult for many children in Somalia. Lack of financial resources, the need to support the family, frequently no access to schools in the area, regions, or districts where children live, and have all contributed to any access to education services for many Somali children. A study to examine the needs of secondary school students and a survey on numbers needs to be conducted through the EMIS Hamutuk, (2012). The number of out-of-school secondary school age learners working to support the family is also a reality that needs to be assessed and taken into account. Secondary Technical vocation skills coupled with an effective curriculum will offer the learners options to pursue secondary school and or livelihood opportunities.

According to Lucas (2015), the Directorate also wishes to priorities addressing the plight of Internally Displaced Persons in Mogadishu and other returning persons. These are estimated to total over 500,000 persons of whom around 150,000 are at the age of school going children. Based on a school size of 800 to 1000 this would require around 150 schools in Mogadishu alone. The Directorate plans to begin by undertaking a mapping exercise that will identify the exact number of school age going children among the IDPs in Mogadishu and later extend to other regions.

Campbell, &Peterson (2013), although policy framework and programme in regard to education of CWDs exist in Uganda today, they do not significantly address the needs of CWDs for instance; the programming of the academic, extra and co-curriculum activities are not favorable to CWDs (Frierre, 2013). According to UPE guidelines a child is supposed to progress to the next class the next year, unfortunately a mentally retarded child may need five years or more to learn what it takes an average child to learn in one year. It's therefore, imperative to review the extent to which policy

statements are meeting the access needs to educational services by CWDs through this research.

2.5 Gaps in Literature

In terms of conceptualization, the previous studies on civil war and education service delivery did not comprehensively tackle the extent to which the civil war affected the education system in Somalia Kisimayo district. In addition, the methods used in collecting of the data were not enough to yield the required results in that; methods such as focused group discussion, documentary reviews which are good on government sectors like education where there was need to hold discussions with ministry of education officials, teacher, and Head teacher into groups. Also reviewing of documents, archives, backup on as far as civil war affected schools and the extent of destruction among others. Further on the contextual note, Somalia is facing the worst humanitarian crisis of the past 18 and half years, with an estimated 3.7 million people in need of aid as security deteriorates. It is a country described as one of the most dangerous places for aid workers in the world and the humanitarian challenges facing its people remain formidable. The humanitarian needs are growing faster than the ability to deal with the drivers of the Somali conflict and its effects. These include natural and other disasters such as drought, food and financial crisis, water scarcity, refugee influx, mass displacement, and population pressure. In parts of Somalia, humanitarian space is shrinking at an alarming rate. In recent months, for example, several aid agencies' offices and warehouses have been robbed and some occupied by armed groups.

CHAPTER THREE
METHODOLOGY

3.1 Introduction

This chapter was discussed the methodology of the study. The chapter is organized into six main parts. The first section presents introduction of the chapter, the second section focused on Research design, the third section provides Study area and population, and the fourth section discussed Sampling techniques. And section five presented Data collection methods, while the final section was about Data analysis and interpretation.

3.2 Research design

Descriptive survey research design was employed. The descriptive survey research is used to describe the basic features of the data in a study and provide summaries about the sample and assessment of the provision of educational service delivery. Moreover, with descriptive survey research it is possible to describe what the data show to indicate how the intended variables are being implemented to contribute to current practice of decentralized educational management in Kisimayo district. A single research method has been used to deal with the quantitative data that were collected for this study.

3.3 Research population

Population is generally taken to be the totality of all elements or subject or number which possess common and specific characteristics within a geographical location. It is also the aggregate of all cases that conform to some designated set of specifications (Maduene (2013). Target population is the specific population about which information is desired. Mugenda and Mugenda, (2013), explain that the target population should have some observable characteristics, to which the researcher intends to generalize the results of the study.

Kisimayo district has a population of 201200 people. However the target population for this research was 630 respondents and these included 145 education officers, 150 education consultants, 205 internally displaced people, 30 NGO officials and 100 local

community members. The reason of selecting these categories of respondents is due to the fact that the researcher realized that they have a good understanding of the affairs of civil war and educational service delivery in Kisimayo district-Somalia.

3.3.1 Sample Size

With regard to the sample size, samples of respondents were taken and the sample size was therefore calculated using the Slovene's Formula.

$$n = \frac{N}{1+N\,(e)^2}$$

n= required sample size

N=Known population

$\underline{\quad\quad\quad\quad}$ e= Margin of error at 0.05 level of significance

$n = \dfrac{630 \times 0.0025 = 1.57}{1+630\,(0.05)^2}$

$n = \dfrac{630}{1+\ 1.5}$

$n = \dfrac{630}{\mathbf{2.5}}$

n =252 respondents

The study considered a total sample size of 252, out of these 58 were education officers, 63 education consultants, 77 were internally displaced people, 12 were NGO officials and 42 local community leaders, however all these categories of respondents were sample purposively.

Table 3.1: Population and Sample Size Summary

Respondents type	Population	Sample size	Sampling
Education officers	145	58	Purposive sampling
Education consultants	150	63	Purposive sampling
Internally displaced people	205	77	Purposive sampling

NGO officials	30	12	Purposive sampling
Local community leaders	100	42	Purposive sampling
Total	**630**	**252**	

Source: Kisimayo District Education report, 2018

3.4 Sampling techniques

Purposive sampling technique was employed to select the respondents in Kisimayo district. With this sampling technique, the researcher selected this district as the source of information based on the geographical location and level of education service delivery. Through this sampling technique, the researcher made sure that all the respondents in the sample had an equal chance of being selected to participate in the answering of the questionnaires.

3.5 Data collection methods

This study employed quantitative method of data collection. A quantitative technique was used in order to get relevant information from various categories of respondents by use of a questionnaire.

In order to administer the questionnaires, the respondents were provided with a chance to ask questions about the issue which was not clear for them. Then, the researcher gave a brief explanation about each point in the discussion and answered all the questions that were raised. To this effect, the respondents were told to reply the questionnaires based on the facts and their personal feelings. After the respondents had filled the questionnaires, they returned these data back to the researcher for further analysis.

3.6 Research Instruments

The research instrument used by this study was questionnaire. The questionnaires were administered to 252respondents where ideas and knowledge were given to the researcher by the respondents. These questionnaires were given to all respondents who were required to give information about the study.

3.7 Validity and reliability of the instrument

3.7.1 Validity

Validity is the degree to which a measuring instrument measures what it is designed to measure. Validity is the ability of an instrument to measure what it is supposed to measure. To ensure validity, the researcher computed the content validity using content validity index (CVI).

CVI= Number of questions declared valid

Total number of questions

Number of questions declared valid=28

Total number of questions =30

Therefore,

CVI= $\dfrac{28}{30}$

CVI= 0.93

3.7.2 Reliability

Reliability is a measure of the degree to which research instruments yield consistent results or data after repeated trials. The test-retest technique was used to assess the reliability (accuracy) of the instruments. The researcher devised the instruments to thirty qualified respondents, ten from education officers and ten from school principals. These respondents were not included in the actual study. In this test- retest technique, the questionnaires were administered twice to the same subjects after the appropriate groups of the subjects were selected, then the initial conditions were kept constant, the scores were then correlated from both testing periods to get the coefficient of reliability

or stability. The tests and the trait measured if they were stable, indicated consistent and essentially the same results in both times.

3.8 Data Gathering Procedures

Data gathering procedures was divided into three phases, these included; before, during and after. The researcher followed these phases to reach to the conclusion of the data gathering procedures. Before the research, the researcher was required to get an introductory letter from the college of higher degrees and research. After this letter, the researcher presented this letter to the field officials before carrying out the data gathering. In the process of collecting data, the researcher educated the respondents about the research and also informed them about the future use, benefits and outcomes of the research report, to collect right information the study based on purposive The advantage of purposive sampling is that the researcher targets only the respondents who have the information that the researcher wants. After the data gathered was edited, encoded into the tables to represent the information got from the field.

3.9 Data analysis

The analysis and interpretation of the study were based on the data collected through the data collecting instruments. Quantitative data were coded, tabulated and analyzed using descriptive statistics method such as, frequencies and percentage.

Statistical Package for Social Sciences (SPSS) 16.0 used to analyze the data collected to assess how the activities of the civil war and educational service delivery in the Kisimayo. The descriptive statistics were applied to assess the extent of civil war and education service delivery through using means and rank. The questionnaire a 4-point likert scale whereby, 1-strongly agree, 2-agree, 3-disagree and 4-strongly disagree.

The following table presents the mean ranges and their interpretation

For the extent of civil war

Table 3.2

Mean Range	Interpretation
3.26 - 4.00	Very high
2.51 - 3.25	High
1.76 - 2.50	Low
1.00 - 1.75	Very low

For the extent of education service delivery

Table 3.3

Mean Range	Interpretation
3.26 - 4.00	Very satisfactory
2.51 - 3.25	Satisfactory
1.76 - 2.50	Unsatisfactory
1.00 - 1.75	Very unsatisfactory

3.10 Ethical considerations

The entire research process was conducted with due respect to ethical considerations in research. The researcher obtained the consent of the respondents to participate in the study. The researcher also minded about treating the respondents' views with utmost confidentiality. In general, a high degree of openness regarding the purpose and the nature of the research was observed by the researcher.

3.11 Limitations of the study

The study faced the following problems:

First most of the respondents in Kisimayo district Somalia were too busy, so less time was posed to the researcher. The researcher requested humbly for help from the respondents to offer him some time to answer the questions. Second Confidentiality, in that, there is some information which was not supposed to move out of security to local people then to the researcher, this limited the research study. The researcher emphasized on keeping the security information secret and confidential. Three unexpected security situation of work place were some of the major problems that inhibited the researcher not to conduct the study in accordance with the designed schedule.This could impose an impact on the successful accomplishment of the study in time. However, in order to reduce the impact, the researcher consulted the department and his advisor to seek solution.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter presented the profile information of respondents, extent of civil war, the level of education service delivery, effect of civil war on education infrastructural development in Kisimayo district-Somalia, the effect of civil war on provision of scholastic materials in Kisimayo district-Somalia, and the effect of civil war on provision of bursaries to students in Kisimayo district-Somalia.

4.1 Profile of respondents

Respondents were asked to provide information regarding their gender, age, education level and years spent in that area. Their responses were summarized using frequencies and percentage distributions as indicated in table 4.1;

Table 4.1: Profile of respondents

Category	Frequency	Percent
Age 20-30 Years	50	20
31-40 years	80	32
41-50 years	92	36
51 and above	30	12
Total	**252**	**100**
Gender Male	172	68.8
Female	80	31.2
Total	**252**	**100**
Educational Qualification Certificate	40	16
Diploma	72	28
Bachelor's degree	115	46
Master's degree	20	8
PhD	5	2
Total	**252**	**100**

Source: Primary Data (2018)

Results in table 4.1 indicated that majority of respondents were in the age bracket of 41-50 years (36%), these were followed by those between 31-40 years (32%), 20% were in the age bracket of 20-30 years, whereas 12% were in the age bracket of 51 years and above. With respect to gender, results indicated that male respondents (68.8%) were more than female respondents (31.2%). With respect to academic qualification, majority of the respondents (46%) were Bachelor's degree holders, these were followed by diploma holders (28%), 16% had certificate, 8% had masters and only 2% had diploma. Hence implying that the respondents gave the required information since they were able to read and write.

4.2 Extent of civil war

The independent variable in this study was civil war, this variable (IV) was broken into three constructs which included; increased poverty and poor standard of living (with five questions), loss of lives and property (with six questions) and displacement of people (with seven items/questions). Each of these questions was based on a four point Likert scale and respondents were asked to rate the extent of civil war by indicating whether they agree or disagree with each question, and their responses were analyzed using SPSS and summarized using means and ranks as indicated in table 4.2;

Table4.4.2: Extent of civil war

Items on civil war	Mean	Interpretation	Rank
Displacement of people			
Many citizens have no shelter and accommodation-housing because of civil wars in this area	3.31	Very high	1
Many young girls in Kisimayo district are always turned into wives forcefully	3.21	High	2
Armed men always abduct children from home, school, church or from fetching firewood	2.94	High	3
Many citizens have lost their domestic animals because of civil wars in these areas	2.87	High	4
Average mean	**3.08**	**High**	
Loss of lives and property			
Many citizens have always lost their lives as a result of civil wars	3.44	Very high	1
Armed gangs ambush and kill people mercilessly	3.28	Very high	2
Killing is based on tribe sentiments	3.22	High	3
Citizens are always slaughtered	2.93	High	4
Many people are always killed as a result of political preferences	2.75	High	5
Average mean	**3.12**	**High**	
Increased poverty and poor standard of living			
Children and other people from armed groups are always not protected from drug abuse	3.33	Very high	1
During civil wars many Citizens are not always employed	3.30	Very high	2
Due to the existence of civil wars, citizens suffer from hunger, stress, diseases, harassment during abduction	2.97	High	3
Many citizens are always not protected because of their tribes and religious beliefs	2.64	High	4
Many children and other people from armed groups are always not protected from drug abuse	2.57	High	5
Average mean	**2.70**	**Satisfactory**	
Overall mean	**2.97**	**Satisfactory**	

Source: Primary data, 2018

Mean range	Response range	Interpretation
3.26 - 4.00	strongly agree	Very high
2.51 - 3.25	agree	High
1.76 - 2.50	disagree	Low
1.00 - 1.75	strongly disagree	Very low

Results in table 4.2 denoted that the nature of civil war in Kisimayo district-Somalia is generally high and this was indicated by the overall mean of 2.97, implying that there has been a number of civil wars waged in Kisimayo district-Somalia with different reasons.

With respect to displacement of people, results in table 4.2 showed that many citizens have no shelter and accommodation-housing because of civil wars in this area (mean=3.31), many girls in Kisimayo district are always turned into wives forcefully (mean=3.21), this implies that there are high number of younf girls who are forced into marriages; armed men always abduct children from home, school, church or from fetching firewood(mean=2.94), many citizens have lost their domestic animals because of civil wars in these areas (mean=2.87). Implying that the civil war has always led to the destruction of economic activities.

Regarding loss of lives and property, results in table 4.2 indicated that five items were used to measure this construct and it was also rated high and this was indicated by the average mean of 3.12. Results further indicated that many citizens have always lost their lives as a result of civil wars (mean=3.44), armed gangs ambush and kill people mercilessly (mean=3.28), many killings are based on tribe sentiments (mean=3.22), many people are always killed as a result of political preferences(mean=2.75).Implying that civil war has always led to the loss of lives and property

With respect to increased poverty and poor standard of living; results indicated that this construct was rated as high and this was indicated by the average mean (mean=2.70),

the following items were rated very high; many children and other people from armed groups are always not protected from drug abuse (mean=3.33), during civil wars many citizens are not always employed (mean=3.30). The following items were rated high; many citizens are always not protected because of their tribes and religious beliefs (mean=2.97), many citizens are always not protected because of their tribes and religious beliefs (mean=2.64), many children and other people from armed groups are always not protected from drug abuse (mean=2.57). Implying that civil wars have always limited the activities of different NGOs about the protection of children from drug abuse.

4.3: Education service delivery

The independent variable in this study was education service delivery, this variable (IV) was broken into three constructs and these were; infrastructural development (with four questions),provision of scholastic materials (with four questions) and provision of bursaries and free education (with four items/questions). Each of these questions was based on a four point Likert scale whereby respondents were asked to indicate the extent to which they agree or disagree with each question, SPSS 16.0 was used to analyse their responses and summarized using means and ranks as indicated in tables 4.3 below;

Table 4.3: Extent of education service delivery

Items on education service delivery	Mean	Interpretation	Rank
Infrastructural development			
The government has always provided free buildings for staff programs to school teachers in Kisimayo district Somalia	2.56	Satisfactory	1
Classes for staff programs have been provided by the state have brought quality improvement in education	2.07	Unsatisfactory	2
The class buildings provided by the local education council differ significantly from those provided by NGOs	1.73	Very unsatisfactory	3
The buildings for extra-curricular programmes have helped school teachers also to perform well during civil wars	1.40	Very unsatisfactory	4
Average mean	**1.94**	**Unsatisfactory**	
Provision of scholastic materials			
Students in Kisimayo district have been provided with education scholarships during since they have been affected by civil war	2.51	Satisfactory	1
Education materials have been provided to students in schools in Kisimayo district Somalia by different NGOs during civil war	2.39	Unsatisfactory	2
The government has provided timely classroom space and teachers to schools in Kisimayo district, Somalia during civil wars	2.28	Unsatisfactory	3
The government has set up many schools in Kisimayo district Somalia after the civil war	1.68	Very unsatisfactory	4
Average mean	**2.22**	**Unsatisfactory**	
Provision of bursaries and free education			
The government has made sure that even street children in Kisimayo district also receive education services	2.62	Unsatisfactory	1
The local education council always make sure that even children from migrant families also receive quality education services	2.39	Unsatisfactory	2
The government has made sure that all children in areas affected by civil war can have access to free education services	2.19	Unsatisfactory	3
The government has setup schools in remote and school-less habitations in Kisimayo district, Somalia.	1.63	Very unsatisfactory	4
Average mean	**2.21**	**Unsatisfactory**	
Overall mean	**2.12**	**Unsatisfactory**	

Source: Primary data, 2018

Key for interpretation of means

Mean range	Response range	Interpretation
3.26 - 4.00	strongly agree	Very satisfactory
2.51 - 3.25	agree	Satisfactory
1.76 - 2.50	disagree	Unsatisfactory
1.00 - 1.75	strongly disagree	Very unsatisfactory

Results in table 4.3 denoted that the extent of education service delivery in Kisimayo district Somalia is generally unsatisfactory and this was indicated by the overall mean of 2.12, implying that the government of Somalia has not effectively demonstrated effective grassroots action to enhance the quality of basic education and have also influenced mainstream education through replication of their models and through policy dialogue with the Government.

Regarding the provision of scholastic materials; results indicate that the provision of scholastic materials was rated as unsatisfactory and this was indicated by the average mean (mean=2.22), implying that the government of Somalia has not effectively provided education scholarships to students in Kisimayo district, Somalia. Results still indicated that students in Kisimayo district have been provided with education scholarships during since they have been affected by civil war (mean=2.51), education materials have been provided to students in schools in Kisimayo district Somalia by different NGOs during civil war (mean=2.39), the government has provided timely classroom space and teachers to schools in Kisimayo district, Somalia during civil wars (mean=2.28), the government has set up many schools in Kisimayo district Somalia after the civil war (mean=1.68). Implying that the government has somehow failed to establish good schools in Kisimayo district Somalia after the civil war.

With respect to infrastructural development, results in table 4.3 indicated that four items were used to measure this construct and it was also rated unsatisfactory and this was indicated by the average mean of 1.94, implying that the government of Kisimayo has not adequately set up infrastructural development to schools in Kisimayo district

Somalia. Results still indicated that the government has always provided free buildings for staff programs to school teachers in Kisimayo district Somalia (mean=2.56), classes for staff programs have been provided by the state have brought quality improvement in education (mean=2.07), the class buildings provided by the local education council differ significantly from those provided by NGOs (mean=1.73) and the buildings for extra-curricular programmes have helped school teachers also to perform well during civil wars (mean=1.40).Implying that the civil war has always disorganized the activities of teachers in Kisimayo district.

With respect to provision of bursaries and free education, results in table 4.3 connoted that provision of bursaries and free education as the last construct on education service delivery was measured using four items (questions) and it was rated satisfactory (mean=2.21), implying that the government has always failed to provide education services even to street children in Kisimayo district-Somalia. Results still indicated that the government has made sure that even street children in Kisimayo district also receive education services (mean=2.62), the local education council always make sure that even children from migrant families also receive quality education services (mean=2.39), the government has made sure that all children in areas affected by civil war can have access to free education services (mean=2.19), the government of Somalia has failed to setup schools in remote and school-less habitations in Kisimayo district, Somalia (mean=1.63).Implying that inadequate schools have been set for the children in Kisimayo district.

4.4 Objective one; Effect of civil war on education infrastructural development in Kisimayo district

This objective intended to examine the effect of civil war on education infrastructural development in Kisimayo district, simple linear regression was used to analyze and fulfill this objective;

Table 4.4:   Shows results on effect of civil war on education infrastructural development in Kisimayo district

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.641[a]	.411	.399	.36363

a. Predictors: (Constant),civil war

NOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.338	1	4.338	¯32.811	.000[a]
	Residual	6.215	47	.132		
	Total	10.553	48			

a. Predictors: (Constant), civil war

b. Dependent Variable: Education service delivery

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.386	.256		¯5.421	.000
	Civil war	.491	.086	.641	5.728	.000

b. Dependent Variable: Education service delivery.

Regression analysis results in the Model Summary table revealed that civil war accounted for 41.1% on education infrastructural development in Kisimayo districtand this was indicated by r-squared of 0.411 implying that civil war disorganises the setting up of education infrastructures in Kisimayo district.

The ANOVA table indicated that civil war significantly affects education infrastructural development and this was indicated by the F-value=32.811 and Sig-value=.000, since the sig. value (0.000) was less than 0.05 which is the maximum level of significance required to declare a significant effect. This implies that civil war negatively affects the effective development of education infrastructures in Kisimayo district.

The coefficients table indicated that considering the standard error, civil war negatively influences the development of education infrastructure in Kisimayo district (β=0.491, Sig=0. 000). Given that the sig-value (0.000) is less than 0.05, the null hypothesis was rejected.

Decision on hypothesis

The hypothesis was rejected since the significant value was found to be less than 0.05 (Sig=0. 000).

4.5 Objective two; Effect of civil war on provision of scholastic materials in Kisimayo district

This objective intended to ascertain the effect of civil war on provision of scholastic materials in Kisimayo district, simple linear regression was used to analyze and fulfill this objective;

Table 4.5: Results on effect of civil war on provision of scholastic materials in Kisimayo district

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.581[a]	.338	.324	.38561

a. Predictors: (Constant), Civil war

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3.564	1	3.564	23.971	.000[a]
	Residual	6.989	47	.149		
	Total	10.553	48			

a. Predictors: (Constant), Civil war

b. Dependent Variable: education service delivery.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.668	.242		6.896	.000
	Civil war	.425	.087	.581	4.896	.000

a. Dependent Variable: Education service delivery.

Regression analysis results in the Model Summary table 4.6 indicated that the civil war accounted for 33.8% on provision of scholastic materialsin Kisimayo districtand this was indicated by R-squared of 0.338 implying that civil war highly reduces the provision of scholastic materials in Kisimayo district.

The ANOVA table indicated that civil war significantly affects provision of scholastic materialsand this was indicated by the F-value=23.971 and Sig-value=.000, since the sig. value (0.000) was less than 0.05 and which is the maximum level of significance required to declare a significant effect. This implies that civil war highly reduces the provision of scholastic materials to students in Kisimayo district.

The coefficients table indicated that considering the standard error, civil war has a negative impact on provision of scholastic materials (β=0.425, Sig=0. 000). Given that the p-value (0.000) is less than 0.05, the null hypothesis is rejected.

Decision on hypothesis

The hypothesis was rejected since the significant value was found to be less than 0.05 (Sig=0. 000).

4.6 Objective three; Effect of civil war on provision of bursaries to students

This objective assessed the effect of civil war on provision of bursaries to students in Kisimayo district, simple linear regression was used to analyze and fulfill this objective;

Table 4.6 Effect of civil war on provision of bursaries to students

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.473[a]	.524	.215	.55553

a. Predictors: (Constant), Civil war

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8.021	1	8.021	⁻25.992	.000[a]
	Residual	27.775	90	.309		
	Total	35.796	91			

a. Predictors: (Constant), Civil war

b. Dependent Variable: Education service delivery

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.326	.315		4.207	.000
	Civil war	.562	.110	.473	5.098	.000

a. D.variable: Education service delivery

Regression analysis results in the Model Summary table indicated that civil war accounted for 52.4% on provision of bursaries to students in Kisimayo districtand this was indicated by r-squared of 0.524, implying that civil war has a negative impact on the provision of bursaries to students in Kisimayo district.

The ANOVA table indicated that civil war affects the provision of bursaries to students and this was indicated by the F-value=⁻25.992 and Sig-value=.000, since the sig. value (0.000) was less than 0.05 and which is the maximum level of significance required to declare a significant effect. This implies that civil war negatively affects the provision of bursaries to students in Kisimayo district.

The coefficients table indicated that considering the standard error, civil war negatively affects the provision of bursaries to students to students in Kisimayo district (β=0.562, Sig=0. 000).

Decision on hypothesis

The hypothesis was rejected since the significant value was found to be less than 0.05 (Sig=0. 000).

4.7 Multiple Regression

Table 4.1: Regression Analysis between the Dependent and Independent Variables

Variables regressed	Adjusted r^2	F-value	Sig.	Interpretation	Decision on H_o
Education service delivery VS Civil war	.544	⁻8.231	.000	Significant effect	Rejected
Coefficients	**Beta**	**t-value**	**Sig**		
(Constant)	1.996	⁻10.066	.000	Significant effect	Rejected
Civil war	.382	⁻3.492	.001	Significant effect	Rejected
Civil war	.436	.⁻561	.002	Significant effect	Rejected
Civil war	.317	⁻1.314	.000	Significant effect	Rejected

Source: primary data, 2018

Regression analysis results in table 4.7 revealed that civil war accounted for 54.4% on education service delivery and this was indicated by adjusted r squared of 0.544 leading to an implication that civil war negatively affects education service delivery in Kisimayo district. The coefficients table indicated that of all the aspects of civil war, civil war accounted for the biggest negative effect on education service delivery (F-value= ⁻0.561, β=0.436, Sig=0. 002).

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presented the discussion of findings, conclusions, recommendations and suggested areas that need further research following the study objectives and study hypothesis.

5.1 Discussion of findings

This study examined the effect of civil war on education service delivery in Kisimayo district, Somalia, three specific objectives guided this study and these were; i) determining the effect of civil war on education infrastructural development in Kisimayo district, Somalia; ii) establishing the effect of civil war on provision of scholastic materials in Kisimayo district, Somalia, and (iii) investigating the effect of civil war on provision of bursaries to students in Kisimayo district, Somalia.

5.1.1 Objective one; the effect of civil war on education infrastructural development in Kisimayo district, Somalia

The findings indicated that civil war negatively affects education infrastructural development in Kisimayo district, Somalia, this effect therefore implies that civil war disorganizes the education infrastructural development in Kisimayo district, Somalia. This finding is in line with Brown (2015) who noted that by the end of the conflict many children had missed two to three years' schooling and in one year an entire academic year was reportedly lost. Six years on, nearly one in three primary-aged children still did not go to school due to a combination of destroyed infrastructure and other factors. According to Lucas, (2015), one longer-term impact of sexual violence by armed groups and security forces, which may include attacks at on the way to school, is young girls becoming mothers before their time, cutting short their school career to become wives or mothers, as reported in Sierra Leone. In other cases sexual violence against school girls and teachers, and in cases of mutilation, such as or the chopping off of the limbs or physical branding of schoolchildren by armed.

Lai and Thyne, (2014) noted that students worried or anxious about attacks on their school or others nearby may find it hard to concentrate in class, which will affect their ability to learn. Nightmares, grief, memory problems, impaired concentration, aggressiveness, loss of interest, inactivity, apathy and numbness, mistrust, psychosomatic complaints, repressiveness such as bedwetting, may last for months for some individuals but for those affected more deeply, or those who have witnessed shocking scenes, such as pupils who have seen their teacher shot or even incinerated in front of them, the effects may be felt over the long term and many children could be expected to show new learning difficulties.

5.1.2 Objective two; the effect of civil war on provision of scholastic materials in Kisimayo district, Somalia

The findings revealed that civil war has a negative effect on provision of scholastic materials in Kisimayo district, Somalia, this also implied that the existence of civil war negatively affects the provision of scholastic materials in Kisimayo district, Somalia. This finding is in line with Beck (2016) who noted that there is reduced attainment of students as a result of civil wars, the cumulative effect of teacher and student distraction, lost days due to closures, teacher shortages, and failure to repair damage to schools is likely to cause falling levels of achievement when these factors persist over long periods of time. Longer-term impact on infrastructure is one of the more extensively reported factors affecting education systems over time. In Somalia most of the educational infrastructure was destroyed in the conflict. Three years after the conflict ended 60 per cent of primary schools and 40 per cent of schools still required major rehabilitation or reconstruction. It is not known for how many years those same schools had remained damaged during the ten-year conflict. It may be the case that a large proportion of them had remained damaged or destroyed for a long period during the conflict, as well as after it.

Beha&Visoka, (2013) noted that shelving of normal investment in the renewal and development of education and inability to carry out repairs. Repairs to damage from

attacks and normal maintenance and investment in education may be put on hold either because labourers dare not risk repairing or reconstructing a school that has already been targeted out of fear of reprisals. Equally governments may not risk investing in the development of schools for fear of the money being wasted if attacks are repeated. In some cases the repair or development work itself is specifically targeted.

5.1.3 Objective three; the effect of civil war on provision of bursaries to students in Kisimayo district, Somalia

The findings of this study proved a negative effect civil war has on provision of bursaries to students in Kisimayo district, Somalia, this therefore implies that civil war negatively affects the provision of bursaries to students in Kisimayo district, Somalia. This is in line with Lai &Thyne (2014) who noted that civil war affects education in many ways whereby most tragically, it results in the death or displacement of teachers, staff and students. For example, more than two-thirds of teachers in primary and schools were killed or displaced as a result of civil wars. State collapse in Somalia coupled with targeted attacks on educational infrastructure ground the country's educational system to a halt. War and conflict also often destroy and damage schools and educational infrastructure. The World Bank reports that as a result of the conflict in Bosnia and Herzegovina, 50% of its schools required repair or reconstruction (Buckland 2015).

Pristina & Vieira (2011) who noted that as well, civil war results in decreased access to school, preventing the opening of schools, threatening children's security while travelling to school and attending class, and increasing teacher absenteeism. Access issues are also critical for refugee or internally displaced children, who may lack the appropriate documentation or language skills to participate in new schools. For children who do attend school, conflict can have a negative effect on educational attainment, increasing dropout and reducing educational survival rates due to displacement, military recruitment or economic hardship. Educational attainment beyond primary suffers the most during conflict, perhaps due to the greater specialization needed for these levels,

as well as the increased likelihood for youth involvement in the military, the workforce or marriage. The quality of education also suffers due to shortages in basic necessities, such as food and water and school materials, especially in areas bordering the conflict that may experience an influx of refugee or internally-displaced students. As is often the case, the academic year may be interrupted or shortened due to conflict (Eide, 2014).

Kurki, (2016) asserts that existing marginalization in society is often exacerbated by conflict. Due to the economic difficulties which often accompany war, the poorest in society may opt to take their children out of school and put them to work to maintain their existing level of consumption. Increased incidences of poverty and child care responsibilities during conflict periods tend to affect existing gender disparities. As well, girls may be kept from school by their parents in fear of violence against female students. Attacks motivated by a clear gender bias have been documented in countries like Pakistan, Tajikistan and Afghanistan. Regional, ethnic or religious group inequalities in educational attainment can be further widened as a result of armed conflict (Ferguson, 2016).

5.2 Conclusions

According to the findings civil war has a negative effect on education infrastructural development in Kisimayo district, Somalia, hence concluding that civil wars in Kisimayo district have led to destruction of a state's system of education through the loss of infrastructure and property. Repairs to damage from attacks and normal maintenance and investment in education may be put on hold either because labourers dare not risk repairing or reconstructing a school that has already been targeted out of fear of reprisals.

According to the findings, civil war has a negative effect on provision of scholastic materials to students in Kisimayo district-Somalia, hence concluding that the existence of civil wars leads to the intimidation of funders and making them fail to provide scholastic materials such as school uniforms, books, pens and so many to students in Kisimayo district.

According to the findings civil war has a negative effect on provision of bursaries to students inKisimayo district-Somalia, hence concluding that the existence of civil wars disorganizes so many education programs including bursaries to students in Kisimayo district-Somalia, here students are always prevented from going to school because their schools are destroyed or due to widespread fears engendered by threats issued to parents, children and teachers plus funders themselves.

5.3 Recommendations

1) The central government of Somalia should transfer enough financial resources to the education sector, this can be done by providing enough education funds through district officials, and this will help all the children in Kisimayo district to have access to education services.

2) The researcher also recommends to the government of Somalia to urgently rehabilitate and carry out reconstruction of schools, the key to ensuring recovery of the education system is to make money available to rebuild and repair schools, train teachers and mobilize the community to support education in as short a time as possible.

3) The researcher recommends that the Government of Somalia should carry out more teacher training and recruitment programs, teacher shortages caused by attacks on education can be addressed via incentives to encourage exiled and displaced teachers to return home and to teacher dropouts to return to the profession.

5.4 Contribution to the knowledge

The study shed light on the impact and negative consequences (destruction of education infrastructure, limiting the provision of scholastic materials and limiting the provision of bursaries) of war attacks on education service delivery and can be addressed. The study still contributed to knowledge by indicating that continuing attacks deter measures to address the longer-term education programs such as rehabilitation and reconstruction, and can deter the return of teachers and students to school even if repair of damaged or destroyed schools is carried out.

5.5 Areas for further research

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

1) Effect of Civil war on education infrastructural development in Kisimayo district - Somalia.
2) Effect of Civil war on provision of scholastic materials in Kisimayo district- Somalia.

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APPENDIX I: RESEARCH INSTRUMENT

Dear Respondent,

I am Ali Mohammed Ibrahim, pursuing Master's degree in public administration at Kampala International University. I am carrying out research on "*civil war and education service delivery in Kisimayo District-Somalia*". Please kindly spare some of your valuable time and respond to the following questions. The information that you provide will be treated with all the confidentiality it deserves and will be used for the purpose of this research only. Thank you

SECTION A: PROFILE OF THE RESPONDENTS

Direction:

Please provide information about yourself. Kindly tick or fill out in the blank spaces of each option:

Code No_____   Date Received by

Respondent_____

(Please Tick). ☑

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

2. Gender

_____ (1) Male

_____ (2) Female

3. Marital Status

____Single

____Married

____Divorced

4. Educational qualification

1) Certificate   (   )
2) Diploma   (   )
3) Bachelor degree   (   )
4) Master's degree   (   )
5) PhD   (   )

SECTION B: CIVIL WAR

Direction: You are kindly requested to rate yourself basing on the following traits as honestly as you can.

Please write your preferred option on the space provided before each item.

Kindly use the rating guide below:

Response Mode	Rating	Description	Legend
Strongly Agree	(1)	You agree with no doubt at all.	**SA**
Agree	(2)	You agree with some doubt	**A**
Disagree	(3)	You disagree with some doubt	**D**
Strongly disagree	(4)	you disagree with no doubt at all	**SD**

No.		Scale			
	Displacement of people	1	2	3	4
1	Armed men always abduct children from home, school, church or from fetching firewood	1	2	3	4
2	Many citizens have lost their domestic animals because of civil wars in these areas	1	2	3	4
3	Many citizens have no shelter and accommodation-housing because of civil wars in this area	1	2	3	4
4	Many young girls in Kisimayo district are always turned into wives forcefully	1	2	3	4
	Loss of lives and property	1	2	3	4
1	Armed gangs ambush and kill people mercilessly	1	2	3	4
2	Citizens are always slaughtered	1	2	3	4
3	Killing is based on tribe sentiments	1	2	3	4
4	Many citizens have always lost their lives as a result of civil wars				
5	Many people are always killed as a result of political preferences	1	2	3	4
	Increased poverty and poor standard of living				
1	Children and other people from armed groups are always not protected from drug abuse	1	2	3	4
2	Due to the existence of civil wars, citizens suffer from hunger, stress, diseases, harassment during abduction	1	2	3	4
3	During civil wars many Citizens are not always employed	1	2	3	4
4	Many children and other people from armed groups are always not protected from drug abuse	1	2	3	4
5	Many citizens are always not protected because of their tribes and religious beliefs	1	2	3	4

SECTION C: Education service delivery

No.	Education service delivery	Scale			
	Infrastructural development	1	2	3	4
1	Classes for staff programs have been provided by the state have brought quality improvement in education	1	2	3	4
2	The buildings for extra-curricular programmes have helped school teachers also to perform well during civil wars				
3	The class buildings provided by the local education council differ significantly from those provided by NGOs	1	2	3	4
4	The government has always provided free buildings for staff programs to school teachers in Kisimayo district Somalia	1	2	3	4
	Provision of scholastic materials	**1**	**2**	**3**	**4**
1	Education materials have been provided to students in schools in Kisimayo district Somalia by different NGOs during civil war	1	2	3	4
2	Students in Kisimayo district have been provided with education scholarships during since they have been affected by civil war	1	2	3	4
3	The government has provided timely classroom space and teachers to schools in Kisimayo district, Somalia during civil wars	1	2	3	4
4	The government has set up many schools in Kisimayo district Somalia after the civil war	1	2	3	4
	Provision of bursaries and free education	1	2	3	4
1	The government has made sure that all children in areas affected by civil war can have access to free education services				
2	The government has made sure that even street children in Kisimayo district also receive education services	1	2	3	4
3	The government has setup schools in remote and school-less habitations in Kisimayo district, Somalia.				
4	The local education council always make sure that even children from migrant families also receive quality education services	1	2	3	4