DEVELOPMENT OF EDUCATION BY TRUSTEE ADMINISTRATION IN MOGADISHU-SOMALIA

A   Thesis

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Master in Development Administration and Management

By:

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DECLARATION A

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

Abdisalam Ahmed

Name and Signature of Candidate

17/02/2012

Date

DECLARATION B

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

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20 Feb. 2012,
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APPROVAL SHEET

This thesis entitled "Development of education by trustee administration in Mogadishu-Somalia." prepared and submitted by Abdisalan Ahmed Yussuf in partial fulfilment of the requirements for the degree of master of arts in Development administration and management has been examined and approved by the panel on oral examination with a grade of <u>PASSED</u>.

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Grade: _____

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DEDICATION

I dedicate this thesis to my **Parent,** and my cousin **A/rahman Sheik Omar**, my wife **Farhiya Mah-d,** my **daughter** and all vulnerable of **Somali people.**

ACKNOWLEDGEMENTS

ABSTRACT

The main objective of this study was to determine the cause and effect of Trustee Administration and Development of Education in Mogadishu, Somalia specifically to determine the level of education development in Trustee Administration, to Determine the level of resource availability and utilization in the development of education and to identify the strengths and weaknesses of the development of education in Mogadishu, Somalia.

The sample size of the study was one hundred nine (109) respondents including administratives and teachers. In this study the sample was reached through the Slovene's Formula. The study was conducted through descriptive research design and used questionnaire as the main tools for collecting data. The questionnaire was consisting of structured and self administered with closed questions. Data was analyzed by assessing the particular theme and followed the sequence which was analyzed. Tabulated frequencies and necessary analysis was made using Excel and SPSS computing program to present the quantitative data analyses.

The study found that the level of education development has increased in the Trustee Administration agencies and development exists both in the education sphere and also in the administration level in Mogadishu-Somalia. The development of education significantly influences Trustee Administration employee retention.

The study recommends that: the Trustee administration should establish national development education policy, and accountability to educate their employees so as to improve their performance and personal satisfaction

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LIST OF ABBREVIATIONS

FW   Food for work
WFP   World Food Program
UNESCO   United Nations Education Scientific and Cultural
                    Organization
Ex   Former
UNICEF   United Nations International Children's Emergency Fund
A.D   After the Death of Jesus or Isa
UNDP   United Nations Development Program
UNOSOM   United Nations Operations in Somalia
EDC   Education Development Centers
MOE   Ministry of Education
TEP   Teacher Emergency Package,
CDC   Curriculum Development Centre
UNHCR   United Nations High Commissionaire for Refugees
NW   North West
CEC   Community Education Committees
NE   North East
EFA   Education for All
NWZ   North West zoon
NEZ   North Eastern zoon
TOT   Training of Trainers
U.N   United Nations
SYC   Somali Youth Club
SYL   Somali Youth League
EDU   Educational Development Units
UK   United Kingdom
IGAD   Intergovernmental authority and development
HELTASA   Higher Education Learning and Teaching Association of
                    South Africa
CVI   Content Validity Index
UBE   Universal Basic Education
AFIS   Amministrazione Fiduciaria Italiana della Somalia

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Introduction

This contains background of the study, problem statement of the study, objectives of the study, research questions, the scope of the study, and significance of the study.

Background of the Study

The development of education emerged with its emphasis, In the middle1500s Pedro Ponce de León succeeded in teaching deaf pupils in Spain to speak, read, and write; it was assumed that his methods were followed by Juan Pablo Bonnet, who in 1620 published the first book on the subject. This work developed by Cucurron and Sicard, and gave rise to the manual system, of teaching people with hearing impairments. Thus arose the oral method of instruction that in time became an accepted practice throughout the world.

Scientific attempts to educate children with intellectual disabilities originated in the efforts of Itard, a French physician and topologist. In his classic book The Wild Boy of Aveyron (1807), to educate a boy who had been found running wild in the woods of Aveyron. Later his student Séguin, in (1848) devised an educational method that used physical and sensory activities to develop the mental processes. An Italian pediatrician who became an educator and the innovator of a unique method of training young mentally retarded and culturally deprived children in Rome in the 1890s-1900s. Her approach emphasized self-education through specially designed "didactic materials" for sensorimotor training; development of the senses was the keynote of the system.

The development of education in Africa; it highlights the case of South Africa since the change to a democratic government based Mandela's concept, 1994. And

contextualizes these developments, firstly, within the broad context affected higher education internationally; Secondly, it outlines the role of education system during the period of social transformation. This role has been framed by the tension between the goals of economic development on the one hand and social equity and redress on the other. (Badat, Jonathan, 2001).

The Somali Republic is located in northeast Africa. The Somalis are united by one language and the Islamic religion, but they are divided among clans which has been a source of conflict that disables the nation and its educational system. As of the year 2001, efforts were still being made by concerned Somalis and international organizations to reestablish a central government and its educational system. Somalia has had an informal mode of education in which the elderly transmitted to the young through examples and storytelling. The young learned how to survive in their world as nomads and as tribal warriors.

Colonization in Somali history would leave their marks on the country's educational institutions. The origin of Arab influenced in Somalia dates to 700 A.D. By 1300 A.D. nearly all Somalis had converted to the Islamic faith, Mosques were built to teach (the Islamic holy Qur'an) and the Arabic language. Although the Arab control of Somaliland waned when the Europeans entered the picture during the eighteenth century, Islam remained an integral aspect of Somali culture. The Islamic educational institution was very influential, as many Qu'ranic schools were opened and, sometimes, subsidized by the colonial powers and recognized as the only form of formal education available to many Somalis. Religious leaders traveled with nomads, taught their children how to read, write, and memorize the Qur'an. Islamic teachers were paid in the form of sheep, cattle, camels, and other foodstuff.

During the colonial regime, the different powers established different educational systems to suit the economic goals for its region. Italians were interested in training Somalis to be used on their banana plantations, and minimize the migration of Italians into the region and the depletion of human resources at home. The British needed

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natives who could help administer colonial policies and maintain law and order. Elementary and low-level specialized education was offered by both the British and the Italians to meet these needs. In 1947, there were a total of 32 elementary schools, a police academy, and a school of health for the Somalis.

In Italian Somaliland, 1,265 students were enrolled. Somalis in British did not fare better, with a total enrollment of 1,200 students. The low enrollment level resulted from a lack of space and from the Somalis' perception that colonial education was an instrument for oppression that should be resisted. In (1950-1960), Somalia was placed under a U.N. trusteeship, and a genuine effort was then made to provide public education for Somalis. As David Laitin (1976) has argued The U.N. trusteeship agreement required to expand primary and post-primary educational services. This was to cultivate the Somali nationals to whom the reign of power would be handed at independence.

In 1957-1958, nearly 14,000 Somalis were enrolled in primary schools. Italy also set up three secondary schools, a vocational training institute, and a university institute in Mogadishu, which would eventually become the Somali National University in 1970. In British Somaliland, the school system was also expanded to provide better educational opportunities for the Somalis. By 1960, there were 38 elementary schools, 12 intermediate schools, 3 secondary schools, and Two vocational schools, with a total enrollment of 3,429 students.

A teacher training institute was established to cultivate future teachers after that Somali leader faced the challenge of educational systems, curriculum, and the language of instruction. There was a need to develop an official script for the Somali language, which was a spoken language at independence. In 1969, the military, under the leadership of Said Barre, established a "scientific socialist" state whose goal was to wipe out clan conflict and ignorance through the mass education of its people. A commission was formed to study and decide on a script for the Somali language. In January 1972 with a military decree that made Somali the language of official business and instruction

for the country. But the progress of education was halted by the civil war that lasted from 1991 up to now. Any effort to sustain a stable, public educational system will remain, at best, minimal until the country once again finds the courage to become a nation. And establish peace in the country.

Statement of the Problem

Somalia has had a long and complex educational history. Prior to outside influence, Somali's had an informal mode of education in which the elderly transmitted social and cultural values to the young through examples and storytelling. Somalis preserved their histories orally, as each generation committed genealogical, as well as historical, information to memory. Colonization by the Arabs, Italians, French, and British at various points in Somali history would leave their marks on the country's educational institutions. The problem was whether the trustee administration and the development of education in Mogadishu-Somalia had played a role or not in the process of administration and the development of education.

Purpose of the Study

The main purpose of this study is to identify the role played by the trustee administration and the development of education in Mogadishu-Somalia.

Objectives of the study

General objective:

To determine the cause and effect of Trustee Administration and Development of Education in Mogadishu, Somalia.

Specific objectives

1. Determine the profile of the respondents in terms of Age, Gender, Educational qualification, Rank in the school, Number of years in present position, Number of qualified administrators on the Education system.
2. Determine the level of education development in Trustee Administration under the study.
3. Determine the level of resource availability and utilization in the development of education under study
4. To identify the strengths and weaknesses of the development of education in Mogadishu, Somalia

Research Questions

What is the profile of the trustee administration in the terms of Age, Gender, Educational qualification, Rank in the administration, Position in the management, Number of years in the present position Level of experienced?

1. What is the level of education development in Trustee Administration under the study?
2. What is the level of resource availability and utilization in the development of education under study?
3. What are the strengths and weaknesses of the development of education in Mogadishu, Somalia?

Null Hypothesis

Ho: There is no significant relationship between the trustee administration and development of education in Mogadishu, Somalia.

Scope

The **Geographical scope**: The setting/research environment of this study was in ex-Banadir (former Banadir region) or currant Mogadishu city capital of Somalia defines the location or site of the study.

The **Theoretical scope**: The study used Babalola's theory of education development (2003).

Content scope: the study was confine in the terms of content on the constructs of trustee administration and development of education in Mogadishu- Somalia.

Time scope: The data was collected from April to August 2o11.

Significance of the Study

The findings and recommendations of this study will be useful to the administrations and to other organizations who are working to develop education in Somalia.

The researcher hopes that the study will form a basis for further research on the trustee administration and development of education in Mogadishu, Somalia. This study should lead to the generation of new ideas for better and more efficient of ways of the trustee administration and development of education in Mogadishu, Somalia. And rest of the world. Also this study will guide other researchers to know or determine more about the trustee administration and development of education in Mogadishu, Somalia.

The human resources managers may take considerations on utilizing the research instruments of this study to predict who may come up to be a good administrative and high scholar; identify the skills of potential educators and plan for appropriate training. Developments of educations' leaders are expected to be frequently appraised by quality assurance until for their performance/output and their dealings with the staff under their supervision.

Quality work from staff is accounted to good administrative. Making a difference of country's administrative and high qualified managers is also a function of future National education of Somalia through well implemented quality assurance procedures. The future researchers will base from the findings of their study to other related constraints of trustee administration and development of educations' skills.

Operational Definitions of Key Terms

Administration: The act or process of administering, especially the management of a government or large institution; the activity of a government or state in the exercise of its powers and duties, Often administration the executive branch of a government the group of people who manage or direct an institution, especially a school or college.

Education: The act or process of educating; the result of educating, as determined by the knowledge skill, or discipline of character, acquired; also, the act or process of training by a prescribed or customary course of study or discipline; as, an education for the bar or the pulpit; he has finished his education.

Development: The act of developing or disclosing that which is unknown; a gradual unfolding process by which anything is developed, as a plan or method, or an image upon a photographic plate; gradual advancement or growth through a series of progressive changes; also, the result of developing, or a developed state.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Concepts, Ideas, Opinions from Authors/ Experts

Concept of administration

Introduction

This chapter discusses the literature related to the development of education by trustee administration in Mogadishu-Somalia. It particularly focuses on the Education and its theories, role of education in developments, factors influencing development and the relationship between education and administration.

The Board believes that all administrative offices and functions in the country, organization, district etc must focus on facilitating and assuring quality instruction for all the parts. While the Board reserves for itself the responsibility for determining all policies which guide the decision-making process governing all activities, its aim is to make possible the full exercise of professional expertise, competence and judgment by the professional staff within the framework of those policies.

Concept of education

Education in the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another.

Concepts of development

Concept development is a process driven by a set of customer needs and target product specifications, which are then converted into a set of conceptual designs and potential technological solutions. These solutions represent an approximate

description of form, working principles, and product features. Often, these concepts are accompanied by industrial design models and experimental prototypes that help in making final selections.

Resource availability

At present, the first stage of this program is being initiated. The Permanent Education Committee of Mogadishu has appointed a team of four inspectors that has initiated the assessment of food for work (FW) applications from more than 300 "educational outfits" in the city. This assessment is being done according to guidelines for implementation jointly evolved by WFP and UNESCO and a related assessment instrument developed by UNESCO-Somalia Office. The inspectors' report is subject to scrutiny by a Board of Education formed by UNESCO, WFP, UNICEF and the Permanent Education Committee of Mogadishu. The Board will assess school readiness and capacity for being granted FW for the teachers and children and make its recommendation to WFP. Following the inspectors' report UNICEF and WFP could jointly take decisions with regard to the rehabilitation of public buildings, improvement of school premises or supply of educational materials.

UNESCO will offer systematic training to teachers and provide textbooks to schools in order to reestablish a teaching standard. In general, through this process the members of the Board of Education will use the resources in a coordinated and rational manner, thus providing a strategy for the education sector in the rest of the country.

Coordination with the UNDP/UNOSOM macro-economic planning mechanisms for collecting and channeling revenue into this transitional system should be explored in order to establish a sustainable financial strategy for the provision of education. Thus, the FW and/or monetization components will be gradually phased out in favor of cash-flow provided through public revenue.

It is hoped that this process would lead to the creation that will take over full responsibility for the management, inspection and supervision of educational provision

in a decentralized manner. UNESCO's project strategy is based on the creation of a network of Education Development Centers (EDCs) at the regional level. In general, the EDC will serve as a technical basis for bringing back the structures of educational governance at regional level. The Educes are now in the process of developing activities for the rehabilitation of educational provision at regional level in Mogadishu, Baidoa and, from March 1994, Hargeisa. By mid-1994 it is expected that the EDC in Garbaharay was also operational.

The need for teaching standards, Re-introduction of curriculum:

By 1990, probably the most successful result of previous years of Somali Education was the development of curriculum for basic education and the design, production and publication of textbooks and related teacher guides by the Curriculum Development Centre (CDC), Mogadishu. This Centre became the facto curriculum development department of MOE, operating with financial autonomy made possible by the permanent support of external sources.

At that time, the World Bank estimated that in order to cover the needs of the basic education enrolment, a total of 2.6 million textbooks and 100,000 teacher guides had to be produced within a period of five years. Just for the delivery of the first batch of about 300,000 textbooks in 1990, a budgetary allocation of US$ 1,139,600 was sought to be made.

Since February 1993, UNESCO-Somalia initiated the recovery of the few existent textbooks and a team of ex-CDC writers and designers began to work in the Mogadishu EDC, created by UNESCO; a set of 20 titles and related teacher guides, covering the curriculum of grades 1-4 have been re-edited and, in many cases, re-written. A consortium for developing a partnership with seven NGOS, (CARE, TROCAIRE, CISP, SCF-UK, Radda Barnen-Yemen, AMURT and IAS) working in Somalia and in the Somali refugee camps in the region, was established under the technical supervision of UNESCO. About 152,000 textbooks, at a cost of US$82,000, were produced. UNHCR-

Ethiopia contributed to the second printing of 28,000 textbooks for refugee camps in that country and North West (NW) Somalia.

Resource Utilization

Mogadishu's Primary Education Gross Enrollment Ratio of circa 15 percent is arguably the lowest in Africa, easily one half the levels of the neighboring countries. Yet a strong demand for education is evident. Observers believe that the expansion of education is the key to economic development and the restoration of a civil society. At a minimum, education provides hope and happiness for Mogadishu deserves people.

The interest of supporting the stability and further development of Somalia; Resources are now available for assisting with educational development in Somalia. The new education activities will support and compliment the on-going USAID Somalia. The program will proceed in three phases:

a) Will be to conduct an education sector assessment
b) Will be the development of an interim USAID education assistance strategy for Mogadishu
c) Will be to implement selected education activities that support the USAID education strategy

The education assessment presented below will examine all levels of the education system from primary to tertiary, and identify potential areas for USAID assistance. The sector assessment team has collected and analyzed information and data about education in Mogadishu and consulted with key Somali education stakeholders and development organizations working on education in Somalia. The assessment is intended to provide a better understanding of the challenges and opportunities for improving education in Somalia and to assist USAID to identify opportunities for investments in the education sector.

In the absence of comprehensive mission statement or plan for Somalia education, this assessment will organize the analysis and report current needs,

interventions, gaps, and possible actions in terms of their relation to several generally accepted outputs/outcomes recognized by educational planners:

- Access and Retention: The extent to which potential learners in the intended age groups for the proposed education actually receive that education.

- Equity: The extent to which different sub-groups (in terms of gender, ethnicity, region, age, or other characteristics) gain access to educational institutions and are fairly treated by these institutions.

- Quality: The extent to which participants in an educational program learn what was intended by that program.

- Relevance: The extent to which the goals of the educational program are related to the needs of the learners as well as to the social context of the learners as indicated by, among other measures, their success in gaining employment and participating in civic society.

- Internal Efficiency: The extent to which the utilization of the limited resources available to the educational system are carefully deployed and efficiently utilized to realize intended outcomes. Efficiency is influenced by the extent of public support for education, the clarity of goals, and the quality of management.

Strengths of Education in Mogadishu

1. School Ownership and Management

In the absence of central standards or accreditation, diverse patterns of ownership, management, and finance prevail. Concerning ownership, the majority of schools are owned by communities, private individuals also represent a substantial percentage of school owners. In the great majority of schools, community education committees (CECs) have been formed. These committees are most prominent in the North West (NW) and north east (NE). In the South, District Education Boards sometimes fulfill the functions provided by CECs. The CECs are most influential when

the community is actually the owner and least influential when schools are owned by private entrepreneurs. Most NGOs tend to favor a strong CEC. Many schools engage in activities such as offering adult education courses in the evenings or sponsoring special events. However, apart from collecting fees from students, few schools engage in cost-generating activities. There is considerable room for helping CECs develop their management skills and their capacity for increased cost-recovery. Schools in Somalia by Zone, 2001/2 Source: UNICEF, Survey of Primary Schools in Somalia, 2001/1.

2. Learning Materials

Classrooms in Somalia are virtually void of learning materials such as maps, anatomic designs, pictures, magnets, and so on. Moreover, teachers appear to have little knowledge of ways to design such instructional aids with local materials. Some donors have provided learning kits.

3. Information and Communication Technologies and Distance Learning Education

Distance education technologies were not reported for the formal system. A particular educational need in Somalia that might be served by radio-based distance education is the strengthening of foreign language instruction, especially in the NW where the education authorities are committed to offering the grade 8 leaving examination in English (following 4 years of upper primary education in the English medium). While this policy goal has been proclaimed, the English language skills of the teaching staff are insufficient and require considerable strengthening. One option to be presented below is the reinforcement of school-based efforts with the infusion of radio instruction.

4. Teacher's Supply and Demand, Quality

Before the civil war, Somalia had an adequate supply of trained teachers coming from a network of teacher training institutions. But with the closure and looting of schools during the conflict, the teacher training institutes ceased to operate, and most teachers lost their jobs. Many left the country.

The recent rapid expansion in schooling has been accompanied by the appointment of many teachers. The job is considered prestigious. Elsewhere, individual schools choose their teachers. Although there is a cadre of teachers who have prior experience in the earlier teacher corps, this proportion has increase over the last several years. This trend points to a clear need for a new source of pre-service teacher training.

Remuneration is a big issue for teachers. Civil authorities lack funds. In the NW, perhaps one out of four teachers in public schools re remainder receives some compensation from the funds collected as fees by the school where they work. Schools primarily draw on school fees as the source for compensating teachers. The amount they can collect is influenced by the income of parents. As a result, schools face the continuing challenge of providing sufficient compensation to make teaching an attractive profession.

UNICEF reported that of the 1105 schools surveyed, 73% indicated that their teachers received cash or in kind support. 60% of teachers received compensation, whereas, 90% of teachers in both the NE and NW were supported. Training in current methods was limited until recently, and was an important first step in acquainting teachers with the new textbooks as well as with new pedagogical concepts. However, there is still ample room for upgrading the basic educational level of teachers, as well as enhancing their training in effective pedagogy. Teaching is generally viewed as a good job, particularly when the teacher is paid, so it will be possible to attract good people to teaching if opportunities for training and compensation can be provided.

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Weaknesses

The lack of a national government for over a decade has resulted in no Somali central agency capable of education has been left largely up to community and individual efforts. In recent years two trends are (1) the creation of a viable government in Northwest Somalia which has led to the establishing of standards for that region; and (2) from the late 90s UNESCO and UNICEF have promoted Education for All (EFA),6 a global initiative, in Somalia through the involvement of a host of NGOs and by focusing on a "national" curriculum articulated in new textbooks as well as a more child-friendly educational approach.

The "national" curriculum was provided (at no cost) to all interested schools and sample sets provided to Arabic medium schools and Islamic intellectual groups to study. After studying the content of the curriculum, several Arabic schools decided to either switch curricula entirely or to use the Somali, Arabic, Islamic Studies and social studies textbooks from the "national" curriculum. It should be noted that the "national" curriculum is not a complete departure from the more traditional, strictly Islamic curriculum. The "national" curriculum includes both Arabic and Islamic Studies textbooks for grades 1-4. In addition, Islamic texts and tenets are interwoven into the Somali and social studies books. The type of curriculum students follow also depends on parents' choice of medium of instruction and what type of instruction is available in a given geographic area.

1. Structure

While no formal structure is prescribe for the whole nation, there appears to be a consensus that there can be a pre-school option (some are secular while others known as Koranic schools focus on teaching Islam), then a 4-4 primary school, followed by 4 year secondary school, and then post-secondary courses either at institutes or colleges both within Somalia and abroad. Schools that provide lower primary experience are the most common followed by those providing both lower and upper primary. A few schools combine lower and upper primary as well as secondary education. However, most secondary schools stand alone. There is a shortage of secondary and vocational-

technical institutions, and only 6 tertiary level institutions throughout Somalia (2 universities and one teacher Education College in the NWZ, one university in Bossaso, NEZ, and one university and one teacher college in Mogadishu,) World Education Forum, held in Dakar, Senegal in April 2000.

2. The Language of Instruction

In the pre-colonial era, there were schools in Somalia that used the Arabic language to prepare young people for advanced education in nearby Arab nations. Western nations that occupied Somalia from the late 19th century introduced their streams in their respective national languages (mainly English and Italian). The liberation of Somalia led to the partial replacement of these various "foreign" language streams with a new commitment to education in the Somali language—except that this new stream did not lead to an esteemed opportunity for tertiary education. Thus in recent years, there have been adjustments.

Currently English is introduced as a subject from Grade 5 in Puntland and the Central South Zone and in Grade 4 in Somaliland. It is the stated aim of Somaliland to introduce English as a medium from Grade 7, but this is not yet the case due to the paucity of primary teachers with even basic levels of English. However, the Ministries of Education in both Somaliland and Puntland intend to introduce English as a subject from Grade 2 in order to allow for pupils to have a longer introduction to English before switching to the medium in Grade 7 (in Somaliland) and secondary Form 1 (Grade 9) in Puntland and the Central South Zone.

3. Curriculum, Textbooks, and Teacher Guides

Until recently, most schools in Somalia relied on a curriculum developed some 15 years ago for a different era and society, and which was not supported by the related texts or instructional guides. In the year 1999, UNICEF, the education center (EC), and UNESCO, with funding from DANIDA, began assisting Somali educationists to develop a new curriculum. Because of the absence of any voice of authority, this was a long and costly process involving large numbers of stakeholders in each zone. UNICEF then

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assisted groups of Somali educationists to write textbooks for Grades 1-4. One set was developed for Somaliland and another for Somalia. In total, 40 different titles, in six subjects, were written and illustrated over the course of 2 years. The textbooks were ready for printing by UNESCO in March of 2001. Although most of the printing was completed by late 2001/early 2002, security precautions in Somalia after September 11th meant that the Training of Trainers (TOT) workshop for the in-service workshops had to be postponed from September 2001 to January 2002. Therefore, the textbooks were distributed from early 2002 by UNESCO and NGOs, in parallel with the in-service workshops. These new textbooks are widely appreciated as providing an important foundation for quality education. However, the distribution is inadequate—some schools report 1 text for four pupils though the intended norm was 1 for 2. Additionally in most schools there are no teacher guides. Until recently, most schools in Somalia relied on a curriculum developed some 15 years ago for a different era and society, and which was not supported by the related texts or instructional guides. In the year 1999, UNICEF, the education center (EC), and UNESCO, with funding from DANIDA, began assisting Somali educationists to develop a new curriculum. Because of the absence of any voice of authority, this was a long and costly process involving large numbers of stakeholders in each zone. UNICEF then assisted groups of Somali educationists to write textbooks for Grades 1-4. One set was developed for Somaliland and another for Somalia. In total, 40 different titles, in six subjects, were written and illustrated over the course of 2 years. The textbooks were ready for printing by UNESCO in March of 2001. Although most of the printing was completed by late 2001/early 2002, security precautions in Somalia after September 11th meant that the Training of Trainers (TOT) workshop for the in-service workshops had to be postponed from September 2001 to January 2002. Therefore, the textbooks were distributed from early 2002 by UNESCO and NGOs, in parallel with the in-service workshops. These new textbooks are widely appreciated as providing an important foundation for quality education. However, the distribution is inadequate—some schools report 1 text for 4 pupils though the intended norm was 1 for 2. Additionally in most schools there are no teacher guides.

At the upper primary, UNESCO was assigned the responsibility for design and production. UNESCO indicates its intention to deliver the tests for grades 5 and 6 by September of 2003, but many doubt this schedule can be observed (the final drafts are yet to be approved and printing and delivery are further steps). Despite the best efforts of both UNICEF and UNESCO, there remains an urgent need for textbooks at all levels.

Of course, the UNICEF/UNESCO efforts are directed to those schools that offer the "national" curriculum, whereas 1 of every 5 schools has a different orientation those with a different orientation, the great majority are Arabic

4. Gender Differences and Likely Causes.

In virtually every setting, girls are less likely than boys to attend school. The girls' intake rates are low, and especially from the 4th grade on the girls' promotion rates are lower. Thus only 1 of 4 high school graduates is a female, and there are very few highly educated women as role Models for girls (only 12% of teachers are women). Schools are not attractive generally, and where a co-ed system is used there are many factors that discourage girls (teachers favor boys, girls are bullied, there are few female role models, few schools have separate latrines, and girls are expected to work at home). Girl's dropout rates are notably higher than boys at two points in the educational cycle, between grades 4 and 5, and between primary and secondary schools. The gender differences in retention/persistence at these two junctures, while not great, are nevertheless significant. At both junctures, the major pressures bearing on girls appear to be a shortage of school spaces and a belief that young girls should work. At the primary to secondary juncture, there is also the consideration that girls should prepare for marriage. Since girls tend to enroll in school as late as 13 years of age, by the time they get to grades 4-5, they are 17-18 years old and ready for marriage; there are instances where girls are married by their classmates who stay in school while the girl retires to household duties. In view of the overall condition of poverty and the shortage of cash in many households, some reformers propose the offering of scholarships to families that allow their girl children and/or wives to continue their schooling through the secondary and more advanced levels.

The importance of development of education by the trustee administration

In the years prior to independence (1950-1960), Somalia was placed under a U.N. trusteeship, and a genuine effort was then made to provide public education for all Somali's. The U.N. trusteeship agreement required both Britain and Italy to expand primary and post-primary educational services in Somalia. This was to cultivate the Somali national's to whom the reign of power would be handed at independence. The Somali's, who had previously resisted colonial education, embraced the mandate as a vehicle for modern development, a building block to national unity and progress. Italy expanded its elementary schools to admit more Somalis. During the 1957-1958 school years, nearly 14,000 Somali's were enrolled in primary schools; a jump from the 1,265 Somali's who had been enrolled before the trusteeship agreement. Italy also set up three secondary schools, a vocational training institute, and a university institute in Mogadishu to train students in public administration, which would eventually become the Somali National University in 1970. In British Somaliland, the school system was also expanded to provide better educational opportunities for the Somali's. By 1960, there were 38 elementary schools, 12 intermediate schools, 3 secondary schools, and 2 vocational schools, with a total enrollment of 3,429 students. A teacher training institute was established to cultivate future teachers. However, as David Laitin has argued, even though more students were given the opportunity for education in British and Italian Somalilands, the effort was marginal.

Colonial Education in Somalia

The policy of limiting education to the primary level continued, as secondary education remained closed to a majority of the Somali's due to limited resources. In Italian Somaliland, school curriculum was parochial, rules lax, and students, as a whole, lacked the discipline necessary for learning. And although the British had a clearer educational policy than the Italians, it reached fewer Somali's. Further complicating the

educational effort was the fact that each region adopted a different language for its school system. Those admitted to Italian-run schools were taught in Italian, and those in British Somaliland were taught in English. At independence in July 1960, there were three languages of instruction in Somalia, including the Arabic used in Qu'ranic schools.

Somali leaders faced the challenge of harmonizing the educational systems, the curriculum, and the language of instruction. There was a need to develop an official script for the Somali language, which was still only a spoken language at independence. The need would be unmet for the next 12 years and not before a military takeover of the government in 1969. In power, the military, under the leadership of Said Barre, established a "scientific socialist" state whose goal was to wipe out clan conflict and ignorance through the mass education of its people. Thus, the development of a written Somali language was imperative to achieving those ideologies. A commission was formed to study and decide on a script for the Somali language. Within a year, the commission concluded its study, recommending the adoption of the Latin script. The recommendation was accepted in January 1972 with a military decree that made Somali the language of official business and instruction for the country. Teachers were given three months to be proficient in the language. Textbooks and curriculum were developed to reflect the values and ideals of the Somali society, and a mass literacy campaign was launched to teach every Somali how to read and write.

There is no question that the adoption of Somali as the language of education in Somalia had positive effects on the school system. At least, for the first time in its history, students across the country were taught in the same language, using the same textbooks. But the progress education was making in Somalia was halted by the civil war that lasted from 1991 to 1998. Educational and other public facilities were the first casualties of the war. In 2001 (10 years after the war began), Somalia was still struggling to rebuild its nation and its educational system. Available education is offered through private institutions and international organizations. Any effort to sustain a stable, public educational system will remain, at best, minimal until the country once again finds the courage to become a nation.

Relationship between the Trustee administration and Development of education

In 1941, Italian Somaliland was occupied by British and South African troops as part of the East African Campaign of World War II. The British continued to administer the area until November 1949, when Italian Somaliland was made a Trust Territory by the United Nations, under Italian administration.

During the 1950s, with UN aid money pouring in and the presence of experienced Italian administrators who had come to see the region as their home, infrastructural and educational development blossomed in the region. The decade passed relatively without incident, and was marked by positive growth in virtually all aspects of local life.

The conditional return of Italian administration to southern Somalia gave the new trust territory several unique advantages compared with other African colonies. To the extent that Italy held the territory by UN mandate, the trusteeship provisions gave the Somalis the opportunity to gain experience in political education and self-government. These were advantages that British Somaliland, which was to be incorporated into the new Somali state, did not have. Although in the 1950s British colonial officials attempted, through various development efforts, to make up for past neglect, the protectorate stagnated. The disparity between the two territories in economic development and political experience would cause serious difficulties when it came time to integrate the two parts.

Italian was an official language in Italian Somaliland during the Fiduciary Mandate as well as the first years of independence. In 1954, the Italian government established post-secondary institutions of law, economics and social studies in Mogadishu, the territory's capital. These institutions were satellites of the University of Rome, which provided all the instruction material, faculty and administration.

Obstacles of trustee administration and Development of education

Colonial education in Somalia was, as elsewhere in Africa designed and pragmatically implemented for the administrative and low-level technical needs of the imperial powers. To that effect, as Rodney (1974) points out, the colonial school system was to train Africans to help man the local administration at the lowest ranks, and to staff the private capitalist firms which meant the participation of few Africans in the domination and exploitation of the continent as a whole.

To qualify this last argument, one may have to refer to some previously unintended benefits from colonial education, especially the training of some of the continent's most prominent nationalist leaders. These leaders, one could argue, primarily because of their Western education, organized the liberation struggles that have eventually led to Africa's independence. To name a few, these included Julius Nyerere of Tanzania, Kwame Nkrumah of Ghana, Kenneth Kaunda of Zambia, Robert Mugabe of Zimbabwe, Somalia's first President Aden Abdulle Osman and first Prime Minister Abdirashid Shermarke, as well as the former President of South Africa Nelson Mandela. And this will still be the case even when one realizes that some of these leaders have eventually been rightly accused of having installed dictatorial regimes, thus thwarting democratic systems of governments and truncating the development potential of their peoples.

In Somalia, colonial education demonstrates a systematic conformity to the general colonial education system with imperialist governments training low-level administrative personnel to help them administer the colonial territory effectively. As education is shaped by the social forces that surround it, colonial education then signifies the type of learning that is conducive to the general themes of subordination, exploitation and inverse development relationship between the colonized and the colonizer (Rodney, 1974; Memmi, 1991). Ironically, though, colonialism was 'justified as an attempt to make the non-industrialized societies (which were seen as primitive) advance to a more developed stage' (Ghosh, 1994, p. 4).

One of the first formal colonial schools operating in Somalia was opened by the Italian Dante Alighieri Society in 1907 to teach Somali children the Italian language (Laitin, 1976). Later, more colonial schools were opened with the number of pupils reaching 1265, but with Somali's not going beyond grade 7 (Laitin, 1976). This testifies to the overriding character of colonial education where, despite the claim of civilizational, developmental and educational motives, the essence of that education ultimately fulfils the real objectives of imperialism.

In the case of Somalia, as elsewhere in the colonized world, a grade 7 education was apparently sufficient for administrative and low-level technical duties assigned to the natives. The type and the level of education that should lead to critical citizenship and social analysis would have been a danger to the longevity of colonialism, and apparently, colonizers were not unaware of that. With the beginning of the struggle for Somalia's independence in the mid-1940s, and with the formation of the Somali Youth Club (SYC) in 1943, which became the Somali Youth League (SYL) in 1947 (Laitin & Samatar, 1987), modern education was a priority on the agenda of the new liberation organizations and their leaders. Some of the SYC's main objectives, according to Markakis (1987, p. 53), were 'to promote modern education and to adopt a script for the Somali language.

The prioritization of modern education and the implementation of a local language script are, as Gellner (1983) and Kedourie (1993) point out, important factors for identifying, upholding and sustaining a modern national system. In Somalia's case, the situation was more urgent in terms of using education as a tool to diminish the role of tribalism and tribal conflict which, when unchecked, could lead to the current nation-state destruction in Somalia and elsewhere. The Somali liberation groups, therefore, were seeing education as an indispensable building block to fight clanism and to create a clan-transcending Somali nationalism (Markakis, 1987; Laitin & Samatar, 1987).

Theoretical Perspectives

The belief that education is an engine of growth rests on the quality and quantity of education in any country. The study posits that formal education is highly instrumental and even necessary to improve the production capacity of a nation and discusses the rationality behind investment in human capital. Empirical evidences of human capital model were identified and findings reveal that investment in education has positive correlation with economic growth and development. Criteria for the applicability and problems associated with the theory were identified and implications for educational development highlights. Conclusively, the study recommends that for education to contribute significantly to economic growth and development, it must be of high quality to meet the skill- demand needs of all.

Babalola (2003) asserts that the contribution of education development occurs through its ability to increase the productivity of an existing labour force in various ways.

Educational investment projects should take into account certain criteria according to Psacharopoulos and Woodhall (1997) which are:

- The private demand for education and other factors determining individual demand for education;

- The geographical and social distribution of educational opportunities; and,

- The distribution of financial benefits and burdens of education.

Education plays a great and significant role in the economy of a nation, thus educational expenditures are found to constitute a form of investment. This augments individual's human capital and leads to greater output for society and enhanced earnings for the individual worker.

The central difference in the policy implications of the human capital model and the alternative models relates to the desirable level of public expenditure on education.

The basic implication of the human capital model is that allocation of resources on education should be expanded to the point where the present value of the streams of returns to marginal investment is equal or greater than the marginal costs. Many of the developing nations have thus realized that the principal mechanism for developing human knowledge is the education system. Thus, they invest huge sum of money on education not only as an attempt to impact knowledge and skills to individuals but also to impart values, ideas, attitudes and aspirations which may be in the nation's best developmental interest. In addition to manpower planning needs, parents strongly feel that in an era of scarce skills manpower, the better the education their children can get, the better are their chances of getting well pays

In claiming that development education is rooted in development theory and Freirean liberation education, Bourne fails to draw attention to the range of theories of development and education that underpin a range of development educations. Richardson (1982) outlined the politics of these over two decades ago, and development education continues to display conservative, liberal, and radical forms. For much of that time the radical form was dominant, reflecting the importance of Marxist political economy in development studies, and the attractions of Marxist educational theory to radical educators.

Related Studies

The conditional return of Italian to southern Somalia gave the new trust territory several unique advantages compared with other African colonies. To the extent that Italy held the territory by UN mandate, the trusteeship provisions gave the Somalis the opportunity to gain experience in political education and self-government. The UN agreement established the Italian Trusteeship Administration (Amministrazione Fiduciaria Italiana della Somalia--AFIS) to prepare southern

Somalia for independence over a ten-year period. Under the agreement, a UN Advisory Council based in Mogadishu observed the AFIS and reported its progress to the UN Trusteeship Council. The agreement required the new administration to develop the colony's political institutions, to expand the educational system, to improve the economic infrastructure, and to give the indigenous people freedom of the press and the right to dissent.

Development efforts in education were more successful. Between 1952 and 1957, student enrollment at the elementary and secondary levels doubled. In 1957 there were 2,000 students receiving secondary, technical, and university education in Italian Somaliland and through scholarship programs in China, Egypt, and Italy. Another program offered night-school adult literacy instruction and provided further training to civil servants.

In the light of fresh international initiatives to achieve Universal Basic Education (UBE) and gender equality in education by 2015. In a country where over 80% of school age children are receiving little meaningful education, to provide sustainable education for children and disadvantaged adults.

The study highlights the peculiar circumstances of Somalia. It charts the provision of Education in the country from the colonial era through post-independence times to the civil conflict which led to the destruction of education. It goes on to look at the progress being made at the present time following "stop-gap" measures for emergency

education towards enhanced education. It completes the picture by describing challenges to the achievement of the UBE target.

The authors review aspects of alternative and flexible educational approaches and urge the integration of these non-formal systems with the formal, governmentally controlled school systems being restored in Somalia. They do so while sounding a note of caution that for all the energy and enthusiasm associated with these approaches, they have yet to be evaluated for their effectiveness in providing quality basic education. .

The concept of the right to education has long been enshrined and established in the Convention on the Rights of the Child, the Universal Declaration of Human Rights of the UN and in subsequent watershed summits (UN, 1948; 1989; UNICEF, 1990). As is very much the case in Somaliland, civil conflict interacting with a cycle of growing poverty, has further complicated and impacted upon the demand for and supply of educational provision. The search for effective educational strategies that respond to rapidly changing circumstances and the growing needs of society have been the focus of recent educational initiatives.

The development of education in Somalia, as elsewhere in Africa, can be traced back to pre colonial traditional education through to post-colonial, western-style, modern education. Prior to the colonial era, as pointed out by Bennars et al. (1996) and Morah (2000), Koranic schools provided traditional Islamic education which developed into theology, Arabic grammar, Arabic literature and Sharia Law. Arabic widely referred to as the language of the Koran, was the medium of instruction in these schools. The Koranic

school, although overshadowed by the introduction of western type education during colonial times, still forms an important component of community education and culture in Somalia. In fact, as will be discussed in more detail later, the traditional Koranic Schools have been noted as the only and most sustainable educational institutions at the time of the recent, destructive civil war crisis (Elmi, 1993; Bennars et al. 1996; Morah 2000).

As a consequence of the political unrest and violent conflict years, almost all formal modern learning systems ceased to function and educational information has been destroyed. No formal education took place in Somalia at the height of the civil war, for at least two years between 1991-2, although Koranic Schools continued to function. (Elmi, 1993; Bennars et al. 1996; Morah 2000). Although we could not confirm this through our observations, according to the UNICEF reports (1997c, 1999) and Morah (2000), unlike other schools where the number gap between girls and boys was wider, between 37% and 43% pupils in Koranic schools were girls.

The mission of the Study is to improve learning and instruction in developing countries through educational research and development, to work with international partners in government, universities, and non-governmental organizations to build capacity that will enable policy makers, researchers, and educators to sustain current projects and pursue future objectives.

The study is models after its predecessor, which plays a key role in building and maintaining international standing in educational development during the 1980s and 1990s. During the 30-year tenure of founder Robert Morgan, establishes a reputation of development projects related to education. Now under the leadership of Laura Lang,

continues to focus on international development through educational Research and Development.

This study investigates the goals and functions of Educational/Academic Development Centers across the world. So far research has been undertaken in the UK (2008, 2009) Australia (2009) and South Africa (2009). The background to the recent surveys is that in 1995, soon after the establishment of the Heads of Educational Development Group, a survey was undertaken of the participating educational development units (EDUs). The survey sought to investigate the aims and role of EDUs, their size, functions and place within institutional structures (Gosling, 1996). The survey was repeated in 2000 with a larger sample of 54 institutions. The study, once again published in IGAD, (Intergovernmental authority on development) describes the changes to the educational development landscape in the UK since 1995 (Gosling, 2001).

The UK research was extended as a longitudinal study of educational development in the UK in 2006. The report was published by a subsequent paper also by IGAD. In 2007-08 a survey of Australian Academic Development units was commissioned by the Council for Australian Directors of Academic Development. The survey was conducted in association with Swinburne University. The final report will be published by the Australian Learning and Teaching Council in 2009. A similar survey in 2008 was conducted in South Africa commissioned by the Higher Education Learning and Teaching Association of South Africa (HELTASA). This report is due for publication in 2009.In conjunction the Swede-net an application for funding has been submitted to investigate Educational Development in Sweden.

CHAPTER THREE

METHODOLOGIES

Introduction

The purpose of this chapter was to present the kind of research methodology that was undertaken for this thesis. It also presented the research methodological process of the study. It outlined research design, research population, sample size, research procedure, research instrument, questionnaire used in the data collection, validity and reliability of the instrument, data gathering procedures, ethical considerations, data analysis and research limitations in the research process.

Research Design

This study used a descriptive survey design using a quantitative approach to investigate the trustee administration and the development of education in Mogadishu-Somalia. It allows the researcher to investigate the situation of the target population. A survey may be occasionally simply by a need for administrative facts on some aspects of public life. Cross sectional survey design examines several groups of people at one time.

Research Population

The study was conducted in capital city of Mogadishu with a population of about one hundred and fifty (150) respondents, one hundred (100) of them were from difference levels of teachers and (50) of them from administratives also. The reason of chosen Mogadishu because the most population living in this city is comprised of both male and female respondents. The population of the study was consisting of

Sample *Size*

The researcher used method of Slovene's Formula for selecting sample size from the population which has been narrated by Amin for selecting the sample size; so the researcher selected 109 respondents for data collection.

According to Pearce (1998), that "if the sample is selected properly, the information collected about the sample may be used to make statements about the whole population", therefore the researcher's respondents selected are sufficient to determine the outcomes of the study. The researcher decided this sample size using Slovene's Formula.

Profile of the Respondent

Table 3.1 Study Sample Structure

District	Number of Schools	Total Population		Target Sample size	
		Teachers	Admin	Teachers	Admin
Madiina	10	27	13	20	10
Xamar-wayne	10	24	12	17	9
Waabari	10	25	12	18	9
Hodan	10	24	13	17	9
Total	40	100	50	72	37
Grand Total		150		109	

Sampling Procedure

The study used purposive sampling and simple random sampling. In purposive sampling technique the researcher usually selects a sample based on his or her own judgment or knowledge of the group to be sampled and has in mind that these respondents have the information he or she requires (Amin: 2005).

Research Instrument

The researcher used questionnaires as instrument.

Research questions were structured and self administered with a combination both open and closed questions were employed to collect the required data for the study in order to determine the trustee administration and the development of education in Mogadishu-Somalia Questionnaire is often one time data gathering device on the variables of interest to the researcher (Amin, 2005); the purpose of this questionnaire is to collect a lot of information over a short period of time. (Willis Oso & David Onen, 2008).

The research tools that were being utilized in this study include the following: face sheet to gather data on the respondents' demographic characteristics (gender, age, qualifications, number of years in the present position, level of experience, and number of qualified administratives). The response modes and scoring are as follows: strongly agree (4); agree (3); disagree (2); strongly disagree (1).

Validity and Reliability of the Instrument

To measure the validity of the research instrument, the researcher used content validity index (CV I) approach. The researcher rotates the research to three judges that the item is valid then inter-judge Coefficient of Validity is calculated as:

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$$\text{Inter judge coefficient} = \frac{\text{Number of judges declared item valid}}{\text{Total Number of Judges}}$$

According to Amin (2005) the validity of instrument is judge more than once and rating on each of the items as well as the overall validity index on all items. For the instrument to be accepted as valid, this average index should be 0.7or above.

The reliability of the instruments the researcher used tested and retested. The research conducted a pre-test for the two questionnaires in local population in Mogadishu and the test conducted after one week in the same population to the same respondents and it give the same result. This could show the consistency in the reliability. Therefore the instrument was valid.

Data Gathering Procedures

The researcher got an introductory letter from Kampala International University which was presented to Mogadishu and respondents to give assurance that research information obtained will serve purely for academic purposes. The researcher distributed the questionnaires to the respondents with the help of 4 research assistants thus 20 respondents per research assistant. The questionnaires were then picked from the respondents within one week of their dispatch.

Data Analysis

This study was applied both qualitative and quantitative methods for the data analyzing. As quantitative method the size of the findings were conducts to be

appropriate and easy for readers. Data was presented using frequencies, percentages, mean and spearman's correlation coefficient to show the relationship between the study variables. Tables and percentages were using to present and analyze the data in appropriate way. The data was analyzed using statistical package for social science (SPSS) as a tool for analyzing the data.

Standard deviations were applied for the levels of resource availability, utilization and school effectiveness. Item analyses were illustrated the strengths and weaknesses based on the indicators in terms from these strengths and weaknesses, the recommendations were derived.

Ethical Considerations

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

2. Seek permission to adopt the standardized questionnaire on school effectiveness through a written communication to the author.

3. The respondents and schools were coded instead of reflecting the names.

4. Solicit permission through a written request to the concerned officials of the secondary schools included in the study.

5. Request the respondents to sign in the Informed Consent Form (Appendix 3)

6. Acknowledge the authors quoted in this study and the author of the standardized instrument through citations and referencing.

7. Present the findings in a generalized manner

Limitations of the Study

In view of the following threats to validity, the researcher was claimed an allowable 5% margin of error at 0.05 level of significance measures were also indicated

in order to minimize if not to eradicate the threats to the validity of the findings of this study.

1. Extraneous variables which were be beyond the researcher's control such as Respondents' honesty, personal biases and uncontrolled setting of the study
2. Instrumentation: The research instruments on resource availability and utilization were not standardized. Therefore a validity and reliability test were done to produce a credible measurement of the research variables.
3. Testing: The use of research assistants can bring about inconsistency in the administration of the questionnaires in terms of time of administration, understanding of the items in the questionnaires and explanations given to the respondents. To minimize this threat, the research assistants was oriented and briefed on the procedures to be done in data collection.
4. Attrition/Mortality: Not all questionnaires were returned neither completely answered nor even retrieved back due to circumstances on the part of the respondents such as travels, sickness, hospitalization and refusal/withdrawal to participate. In anticipation to this, the researcher was reserved more respondents by exceeding the minimum sample size. The respondents were also reminded not to leave any item in the questionnaires unanswered and were closely followed up as to the date of retrievable.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND ANALYSIS OF RESULTS

4.0 INTRODUCTION

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

This chapter presents, analyses, interprets and discusses the study findings arising from the field information collected from respondents on development of education by trustee administration in Mogadishu, Somalia. The data is presented in using frequency, percentages and correlation.

The purpose of the study was to investigate the development of education and development administration by trustee administration in Mogadishu, Somalia. As such the study sought answers to the following research questions:

4. What is the profile of the trustee administration in the terms of Age, Gender, Educational qualification, Rank in the administration, Position in the management, Number of years in the present position Level of experienced?

5. What is the level of education development in Trustee Administration under the study?

6. What is the level of resource availability and utilization in the development of education under study?

7. What are the strengths and weaknesses of the development of education in Mogadishu, Somalia?

The first section presents the response rate. This is followed by a presentation, analysis and discussion of the study findings in relation to the specific objectives.

Profile of the development of education by trustee administration respondents

The first research question as indicated above sought to establish the profile of the respondents used in this study. This part presents the profile of the respondents who participated in the study. The purpose of this background information was to find out the characteristics of the respondents and show the distribution of the population in the study as the characteristics of the respondents could have an implication on their education and the findings are presented below:

Respondents in this study included employees in development of education by trustee administration in Mogadishu. The study sample involved employees of different categories (male and female, different education levels, different management levels and different tasks) as described in this section.

Table 4.1: The gender Age, Education and Experience of respondents

Profile of the Respondents	Frequency	Percentage
Male	71	65.1
Female	38	34.8
Total	**109**	**100.0**
Age of Respondents		
20-30	80	73.3
40-50	37	33.9
60 and above	2	1.8
Total	**109**	**100.0**
Education of the Respondents		
Certificate	3	2.7
Diploma	15	13.7
Bachelor	53	48.6
Master	31	28.4
PhD	7	6.4

Total	109	100.0
Experience of the Respondents		
6 months-1 year	36	33%
2 years- 4 years	51	46.7%
5 years- 7 years	13	11.9%
8 years- and above	9	8.2%
Total	109	100.0

The findings of the study indicated that majority of employees in the sample were males represented by 65.1% while females were minority represented by 34.8%. The findings of the study indicated that majority of employees represented by 73.3% were of age bracket 30-39, the medial class employees of age 40-49 represented by 33.9%, minority represented by 1.8% were of the age bracket 60 years and above.

If we look at the educational qualification of the table above shows that the majority employees 48.6% had attained a university degree level of education while 13.7% had attained a diploma level of education. Those who were of master degree education level constituted 28.6% by while certificate holders constituted 2.7% of the total number of respondents, those who were of philosophical degree education level constituted 6.4%. This finding suggested that the education structural staff were of a

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reasonable education level and would have different educational factors for individual development. According to the table, the majority of the respondents that constitute 46.7% of the respondents are within the range (2 years to 4 years), 33% of the respondents are within the range of six months to one year, 11.9% of the respondents are within the (5 years to 7 years), 8.2% of the respondents are within the range of (8 years and above),. This shows that the experience of the majority of the respondents lay between two to four years.

The development of education in Trustee administration

The second objective of this research was to determine the level of education development by trustee administration in Mogadishu-Somalia. This was measured by 7 items or questions in the questionnaire. To find an answer this objective, respondent were asked number of questions. The results are presented in the table 4.2

Table 4.2 The development of education in Trustee administration

question	SA	A	DA	SDA	Total
1 This course requires us to understand concepts taught by the lecturer	43 39.4%	48 44%	7 6.4%	11 10%	109
2 To pass this course you need to understand the content	46 42.2%	45 41.2%	9 8.2%	9 8.2%	109

3 You need to understand the material taught by the teacher in order to perform practical tasks	41 37.6%	50 45.8%	8 7.3%	10 9.1%	109
4 In this study you have to continually think about the material you are being learned	46 42.2%	45 41.2%	7 6.4%	11 10%	109
5There were a need to create a committee for protection and expansion of property, investment ,and planning to promote the community	60 55%	31 28.4%	13 11.9 %	5 4.5%	109
6 The "Board of trustee administration" is a good name for this committee	43 39%.4	45 44%	10 9.1%	8 7.3%	109
7 Many members should serve for trustee administration to make it effective	46 42.2%	45 41.2%	7 6.4%	11 10%	109

The table 4.2 indicates the development of education in Mogadishu, Somalia.

a) The percentages of respondents who strongly agreed were 39.4%, 44% agreed, and 6.4% disagreed while 10% were strongly disagreed.

b) The percentage of respondents who strongly agreed were 42.2%, 41.2 agreed, and 8.2% disagreed while other 8.2% also strongly disagreed.

c) The percentage of respondents who strongly agreed were 37.6%, 45.8% agreed, 7.3% disagreed and 9.1% strongly disagreed.

d) The percentages of respondents who strongly agreed were 42.2%, 41.2% agreed, 6.4% disagreed and 10% strongly disagreed.

e) The percentages of respondents who strongly agreed were 55%, 28.4% agreed, and 11.9% disagreed while 4.5% were strongly disagreed.

f) The percentage of respondents who strongly agreed were 39%, 44% agreed, and 9.1% disagreed while other 7.3% also strongly disagreed.

g) The percentage of respondents who strongly agreed were 42.2%, 41.2% agreed, 6.4% disagreed and 10% strongly disagreed.

The Level of resource availability and utilization

The third objective of this research was to determine the level of resource availability and utilization. This was measured by 7 items or questions in the questionnaire. To find an answer this objective, respondent were asked number of questions. The results are presented in the table 4.3

Table 4.3 Level of resource availability and utilization

Question	SA	A	DA	SDA	Total
1 Buildings (administrative, academic, school canteen	51 46.7%	40 36.6%	14 12.8%	4 3.6%	109
2 Laboratories	48 44%	43 39.4%	7 6.4%	11 10%	109
3 Stationeries	46 42.2%	45 41.2%	10 9.1	8 7.3%	109
1 Qualified and competent administrators are managing the school well	48 44%	43 39.4%	10 9.1%	8 7.3%	109
2 Trained teachers are performing as expects	46 42.2%	45 41.2%	11 10%	7 6.4%	109
3 Licensed administrative	59 54.1%	32 29.3%	13 11.9%	5 4.5%	109

are employed and for leading					
4 Administration secretary is readily accessible to do the clerical works	49 44.9%	42 38.5%	9 8.2%	9 8.2%	109

In table 4.3 indicates the Level of resource available in the study:

a) The percentages of respondents who strongly agreed were 46.7%, 36.6% agreed, and 12.8% disagreed while 3.6% were strongly disagreed.

b) The percentage of respondents who strongly agreed were 44%, 39.4% agreed, and 6.4% disagreed while other 10% also strongly disagreed.

C) The percentage of respondents who strongly agreed were 42.2%, 41.2% agreed, 9.1% disagreed and 7.3% strongly disagreed.

d) The percentages of respondents who strongly agreed were 44%, 39.4% agreed, and 9.1% disagreed while 7.3% were strongly disagreed.

e) The percentage of respondents who strongly agreed were 42.2%, 41.2% agreed, and 10% disagreed while other 6.4% also strongly disagreed.

f) The percentage of respondents who strongly agreed were 54.1%, 29.3% agreed, 11.94% disagreed and 4.5% strongly disagreed.

g) The percentages of respondents who strongly agreed were 44.9%, 38.45 agreed, 8.2% disagreed and 8.2% strongly disagreed.

The strength and weakness of education in Mogadishu-Somalia

The fourth objective of this research was to determine the strength and weakness of education in Mogadishu-Somalia. This was measured by 7 items or questions in the questionnaire. To find an answer this objective, respondent were asked number of questions. The results are presented in the table 4.3

Table 4.4 The strength and weakness of education in Mogadishu-Somalia

Question	SA	A	DA	SDA	Total
1 Rank your ability to research and examine various forms of information and relate them to one another within a broader prospective	59 54.1%	32 29.3%	11 10%	7 6.4%	109

2 Rate your ability to do skiller precision, through, and/or detail-orients work	45 41.2%	46 42.2%	10 9.1%	8 7.3%	109
3 Rate how conscientious and dependable you are in roles where you are in charge, this may include the ability to handle stress	39 35.77%	52 47.7%	12 11%	6 5.5%	109
4 Practitioner research and evaluation skills training in open and distance learning	48 44%	43 39.4%	11 10%	7 6.4%	109
5 Program me evaluation and its role in quality assurance	49 44.9%	42 48.5%	9 8.%	9 8.2%	109
6 Fundamentals of education and its importance process for a people	60 55%	31 28.4%	10 9.1%	8 7.3%	109
7 Practitioner research and evaluation skills training in open and distance learning	49 44.9%	42 48.5%	10 9.1%	8 7.3%	109

In table 4.4 indicates the strength and weakness of education in

Mogadishu, Somalia:

a) The percentages of respondents who strongly agreed were 54.1%, 92.3% agreed, and 10% disagreed while 6.4% were strongly disagreed.

b) The percentage of respondents who strongly agreed were 41.2%, 42.2% agreed, and 9.1% disagreed while other 7.3% also strongly disagreed.

C) The percentage of respondents who strongly agreed were 35.77%,

47.7% agreed, 11% disagreed and 5.5% strongly disagreed.

d) The percentages of respondents who strongly agreed were 44%, 39.4% agreed,

and 10% disagreed while 6.4% were strongly disagreed.

e) The percentage of respondents who strongly agreed were 44.9%, 48.5% agreed, and 8.2% disagreed while other 8.2% also strongly disagreed.

f) The percentage of respondents who strongly agreed were 55%, 28.4% agreed, 9.1% disagreed and 7.3% strongly disagreed.

g) The percentages of respondents who strongly agreed were 44.9%, 48.5% agreed, 9.1% disagreed and 7.3% strongly disagreed.

CHAPTER FIVE

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATION

Introduction

This chapter clearly presents the summary of the findings, conclusions and general recommendations by the researcher and is based on the objectives of the study, such: Determine the level of education development in Trustee Administration under the study. Determine the level of resource availability and utilization in the development of education under study to identify the strengths and weaknesses of the development of education in Mogadishu, Somalia, and suggestions on how to improve development of education. The last section of the chapter portrays suggestions for further research.

Summary of Findings

The study results revealed that the leaders of Trustee administration in Mogadishu-Somalia had a high level of development of education. From the finding the mean score for all items used to measure development of education yielded a score of 4.00 thus agree.

The study results revealed that overall there was good performance among politicians of the Trustee administration under study as evidenced by the good attendance; development accomplishing their duties as required, meeting set goals, good productivity, and good ethical standards.

Education had a significant positive relationship with Trustee administration development performance and this describes that the relationship between education and administration is positive. This means that as education increases, development also increases, and as education is reduced, development equally reduced.

Conclusion

In this section, the researcher gives conclusion to the study findings in relation to the study objectives.

The first objective of the study was to determine the cause and effect of Trustee Administration and Development of Education in Mogadishu, Somalia, for which it was hypothesized that Development of education significantly influences Trustee Administration employee retention. this hypothesis was accepted. Based on the study findings, the researcher generated the following conclusions;

Properly conducted financial remuneration strategies will significantly lead to low retention of employees because of not receiving the financial remuneration they expect in return.

From the Study Findings, we conclude that the level of employee education was high level and development felt sense of personal satisfaction at work, derived a sense of self esteem from their jobs, and performed as expected.

On development of education, the study concluded that the Trustee administration development exhibited good performance significant attending duty as

required, staying on their work most of the time, accomplishing responsibilities, tasks and assignments as required, rarely absenting themselves from duty, meeting set goals and/ or objectives on time, good productivity of development, high ethical behaviors in their work, and willingness take up extra work.

On the relationship between education and employee administration, the study concluded that education had a positive significant relationship with Trustee development performance.

Recommendation

This section deal with recommendations arising from the pertinent findings and conclusions of this study, following the study objectives; based on the results of the study; the researcher makes the following recommendations:

- Trustee administration is recommended to educate their employees so as to improve their performance and personal satisfaction.

- Trustee administration should put in place routine performance audits, performance management ratings and must refrain from the traditional annual performance appraisal system where focus on individual employee.

- Trustee administration ought to adopt management styles, based on the idea that their members will work with more enthusiasm and fun: they clearly know what expected of them, they are involved in establishing what is expected from them and they are allowed to determine strategies of achieving what is expected of them, so as to meet the predetermined expectations and there is a quality

feedback mechanism for the employees to know the results of any appraisal done by management ,so that they can address any errors.

Suggested areas for further research

There is a need to do research in training and employee development, further research can also be done in recruitment and employee development. There is also a need for further research on education and administration, therefore the goal was to reveal what it is that education all employees' in Trustee administration to perform at their best and achieve optimal Trusteeship goals at all time. The study was envisaged to be a source of information to other researchers in future. Therefore, the researcher recommends that further research be carried out to give a more accurate relationship to confirm these findings as established. This is on the premise that the findings realized from cross section data based on only one sampled Trustee. The findings of this study should not be considered conclusive and could be prone to potential biasness especially in instances where respondents could not have given very accurate information for one reason or another. Therefore, further research would be necessary to give a more accurate relationship to confirm these findings.

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OFFICE OF THE ASSOCAIOTE DEAN, SOCIAL SCIENCE
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)

June 14, 2011

Dear Sir/Madam.

RE: REQUEST FOR ABDISALAM AHMED YASSUF MAD/31626/102/DF
TO CONDUCT RESEARCH IN YOUR ORGANIZATION

The above mentioned is a bonafide student of Kampala International University pursuing a Master of Development Administration and Management.

He is currently conducting a field research of which the title is "**Development of Education by the Trustee Administration in Mogadishu, Somalia.**"

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

Any information shared with him from your organization shall be treated with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

Dr. Roseann Mwaniki
Associate Dean Social Sciences, (SPGSR)

APPENDICES

TER APPENDIX II: TRANSMITTAL LETTER

INFORMED CONSENT

I am giving my consent to be part of the research study of Mr. Abdisalan Ahmed Yussuf that will focus on **Development of Education by Trustee Administration in Mogadishu, Somalia..**

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials:_____ _____

Date_____

APPENDIX III

APPENDIX III: Research Instruments

Dear Respondent,

I am called Mr. Abdisalan Ahmed Yussuf a postgraduate student of Master of Arts in development administration and management at Kampala International University this questionnaire will be prepared for data collection concerning "**Development of Education by Trustee Administration in Mogadishu, Somalia.**". The purpose of the questionnaire is only for academic reasons and the information that you provide treated with utmost will be confidentially. I kindly request you to answer the questions fully and honestly.

Your assistance will be highly appreciated

Abdisalan Ahmed Yussuf

MAD/31626/102/DF

The gender Age, Education and Experience of respondents

Profile of the Respondents	Frequency	Percentage
Male		
Female		
Total		
Age of the Respondents		
20-30		
40-50		
60 and above		
Total		
Education of the Respondents		
Certificate		
Diploma		
Bachelor		
Master		
PhD		
Total		
Experience OF THE RESPONDENTS		

6 months-1 year		
2 years- 4 years		
5 years- 7 years		
8 years- and above		
Total		

THE DEVELOPMENT OF EDUCATION BY TRUSTEE ADMINISTRATION

QUESTIONNAIRE

Direction: As honestly as you can, rate yourself based on the following traits. Kindly be guided with the scoring system below.

Write your score on the space provided before each item.

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

_____1. This course requires us to understand concepts taught by the lecturer.

_____2. To pass this course you need to understand the content.

_____3. You need to understand the material taught by the teacher in order to perform practical tasks.

_____4. In this study you have to continually think about the material you are being learned.

_____5. You sometimes question the way others do something and try to think of a better way.

_____6. You like to think over what you have been doing and

consider alternative ways of doing it.

_____7. Often you reflect on your actions to see whether you could

have improved on what you did.

_____8 .There is a need to create a committee for protection and

expansion of Property, investment, and long term planning to sustain and promote The community

_____9. The "Board of Trustees administration" is a good name for

this committee

_____10. Many members should serve for Trustee administration

(TA) to make it effective

_____11. Trustee administration members should serve in the

committee terms

_____12.The member of "Board of Directors" (BOD) should be able

to vote and be a member for "Board of Trustees" (BOT) simultaneously for ease of communication.

_____13. Election of members should be staggered so new and

some old members serve together to ensure transfer of information and continuity of service.

_____14. There should be a minimum educational and age

qualification for Nominees on this committee.

QUESTIONNAIRE TO DETERMINE RESOURCE AVAILABILITY AND UTILIZATION (For Both Administrators and Teachers)

Budgets/Funds are available for the following:

_____1.Buildings (administrative, academic , school canteen)

_____2.Laboratories

_____3.Stationeries

_____4. Miscellaneous expenses (repairs, maintenance, entertainment, activities)

_____5. Administrators' salary

_____6.Teachers' salary

_____7.Secretary's salary

_____8.Qualified and competent administrators are managing the

school well.

____9. Trained teachers are performing as expectes.

____10. Licensed administratives are employed and maximized for

leading.

____11. Administration secretary is readily accessible to do the clerical

works.

____12. School bursar attends to students' financial concerns.

____13. School registrar attends to students' academic concerns.

____14. Maintenance and housekeeping staff is employs to keep the

School's facilities in Good running condition and cleanliness of the school's environment

QUESTIONNAIRE FOR STRENGTH AND WEAKNESS OF EDUCATION IN MOGADISHU

_____1. Rank your ability to research and examine various forms of

information and relate them to one another within a broader perspective.

_____2. Rate your ability to do skiller precision, thorough, and/or

detail-orients work.

_____3. Rate how conscientious and dependable you are in roles

where you are in charge, this may include the ability to handle stress.

_____4. You are skiller in determining facts and explaining the course

of action that needs to be taken.

_____5. Strongest is your desire to win, including the willingness to

engage in conflict in order to do so.

_____6. You guide the group degree for decisions or make quick

decisions yourself when that is called for.

_____7. Rate your ability to help differing parties negotiate or see one

another's point of view

_____8.Practitioner research and evaluation skills training in open and

distance learning.

_____9. Program me evaluation and its role in quality assurance.

_____10. Fundamentals of education and its importance process for a

people.

_____11. Purpose, content, structure, expected outcomes, of

education and how it will be offered. To what extent you find

the explanation.

_____12. Acquisition of knowledge on policy development for

distance education.

_____13. Integration of acquires knowledge on policy development

with work experience.

_____14. The facilitator's encouragement to enable you to go through

knowledge acquisition school.

RESEARCHER'S CURRICULUM VITAE

To document the details of the researcher, his competency in writing a research and to recognize his efforts and qualifications, this part of the research report is thus meant. The researcher's bio-data is categorized as follows:

Personal Profile

Name: AbdiSalan Ahmed Yussuf

Gender: Male

Status : Married

Nationality: Somali

Contact: +25471651220

Email   **shuuqe03@hotmail.com**

Educational Background

2010-2012   Master Degree of Arts in Development Administration and Management at Kampala International University

Thesis:	Development of Education by the Trustee Administration in Mogadishu, Somalia
1998-2001	Bachelor of Arts in History and Civilization at Mogadishu University in Mogadishu, Somalia.
1981-1984	Tima'adde Secondary School.
1978-1981	Biyo-dha'ay Intermediate School
1975-1978	Biyo-dha'ay Elementary School.

Training Courses/ Seminars

Certificate of attendance in advisory debate held in centre for social service in Mogadishu, Somalia. May 9/2002-may 16/2002.

Certificate for evaluation to be loyal with his profitable knowledge from Zam-zam foundation, department education affairs in Somalia during 2002-2003.

Certificate for evaluation to be loyal with his profitable knowledge from Zam-zam foundation, department education affairs in Somalia during 2003-2004.

Workshop training for peace building   June-July 2002

Mogadishu University

Certificate course in peace building   June 15 -
20/2002

Human right centre in Mogadishu

Certificate course in training of trainers   December 2011

African population institute, Makareere University

Work Experience

Carrying out Execution Council Member of Somali Youth Organization. 1985—1987

Executive Committee member of Somali National reconciliation conference Arta-Djibouti.   2001

Mogadishu University assistance officer of admission office. 2002-2003

Al-fari Secondary School teacher.   2002-2010