COMMUNITY'S PERCEPTION ON BASIC EDUCATION IN CONFLICT CONTEXTS. THE CASE OF NORWEGIAN CHURCH AID EDUCATION PROGRAM IN BELET HAWA DISTRICT, SOMALIA.

BY

CAROLINE WARUGURU MWAI

A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS IN RURAL SOCIOLOGY AND COMMUNITY DEVELOPMENT OF THE UNIVERSITY OF NAIROBI

2014

DECLARATION

This research project report is my original work and has not been submitted to any other university for award of a degree

Signature……Date……..

Caroline Waruguru Mwai

C50/70162/2011

This project report has been submitted for examination with my approval as the university supervisor

Signature…….Date……..

Professor Edward K. Mburugu,

Department of Sociology and Social Work

University of Nairobi

DEDICATION

This project research report is dedicated to all stakeholders implementing Education interventions in Somalia.

ACKNOWLEDGMENT

I would like to acknowledge the support of my supervisor Professor Mburugu for diligently guiding me throughout this vast task. Your wisdom, insight and patience were of great significance.

Special appreciation the Norwegian Church Aid Somalia program for the support they have accorded me throughout the research process by providing the necessary environment in Somalia to conduct the research and to access secondary data related to the project.

I would like to specially thank the respondents in Belet Hawa district in Gedo for their support and trust and providing me with the necessary information

To my family, the Mwai's; May God bless you for your love, support and prayer throughout the learning process.

To all of you who supported this research process in one way or another, sincere thanks and gratitude to you all.

TABLE OF CONTENTS

Page

DECLARATION ii
DEDICATION iii
ACKNOWLEDGMENT iv
LIST OF TABLES viii
LIST OF FIGURES ix
LIST OF ACRONYMS x
ABSTRACT xi

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study 1
1.2 Statement of the Problem 3
1.3 Purpose of the Study 4
1.4 Specific Objectives of the Study 4
1.5 Research Questions 4
1.6. Justification of the study 5
1.7 Significance of the Study 5
1.8 Scope and Limitations of the Study 6
1.9 Assumptions of the Study 6
1.10 Definition of Significant Terms 6

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction 9
2.2 Overview of Education in Emergency Contexts 9
2.3 Education in the Somalia Context 12
2.4 Education Provision in Emergencies 15
2.4.1 First phase: Education for Recreation and Protection 15
2.4.2 Second phase: Towards Re-Establishment of Formal Schools 15
2.4.3 Third phase: Supporting Government Institutions 15
2.5 The Role of Education in Post Conflict Contexts 16
2.5.1 Education Saves and Sustains Life 17
2.5.2 Education as a Right 18

2.5.3 Education is Essential for Lasting Peace and Development.....20
2.6 Community Involvement in Education in Conflict Situation.....21
2.7 Theoretical Framework 23
2.8 Conceptual Framework 25

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction 27
3.2 Site Description.....27
3.3 Research Design.....28
3.4 Target Population 28
3.5 Sample Size and Sampling Procedures 29
3.6 Methods of Data Collection 29
3.7 Data Collection Tools.....31
3.8 Validity of Data Collection Instruments 31
3.9 Methods of Data Analysis.....32
3.10 Operational Definition of Variables.....32
3.11. Ethical Considerations.....33

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETETION

4.1 Introduction 34
4.2. Descriptive Characteristics of the Respondents.....34
4.4 Community Perception on Basic Education 35
4.4.1 Education Situation.....35
4.4.2 Role of Education in Conflict Context 38
4.4.3 Community Involvement and Perceptions on Education 41
4.5 Descriptive Statistics of the Variables 43
4.6 Summary of Chapter Four.....44

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction 45
5.2 Discussion of Findings.....45
5.2.1 Education Status and Effective Basic Education.....45

5.2.2 Role of Education in Conflict Context and Effective Basic Education.....46
5.2.3 Community Involvement and Effective Basic Education 46
5.3 Conclusion.....47
5.4 Recommendations 48
5.5 Suggestions for Further Studies 49
REFERENCES 50

APPENDICES

Appendix I: Letter of Transmittal 52
Appendix II: Questionnaire for Community Members 53
Appendix III: Focus Group Discussion Guide.....59
Appendix IV: Key Informant Interview Guide (KII).....61
Appendix V: Map of Belet Hawa District in Gedo region.....63
Appendix VI: Determining Sample Size.....64

LIST OF TABLES

Table 3.1: Questionnaires Return Rate 30

Table 3.2: Key Informants Schedule 31

Table 4.1: Gender and Ethnicity Of The Respondents 34

Table 4.2: Age of the Respondents 35

Table 4.3: Education Situation 36

Table 4.4: The role of Education In Conflict Context 39

Table 4.5: Community Involvement In Education Programs 41

Table 4.6: Descriptive Statistics Of The Variables 43

LIST OF FIGURES

Figure 1: Conceptual Framework 26

LIST OF ACRONYMS

CECs	Community Education Committees
EFA	Education For All
INGO	International Non - Governmental Organization
LNGO	Local Non - Governmental Organization
MDG	Millennium Development Goals
NCA	Norwegian Church Aid
UNESCO	United Nations Education, Science, & Cultural Organization
UNICEF	United Nations Children's Fund
INEE	Inter-Agency Network For Education In Emergencies

ABSTRACT

This study was conducted with an aim of examining the education status and community's perception on basic education in conflict contexts, the case of Norwegian Church Aid Education program in Belet Hawa district of Somalia. More often than not, basic education is often disrupted during emergencies, whether caused by armed conflict or natural disaster, and many children never return to school when the emergency is over, significantly diminishing their own opportunities and their country's ability to break the cycle of poverty and underdevelopment.

The objectives of the study therefore were to understand the education situation in Gedo region-Somalia and the role of government and key stakeholders in development of education; to establish the role played by education in conflict situations and to explore community perception and participation in education programmes. The study employed a descriptive survey research design based on a cross sectional descriptive research and data was collected using questionnaires, focus group discussion and key informants interview.

Findings of the study indicated that there are few education facilities which are poorly equipped, both in terms of qualified human resource and also basic infrastructure in the area of study. In addition, it is clear that education in emergencies work is not only relevant in the short-term response to an acute crisis, but is equally required to address educational needs over the long term, during either chronic instability or post-crisis recovery and reconstruction.

The study will serve to enhance advocacy efforts towards more emphasis on education inclusion as a principal part of any humanitarian response through supporting education systems especially to the NGOs providing humanitarian assistance in the region. The study recommends that NGOs and stakeholders should prioritize education prioritize education as it's the basis for building resilience towards emergencies and promotes long-term development. This should be through adequate funds allocation and investment in school infrastructure.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Education is a fundamental human right for all people. It is especially crucial for millions of children and youth affected by conflict and disasters, yet it is often extensively disrupted in conflict situations and other emergencies, denying learners the transformative effects of quality education, which comprises learning opportunities for all ages. In emergency situations through to recovery, quality education provides physical, social and psychosocial and cognitive protection that can sustain and save lives. It ensures dignity and sustains life by offering safe spaces for learning, where children who need other assistance can be identified and supported.

Education in conflict and other emergency contexts can facilitate the development of academic, vocational and life skills among participants, which strengthens learners' abilities to become educated and productive community members who can make informed decisions about their economic opportunities, personal health and security. Quality education equips children with skills and knowledge, such as critical thinking, understanding and respect for human rights – skills that empower them to take a more active role in their community both as children and as they develop into adults. A lack of educational opportunities prevents people from acquiring the needed skills to rebuild their country once peace has been secured, and significantly jeopardizes the long-term peace-building process.

Gedo region in Somalia has experienced continued civil unrest and war for over two decades following the collapse of Somalia central government in 1991. The crisis left the country one of the poorest in the world, and its people deeply divided over the last 20 years. One of the most devastating effects of the Somali civil war was the destruction of schools and the loss of human resources. The education sector has been negatively affected by the conflict and the net result has been the country's inability to produce adequate human resources necessary for the country's socioeconomic development.

However, with the recent establishment of the Somalia government in August 2012, it is anticipated that the country will stabilize and have functional infrastructure including the ministry of education that will steer up development of the country. A number of international actors including the UN have planned to work together with the Somalia government at various levels towards the realization of the Federal Government of Somalia's plans to address challenges that face the Somali population in line with the Six Pillar Policy Framework which include; Security and Stability; Economic Recovery; Peace-building and Removal of Drivers of Conflicts; Improving Government's Capacity and Improve Provision of Service Delivery; Improve International Partnership & Peaceful and Friendly Neighbourly ties and finally unity amongst Somalis.

For a long time, response to conflict and other humanitarian emergencies have focussed on relief and recovery efforts such as provision of food, shelter, water, building community livelihood and immediate health care among others; while education is seen as part of longer term development work rather than a necessary response to emergencies. Yet, education is an integral part of the planning and provision of humanitarian response which goes beyond provision of immediate relief. On the other hand, there is usually the tendency to blame the duty bearers for not having done better for communities; yet the people themselves do little or nothing about it. There is need for communities need to be proactive and engage the duty bearers on issues affecting them. Involvement of rights holders at various levels of programming is critical for the success of all interventions.

In this regard, this study embarked on exploring community's perception on basic education as an intervention in conflict situations. The study reviewed the education status in Somalia and the role of government and key stakeholders in development of education; established the role played by education and community level of awareness on importance of education in conflict situations and finally provided recommendations on how the government and education stakeholders in Somalia can effectively enhance the role of education in emergencies.

1.2 Statement of the Problem

Basic education has enormous value for all children and young people, including those affected by conflict and other emergencies have the right to receive an education. However, it is also needed in emergency settings to prepare societies for eventual post-emergency reconstruction and social and economic development. Balanced development with economic growth requires that people of all social, ethnic, religious and political backgrounds are equipped with literacy, numeracy and basic information technology and vocational skills to contribute to rebuilding of national economies. This must include those affected by emergencies. Without the social capital constructed by strong education, a country or region may remain dependent on the international community during and for some time after an emergency.

Attention has been drawn to the fact that education is a fundamental right as articulated in the Universal Declaration on Human Rights (1948) and the Convention on the Rights of the Child (1981). Children should not lose this fundamental right to education simply because they live in the midst of a conflict. However, approximately 28 million children living in crisis affected countries are not receiving any education (IRC and UON, 2012). It is crucial that children participate in educational activities before, during and after humanitarian crises caused by conflict or natural disasters; and education helps to bring structure to their otherwise chaotic lives, and supports their physical, social, emotional and cognitive recovery and development.

According to a baseline study conducted by Norwegian Church Aid (NCA) in March 2012, Somalia's Gedo region has an estimated population of 590,000; out of which about 91,000 are estimated to be children of school going age. However, of the estimated school going children, only 31% are attending school in the region. NCA is one of the main international organizations that have been supporting education in the region in the absence of a functional government, where the burden of initiating and supporting schools, mobilization of resources, supervision and management falls in the hands of the community, non- governmental organizations and well-wishers.

In addition a study conducted by UNICEF in May 2011 points that despite a decade of advocacy; education still continues to receive negligible support when compared with other sectors such as livelihood, food, health, shelter, water and sanitation. It continues to be perceived as part of longer-term development, rather than as an immediate humanitarian response, yet it is central to shaping attitudes and social interaction which are critical to addressing the legacies of conflict, before, during and after conflict.

1.3 Purpose of the Study

The main purpose of this study was to explore the community's perception on basic education in conflict contexts. It will seek to understand the situation in Somalia in regards to education as well as its role in conflict contexts with the case study of Belet Hawa district.

1.4 Specific Objectives of the Study

The specific objectives of the study were:

i. To review the education situation in Gedo region-Somalia and the role of government and key stakeholders in development of education.

ii. To establish the role played by education in conflict situations

iii. To explore community perception and participation in education programming.

1.5 Research Questions

The study was guided by the following questions;

i. What is the current education situation in Somalia and what role does the government and other key stakeholders play in development of education?

ii. What role does education intervention play during conflict situations?

iii. What is the community's perception on education and to what extent do they participate in education programming?

1.6. Justification of the study

Education still continues to receive negligible support when compared with other sectors in spite of immense advocacy efforts to support related interventions in emergencies. Yet, it is a priority component of emergency assistance. Conflicts and natural disasters deny generations of children the knowledge and the opportunities that an education can provide. In Somalia, many areas have been without operational schools for the past ten years, and most others have been faced with repeated interruptions and destruction to property.

Education not only saves lives in emergencies, it also sustains life by giving children a sense of the restoration of normality, familiar routine and hope for the future, all of which are vital for mitigating the psychosocial impact of violence and displacement for individuals and whole communities.

The study will serve to enhance advocacy efforts towards more emphasis on education inclusion as a principal part of any humanitarian response through supporting education systems especially to the NGOs providing humanitarian assistance in the region. The study recommends that NGOs and stakeholders should prioritize education as it's the basis for building resilience towards emergencies and promotes long-term development. This should be through adequate funds allocation and investment in school infrastructure.

1.7 Significance of the Study

The study was able to bring out the main areas of concern in the basic education in conflict contexts. It was able to voice out community's perspective regarding education with an aim of influencing stakeholders' approaches to programming in conflict contexts and enhance community participation in all aspects of future programming. Education can alter society contradictions, improve relations and interactions and encourage changes in attitude in ways that can reduce the risk and help build sustainable peace and development.

In addition, the study will serve to enhance advocacy efforts towards more emphasis on education inclusion as a principal part of any humanitarian response, through supporting education systems that encourage constructive responses and to build in

society the techniques and institutions that can address conflict emergencies in a way that deter or mitigate escalation to a large scale.

1.8 Scope and Limitations of the Study

The study site was Belet Hawa district in Gedo region of Somalia. The units of study were community members who mainly included the local community leaders, education beneficiaries in and out of school, community education committees and parents, who had directly benefited or worked in collaboration with Norwegian Church Aid-Education Program. Some of the challenged experienced during the research process was that the research instrument gave varying data depending on the individual or the location where it was used. The shortcoming was addressed by applying both quantitative and qualitative approaches to research.

In addition, due to technological dynamism, changes in local administration and governance and interventions from international NGOs and governments, the approaches to basic education in Somalia standard can change within a short time, rendering the research findings obsolete. Also, the study was carried out in Somalia which has unique characteristics and hostile environment, meaning that the results may not be generalized to other areas with great precision.

1.9 Assumptions of the Study

It was assumed that community members who are beneficiaries to the Norwegian church aid's education programme and who were the respondents in this study will be available for the research and that they possess relevant knowledge that will help the researcher to make accurate conclusion. This was actually confirmed following the high rate of return and the information they provided was adequate and it enabled the researcher to make accurate, valid and reliable conclusions.

1.10 Definition of Significant Terms

Community - Community could be referred to as a group of people living in the same place or having particular characteristics in common. In this study, the community referred to the rights holders or education beneficiaries in Belet Hawa Gedo region in Somalia.

Community participation - Community participation refers to both processes and activities that allow members of an affected population to be heard, empowering them to be part of decision making processes and enabling them to take direct action on education issues.

Emergencies - An emergency refers to a situation or occurrence that happens unexpectedly and demands immediate action. According to Save the Children, an event becomes an emergency when local families and communities cannot cope or recover from it on their own. Emergencies could be natural or manmade. Examples of emergencies include war, conflicts, famine, floods etc.

Resilience - Refers to the adaptability; the capacity of a community to recover after a disaster. It is also the ability of individuals and communities to deal with a state of continuous long term stress; the ability to find unknown inner strengths and resources in order to cope effectively; the measure of adaptation and flexibility.

Reconstruction - According to World Health Organization, reconstruction is the full resumption of socio-economic activities and preventive measures. It represents the first steps in building a safer future. It provides for measures that go beyond emergency relief and disaster assistance. Reconstruction also aims at ensuring that restoration efforts foster conditions for living a life in human dignity, thereby enabling the affected population to return to a state of normalcy as rapidly as possible.

Basic Education - This refers to the whole range of educational activities taking place in various settings (formal, non-formal and informal), that aim to meet basic learning needs. According to the International Standard Classification of Education, basic education comprises primary education (first stage of basic education) and lower secondary education (second stage). In developing countries for instance, Basic Education often includes also pre-primary education and/or adult literacy programs.

Education in Emergencies - A set of linked project activities that enable structured learning to continue in times of acute crisis or long-term instability. These might include support for the existing school system, special measures to

return children to school, coordinating out-of-school alternatives, or arranging education for young children or adolescents. Rebecca and Mendenhall (2006), also define education in emergencies as schooling and other structured activities for those whose lives have been thrown into disorder by extreme and difficult circumstances.

Education for All- this is an international initiative launched in 1990 to bring the benefits of education to "every citizen in every society." In order to realize this aim, a broad coalition of national governments, civil society groups, and development agencies such as UNESCO and the World Bank committed to achieving six specific education goals which include; expand early childhood care and education; provide free and compulsory primary education for all; promote learning and life skills for young people and adults; increase adult literacy; achieve gender parity and improve the quality of education.

Programming: is the research and decision-making process that defines the scope of work. It involves a planning and outlining goals and objectives for the project. Programming results in the initial architectural building program and the project specifications that guide the selection of the design team and proposal; according to a U.S. Department of Energy's Federal Energy Management Program (FEMP).

Millennium Development Goals- These are eight goals to be achieved by 2015 that respond to the world's main development challenges. The MDGs are drawn from the actions and targets contained in the Millennium Declaration that was adopted by 189 nations-and signed by 147 heads of state and governments during the UN Millennium Summit in September 2000. These eight goals include: to eradicate extreme poverty and hunger; to achieve universal primary education; to promote gender equality and empowering women; to reduce child mortality rates; to improve maternal health; to combat HIV/AIDS, malaria, and other diseases; to ensure environmental sustainability and to develop a global partnership for development.

CHAPTER TWO
LITERATURE REVIEW

2.1. Introduction

This chapter will focus on critical review of various publications done regarding education in relation to the research problem and then proceed to discuss the relevant theoretical framework as well as conceptual frameworks guiding the study. In particular emphasis on literature review will be placed around five main themes; overview of education in emergency Contexts: Somalia context, the role of education in post conflict contexts, community contribution to education in conflict situations and identify the knowledge gaps

2.2 Overview of Education in Emergency Contexts

Education in emergencies refers to the provision of formal and non-formal education in situations where children lack access to government or community education systems due to armed conflicts or natural disasters. It encompasses both non-formal education programmes, which are often set up in the immediate wake of an emergency, and the establishment or reintroduction of formal government, community or other sustainable education systems during the transition and post-conflict or crisis periods (UNICEF definition).

According to Colleen Galbraith and Maria Agnese (2010), education systems are inextricably linked to the states and societies they serve. When states fail, are defeated, or when ethnic, religious, or ideological cleavages erupt into violence, schooling functions erratically, if at all. The sources of these disruptions do not end at the edge of state territory. States and their national education systems are increasingly subjected to the transnational (global and regional) reach of information, finance, and military networks based beyond their borders. In addition, the explosion of civil conflicts in the latter half of the twentieth century, coupled with the rise of “asymmetrical warfare” and networks of “sub-state actors,” has created an unparalleled exodus among populations caught in these crises. In the post-Cold War, even communities that had been relatively insulated from violence have become familiar with the lingering fear that is engendered by trauma.

These various conflict and post-conflict environments present enormous challenges to education. Such issues emerge in the relationship between education and societies, and appear within the school environment itself. In the former, during severe social breakdown, state institutions collapse and are no longer able to manage social services. Education systems subsequently dissolve and are unavailable to children and young adults. Violent political movements often target children with recruiting tactics, actively disrupting students' access to education and forcing many into child warfare. Civilians living in the midst of conflict zones struggle to maintain a routine that includes schooling. Meanwhile, their refugee and displaced counterparts live in a camp-shelter-limbo that may or may not allow access to education for the children growing up there (Colleen et al., 2010).

A Save the Children research document (2008) notes that, the borders in post-conflict regions are notoriously porous, allowing a continuation of the organized crime that accompanies conflict. This, in turn, continues to destabilize fledging states, hampering the efforts of national and foreign administrators alike to reconstruct and revitalize education systems. Large-scale international intervention and administration of state services by international actors in partnership with new domestic institutions may pave the way for recovery and stability, but they also bring a host of new challenges. Emergency education then, for many practitioners, is an urgent policy response to violence and social disruption. It is an integral component of humanitarian aid, meant to bridge the gap between the present conflict and future peace.

At its most instrumental, emergency education "increasingly serves as shorthand for schooling and other organized studies, together with 'normalizing' structured activities, arranged for and with children, young people and adults whose lives have been disrupted by conflict and major natural disasters." Some of the multiple and shifting factors that determine the type of education provided by international agencies during or immediately following an emergency may include: The status of the population to whom the service is provided (refugee, internally displaced, or "stayee"--civilian caught in a conflict); the status of the state in the region before the conflict began (functioning, weak, failed) and its ability to provide public services; and the status of the crisis (high/low intensity conflict, and duration) (Burde, 2004).

Rebecca Winthrop and Mary Mendenhall (2006), define education in emergencies as schooling and other structured activities for those whose lives have been thrown into disorder by extreme and difficult circumstances. Education in emergencies work fits squarely within the priorities set out by the education section of the commonwealth, which defines difficult circumstances as those which include "conflict, acute poverty, the aftermath of natural disaster, special needs for the disabled, geographic remoteness, and the prevalence of diseases such as TB, Malaria and HIV/AIDS". Education in emergencies takes place in institutional contexts that are unlike those that usually apply in stable, peaceful settings. If there is forced internal displacement, the role of the national Ministry of Education (MoE) in the delivery of education services may be minimal for IDPs, many of whom live in areas outside the government's effective territorial control. UNICEF and NGOs, national and international, often play a far more active role.

A UNESCO Education for All (EFA) global monitoring report (2011) notes that, during armed conflict, national resources for education may dry up or disappear. To supplement meagre government sources, funding of education in conflict emergencies typically comes from humanitarian appeals, where education is woefully under-prioritised compared to other technical and service sectors, such as food, water, shelter and protection receiving only two per cent of all humanitarian funding. This is largely due to most donors' perceptions of education as a long-term development process, rather than a part of short-term humanitarian solution to acute needs. In making such assumptions, donors fail to understand the significant life- and hope-sustaining value of education during conflict.

"The number of out-of-school primary-age children in the world has fallen in recent years, but the situation in conflict affected countries has seen little improvement. These countries are home to only 13 per cent of the world's population, yet half of all the children out of school (37 million out of 72 million children) live there. More disconcerting is the fact that they receive less than one-fifth of education aid" (Save the Children, 2008). The most recent estimate by the EFA Global Monitoring Report (2011) is that 28 million children live in conflict-affected countries (42 per cent of the world total of children out of school).

Education is perhaps the most important tool for human development and the eradication of poverty. It is the means by which successive generations develop the values, knowledge and skills for their personal health and safety and for future political, economic, social and cultural development. This may be one reason why the MDGs place so much emphasis on achieving universal, free and compulsory primary education through Education for All (EFA). Education in conflicts, emergencies, reconstruction and fragility is still an emerging field of discipline; and whilst attention towards the provision of education in these challenging contexts is growing, this growth of interest needs to be supported by rigorous, widely disseminated research to inform education approaches. The transition from an emergency setting to a reconstruction setting is often fluid, with states frequently slipping in and out of emergencies while on the path to rebuilding their societies or retaining regional pockets of insurgency and instability (Save the Children, 2008).

2.3 Education in the Somalia Context

According to Abdinoor Abdullah (2008), education crisis in Somalia is manifold, to say the least. The civil war that broke out in the early 1990s had massive negative impacts on the education system. The turmoil completely destroyed all education infrastructures. School buildings were destroyed, educational equipment and materials were looted, many students, teachers, and administrators were displaced and others were either killed or maimed as a result of the war. For almost two decades now, the vast majority of children of school-going age in Somalia have not had any form of organized schooling. Due to persistent insecurity and lack of central or regional governance, almost all schools were closed at the beginning of the war and when, as part of subsequent relief and rescue operations in the country, local and international NGOs tried to revive the education process, they could open very few schools due to insecurity and logistical problems.

Interestingly, Abdinoor continues to note that traditional pre-colonial education methods survived the destruction, despite enormous political, economic, and security problems facing the whole nation. Ever since the collapse of the central authority and breakdown of law and order, some local and international organizations as well as Somalis in the diaspora, have been involved in collaboration with the local

community in the task of educating the younger generation. Currently, Somalia is in a state of political and social transition. For the first time in 21 years, a central federal government exists. The advent of the Somalia Federal Republic in August 2012 has been met with optimism by both the Somali people and the international development community. While security remains a priority for the new government, the restoration of public services is high on the agenda. Rebuilding of an education system that has been decimated by two decades of conflict and displacement is a key priority.

UNICEF (2011) indicated that education services in Somalia are provided by a variety of stakeholders, including Community Education Committees, regional administrations, community-based organizations, educational umbrella groups and networks, NGOs and religious groups. The role and reach of governments in overseeing the delivery of education has increased, albeit slowly. Somalia has one of the weakest and most poorly funded education systems in the world. An analysis of education data provides a rather dismal picture of the overall education system in Somalia with few gains to celebrate so far in what is fast becoming a race against time to meet the education Millennium Goals. Despite significant increases in school enrolment over the last eight years, only 710,860 children out of an estimated 1.7 million of primary school-aged children are enrolled in school. The overall Gross Enrolment Rate (GER) for across Somalia, as indicated by school level data collected in 2011/12 is 42%.

Gedo region is estimated to have a population of 590,000 and school going children make about 15.4% of this population. Of the estimated 91,000 school going children only 28,000 children are attending primary school education in Gedo region. An education assessment by Norwegian Church aid indicated that there are 134 primary schools in Gedo region, four secondary schools, one university and four vocational centers. Out of these 104 schools receive various forms of external support from NGOs and well-wishers from diaspora whose support is sporadic, while others are managed by the communities since the government has not been functional since the collapse. In addition there are 670 teachers in Gedo region out of which 74% of the teachers are mainly primary school leavers who have never attained professional requisite qualification as teacher.

The assessment notes that education mainly comprises of basic primary, secondary and just starting up vocational and tertiary education. Primary education, vocational training, secondary and tertiary level education are all ill-funded and lack sufficient capacity to attract learners.The region has been under the control of the Al-Shabab authority during the better part of 2010/11 when the famine was declared in Somalia. Due to limited humanitarian access to the area and the ban on many international aid organizations, many children dropped out of school as they migrated with their parents to Dadaab refugee camp in Kenya.

In addition, appropriate education programmes for Somali youth are few and far between. Many youth have never attended primary school and almost all have lived with violence. Yet, young people are vulnerable to sexual and gender-based violence while those living in situations of displacement and insecurity are most at risk of recruitment into the armed forces.

A recent survey conducted in Somalia for the Youth Focus Programme in the 2012 UNDP Human Development Report, found that 21 percent of youth (age 14-29) were neither working nor in school. In addition, the youth in Somalia are blocked by multiple social, economic and political exclusions. Poor quality education and the lack of jobs were found to not only reduce their natural resilience and optimism but it also made youth vulnerable to risky and criminal behaviour. However, education continues to be perceived as part of a longer-term development, rather than as an immediate humanitarian response. Despite a decade of advocacy; education still receives only 2 per cent of humanitarian aid, and receives the lowest response to funds requested when compared with food, health, shelter, water and sanitation interventions. Burde (2004) argues that, the recognition of education as a vital part of humanitarian assistance in words alone is not enough. In order for education to truly become a key pillar, it must be backed up with the necessary financial assistance. Unless this is done, it will be very difficult to provide a “quality” education to all children.

2.4 Education Provision in Emergencies

Education in emergencies could be viewed as a development activity from the emergency preparedness and relief phases onwards. When an emergency occurs, the focus is simultaneously on responding to immediate needs and on planning to address the longer term requirements of the education system, through collaborative efforts of stakeholders and governments. This approach emphasizes building the capacity of national governments to prepare for and respond to emergencies and focuses on conflict prevention and risk reduction. From UNICEF's experience in provision of education in emergencies, it is often useful to provide education in emergencies in three phases, which at times occur in parallel.

2.4.1 First phase: Education for Recreation and Protection

The emergency response in the first weeks after a disaster occurs usually emphasizes non-formal approaches, such as creating safe school environment for children to learn and play, providing recreational and learning materials, and teaching important life skills, such as health and sanitation, HIV and AIDS awareness and prevention and environmental education. These interventions ensure that children experience the minimum interruption of their education while at the same time providing them with physical, psychological and cognitive protection.

2.4.2 Second phase: Towards Re-Establishment of Formal Schools

Once the acute emergency phase is over, the focus is on reopening schools and establishing schools. This entails getting children back to school, rehabilitating the destroyed physical and institutional education infrastructure and providing educational alternatives for those who missed out on schooling, including adolescents and young adults.

2.4.3 Third phase: Supporting Government Institutions

In this phase, the focus is on collaborative efforts between stakeholders and government institutions to support their capacities so that they can take ownership of the reconstruction process. In conflict-affected situations, it is often necessary to work on several fronts simultaneously. For example, in contexts with on-going violence and insecurity, a two-pronged approach could be adopted to ensure children's access to quality education: It offers school- and community-level interventions, such as

sustained ‘go to school’ campaigns and supports government institutions in building the long- term resilience of the education system.

2.5 The Role of Education in Post Conflict Contexts

Colleen et al., (2010), state that when education is supported in crisis and post-crisis contexts it can save and sustain lives, contribute to meeting global development goals, and support lasting peace and development. It can play a crucial role in saving and sustaining lives in the wake of crisis by providing physical, psychosocial and cognitive protection for affected communities - particularly children and youth. It sustains life by providing security and a sense of normalcy for children, instilling dignity and a sense of purpose for the future. Education in these contexts can facilitate the development of academic, vocational and life skills among participants, which strengthens learners’ abilities to become educated and productive community members who can make informed decisions about their economic opportunities, personal health and security.

It can save lives by creating safe learning environments within the schools which can protect against exploitation and harm and lessen the chances that children will be recruited into fighting groups or gangs or become victims of sexual violence or exploitation. There remains considerable debate about the necessity to include education in frontline humanitarian aid responses. A significant danger is that immediate responses are disconnected from longer-term development plans for the education sector (UNICEF, 2011). This may be exacerbated where the international agencies involved in immediate responses are different from those involved in longer-term development aid for education; and where education sector personnel within local education authorities are not involved in the early stages.

However, this area has developed significantly since the World Education Forum in 2000 and its resulting Dakar Framework for Action includes an explicit call for donor support to the field, which is now known as ‘education in emergencies’. The education needs of children affected by conflict, emergencies and fragility have become an increasing area of attention. The Dakar Framework for Action stresses the importance of meeting “the needs of education system affected by conflict, natural calamities and instabilities; and conducting education programmes in ways that

promote mutual understanding, peace tolerance and that help to prevent violence and conflict" (UNESCO, 2009). But the realization of millennium development goals and Education for All goals is seriously impended by conflict and persistent fragility. Education in conflict, emergencies, reconstruction and fragility is still an emerging field of discipline and whilst attention towards provision of education in these challenging contexts is growing, these growth of interest needs to be by rigorous widely disseminated research to inform education approach.

Rebecca et al. (2006), points out that communities, governments and national and international humanitarian as well as educational development organisations can be important actors in the continuation of structured learning in times of acute crisis and long-term instability. It is clear that education in emergencies work is not only relevant in the short-term response to an acute crisis, but is equally required to address educational needs over the long term, during either chronic instability or post-crisis recovery and reconstruction. The INEE (2006) further argues that when education is supported in crisis and post-crisis contexts it can save and sustain lives, contribute to meeting global development goals, and support lasting peace and development.

The quality of education is an important factor in realising all these benefits. As an inherently political activity, education has the potential to increase social marginalisation and intolerance depending on content of the education (e.g. curriculum), the process through which education takes place (e.g. pedagogy, safety of children in school), and the level of equity in delivering education (e.g. access). In all contexts, including crisis and post-crisis, education which is safe, relevant, equitable and promotes tolerance is the foundation for achieving the benefits associated with education.

2.5.1 Education Saves and Sustains Life

According to Talbot (2013), education can play a crucial role in saving and sustaining lives in the wake of crisis by providing physical, psychosocial and cognitive protection for affected communities particularly children and youth. It sustains life by providing security and a sense of normalcy for children, instilling dignity and a sense of purpose for the future. Education in these contexts can facilitate the development of academic, vocational and life skills among participants, which strengthens learners'

abilities to become educated and productive community members who can make informed decisions about their economic opportunities, personal health and security. It can save lives by creating safe learning environments within schools established for formal and non-formal educational activities, which can protect against exploitation and harm, and lessen the chances that children will be recruited into fighting groups or gangs or become victims of sexual violence or exploitation.

Talbot further points out that children and adolescents who are not in school are at greater risk of violent attack and rape, and of recruitment into fighting forces, prostitution and life-threatening, often criminal activities. During war and displacement, formal and non-formal education provide opportunities to learn life-saving information and survival skills, such as landmine awareness, protection from sexual abuse and avoidance of HIV infection. In emergencies, education is a powerful tool against the pathologies that kill both immediately and later down the line, such as infant mortality and mother-to-child HIV and AIDS transmission. Education not only saves lives in emergencies, it also sustains life by giving children a sense of the restoration of normality, familiar routine and hope for the future, all of which are vital for mitigating the psychosocial impact of violence and displacement for individuals and whole communities.

Good quality education provided in conflict contexts can counter the underlying causes of violence, by fostering values of inclusion, tolerance, human rights and conflict resolution. This can do more than patch up the damage caused by conflict; it can help with long-term processes of peace-building and strengthening social cohesion (Phyllis, 2012).

2.5.2 Education as a Right

All children have a right to a quality education in all situations and at all times, including in emergencies. Education has been formally recognized as a human right since the adoption of the Universal Declaration of Human Rights in 1948. Since then, the right to education has been affirmed in numerous global treaties, including the Convention on the Rights of the Child. These treaties establish an entitlement to free, compulsory primary education for all children and an obligation by duty-bearers to develop equitable quality secondary and higher education. They further establish the

multiple aims of education: to promote personal development; to strengthen respect for human rights and freedoms; to enable individuals to participate effectively in society; and to promote understanding, friendship and tolerance. Indeed, education is an indispensable foundation for the fulfilment of any civil, political, economic and social rights (Save the Children, 2008).

Rebecca et al., (2006), argue that the countless benefits derived from formal and non-formal education are underpinned by international human rights and humanitarian frameworks that not only enshrine the right to education but also ensure its provision within emergency situations (e.g. Universal Declaration of Human Rights, Convention on the Rights of the Child, Geneva Conventions). The global development targets outlined in the Education for All (EFA) agenda and the Millennium Development Goals (MDGs) – which build upon various human rights and legal frameworks and strive to eliminate existing educational inequities – apply as equally to stable countries as to those experiencing crisis, struggling to stabilise or moving towards reconstruction. Despite these legal, human rights and development frameworks, large percentages of children and youth are denied educational opportunities; and global educational development targets will only be met with attention to education in crisis and post-crisis contexts.

Talbot (2013) says that education has enormous value for its own sake and all children and young people, including those affected by conflict, have the right to receive an education. UNICEF (2011) points to the Geneva Conventions that make specific reference to protections related to education at times of conflict, including that: parties to a conflict ensure that children under 15, orphaned or separated from their families are provided with appropriate education; occupying powers should facilitate the maintenance of education; education should be provided for interned children and young people; and education should be provided throughout non-international conflicts.

Specifically, the Universal Declaration on Human Rights (1948) and the Convention on the Rights of the Child (1981) stipulate that children should not lose their fundamental right to education simply because they live in the midst of a conflict. However, the grave reality is that countries undergoing armed conflict are ‘among the

farthest from reaching the Education for All goals, yet their educational challenges go largely unreported'.

Twenty-eight million of the world's 61 million out-of-school primary-school-aged children live in conflict-affected poor countries. Violent conflict harms educational provision and attainment profoundly. Not only are children in conflict-affected countries disproportionately unable to enrol in primary school; their completion, secondary enrolment, literacy and mortality rates are much worse than in other countries. These effects are observed with even relatively minor conflict shocks and most severely impact girls, in part because of the widespread incidence and severity of sexual violence that accompanies war (UNESCO, 2011).

2.5.3 Education is Essential for Lasting Peace and Development

Education is one of the principal losses in emergency situations, and the lack of that education, too often stretching into the post- conflict phase, endangers the peaceful recovery of any society. Given that the average length of refugee displacement is currently 17 years, not providing education denies an entire generation schooling, literacy and the potential for increased wage-earning. A lack of educational opportunities prevents people from acquiring the needed skills to rebuild their country once peace has been secured, and significantly jeopardises the long-term peace-building process (Rebecca et al., 2006).

Education is also needed in emergency settings to prepare societies for eventual post-conflict or post-disaster reconstruction and social and economic development. Balanced development with economic growth requires that young people of all social, ethnic, religious and political backgrounds are equipped with literacy, numeracy and basic information technology and vocational skills to contribute to rebuilding of national economies. This must include those affected by emergencies. Without the social capital constructed by strong education, a country or region may remain dependent on the international community during and for some time after an emergency. Young people also need up-to-date skills to earn a living in the informal economies that spring up during wartime (Talbot, 2013).

Colleen et al., (2010) added that education also plays a critical role in the wider reconstruction of conflict-affected societies. Establishing education at the community and system levels following a conflict can have an important stabilizing effect. It can enhance social cohesion, facilitate economic recovery and contribute to building peace. Education also underpins the realization of many other development goals, and as such it needs to be central to post-crisis development efforts.

Because education is a core function of the State (as duty-bearer) and a basic service the State is responsible for providing to its people, education is often the most widespread and visible institution in a country, present even in the most remote regions. Education can mitigate causes of conflict and contribute to more just, peaceful and prosperous societies.

2.6 Community Involvement in Education in Conflict Situation

According to Rebecca et al. (2006), community participation refers to both processes and activities that allow members of an affected population to be heard, empowering them to be part of decision making processes and enabling them to take direct action on education issues. Active involvement of the community facilitates the identification of community specific education issues and strategies that are effective in addressing them. Additionally, community participation serves as a strategy to identify and mobilize local resources within a community as well as build consensus and support for education programmes.

Communities both during and after conflict face additional challenges that may make positive engagement in education difficult, but at the same time education can contribute greatly to reconstruction efforts and conflict resolution. During conflict the retreat of the state from provision of public services creates a gap that is often filled by non-state actors to help ensure continuity of learning. Communities recognizing the intrinsic worth of education are often among those who step forward to provide education.

Joan and Laura (2009), notes that this is the case in certain areas of Somalia. The conflict which started in the early 1990s has destroyed Somalia's infrastructure and economic system. However, the community's traditional role in organizing and

managing quranic schools which predates the colonial period has been maintained. Drawing from their experience and knowledge in this area, communities stepped in to protect the schools from being taken over by local militia. Gradually the community shifted from being protectors of schools to being "owners" of schools. With the collapse of the state, the society realized the need to go back to the old system of administration. The community is now responsible for modern schools as it was responsible for Islamic education. Community provision of education can be highly successful and can provide a foundation for partnerships with the state after conflict has subsided.

Community involvement in education in Somalia took place later and was rather abrupt when the state collapsed. The role of the state was not only weakened, but it completely disappeared, and the community had to step in and assume the responsibility. Community involvement began modestly and expanded later. Community participation and ownership of schools is not only a viable option but also sustainable, because once schools are locally owned and managed, the community would become self-sufficient in resources and management. A school principle in Somalia was quoted to have said; "The future of education in Somalia will be better than ever, because today's education is established and managed by the community. Education that is owned by the community is better than one forced on them by outsiders. Likewise, the idea that the school belongs to the community should be encouraged, because if the community owns the school they would hold the administration accountable and they would maintain the school properly" (Joan et al., 2009).

Joan et al., (2009) poses different levels of community participation that vary according to the degree of engagement and activity. The participation ranges from passive collaboration or involvement with the education system, to an actively engaged role. Similarly, the world health organization WHO (1999) characterises community participation in three levels; *marginal participation* where community input is limited and transitory, and has limited direct influence on the outcome of the development activity; *substantive participation,* where the community is actively involved in determining priorities and carrying out activities even though the

mechanisms for these activities may be controlled externally. In *structural participation,* the community is involved as an integral part of the project and its participation becomes the ideological basis for the project itself. Here, the community plays and active and direct part in all aspects of development processes and has the power to ensure its opinions are taken into account.

Community participation is perceived as a way to improve ownership and accountability as well as to develop the capacity of stakeholders. It also provides an opportunity to improve access to education, particularly for excluded groups such as girls and to address issues of quality. In post conflict contexts, community participation is also viewed as a mechanism for peace building, because of its potential to restore relationships and community cohesion (World Bank, 2005). Additionally, the state has increasingly looked towards the communities share the financial burden of providing social services especially given their rapid expansion in a bid to meet Education for All (EFA) and Millennium Development Goals (MDGs).

A UNHCR education guideline indicates that communities should be involved in all areas of education activities from initiation to planning to implementation. In particular, community associations those focus on development of education programmes should be supported to ensure their sustainability. Community participation is perceived as a way to improve ownership and accountability and to develop the capacity of stakeholders. In conflict and post conflict settings, community involvement is viewed as a mechanism for peace building because of its potential to restore relationships and community cohesion (UNHCR, 2003).

2.7 Theoretical Framework

The study assumes a functionalist perspective, also called functionalism, which is one of the major theoretical perspectives in sociology and education, as well as perspectives of conflict theory as highlighted by Ron J, (2009). It has its origins in the works of Emile Durkheimwho was especially interested in how social order is possible or how society remains relatively stable. Functionalism interprets each part of society in terms of how it contributes to the stability of the whole society. Society is more than the sum of its parts; rather, each part of society is functional for the stability of the whole society. The different parts are primarily the institutions of

society, each of which is organized to fill different needs and each of which has particular consequences for the form and shape of society. The parts all depend on each other.

For instance, education serves many important functions in society. First, it socializes children and prepares them for life in society. This is not only done by teaching "book knowledge," but also teaching the society's culture, including moral values, ethics, politics, religious beliefs, habits, and norms. Second, education provides occupational training, especially in industrialized societies such as the United States. Similarly, the government, or state, provides education for the children of the family, which in turn pays taxes on which the state depends to keep itself running. The family is dependent upon the school to help children grow up to have good jobs so that they can raise and support their own families. In the process, the children become law-abiding, taxpaying citizens, who in turn support the state. If all goes well, the parts of society produce order, stability, and productivity. If all does not go well, the parts of society then must adapt to recapture a new order, stability, and productivity.

Conflict perspective in this study is especially useful in understanding conflict-related social phenomena. Conflict Theory claims that society is in a state of perpetual conflict and competition for limited resources. Functionalists would agree with Conflict Theorists that things break down in society and that unfair treatment of others is common. These break downs are called dysfunctions, which are breakdowns or disruptions in society and its parts that threaten social stability. As Colleen et al. (2010), puts it education systems are inextricably linked to the states and societies they serve. When states fail, are defeated, or when ethnic, religious, or ideological cleavages erupt into violence, schooling functions erratically, if at all.

Functionalism emphasizes the consensus and order that exist in society, focusing on social stability and shared public values. From this perspective, disorganization in the system, such as deviant behavior, leads to change because societal components must adjust to achieve stability. When one part of the system is not working or is dysfunctional, it affects all other parts and creates social problems, which leads to social change.

2.8 Conceptual Framework

Conceptual framework is a hypothesized model identifying the concepts under study and their relationship (Mugenda and Mugenda, 2003). It shows the relationship between the variables under investigation and their interdependencies. The conceptual framework shows the identified variables and their interrelatedness in the research framework.

A conceptual framework developed for this study shows the relationship of the factors of measurement for community perception on basic education. The dependent variable in this study is effective basic education. The independent variables in this study are education situation, role of education in conflict context and community involvement and perception on basic education. Other factors that can affect relationship between the variables include emergencies like conflict, drought, floods as well as education policies. These have been summarized in conceptual framework as shown in Figure 1.

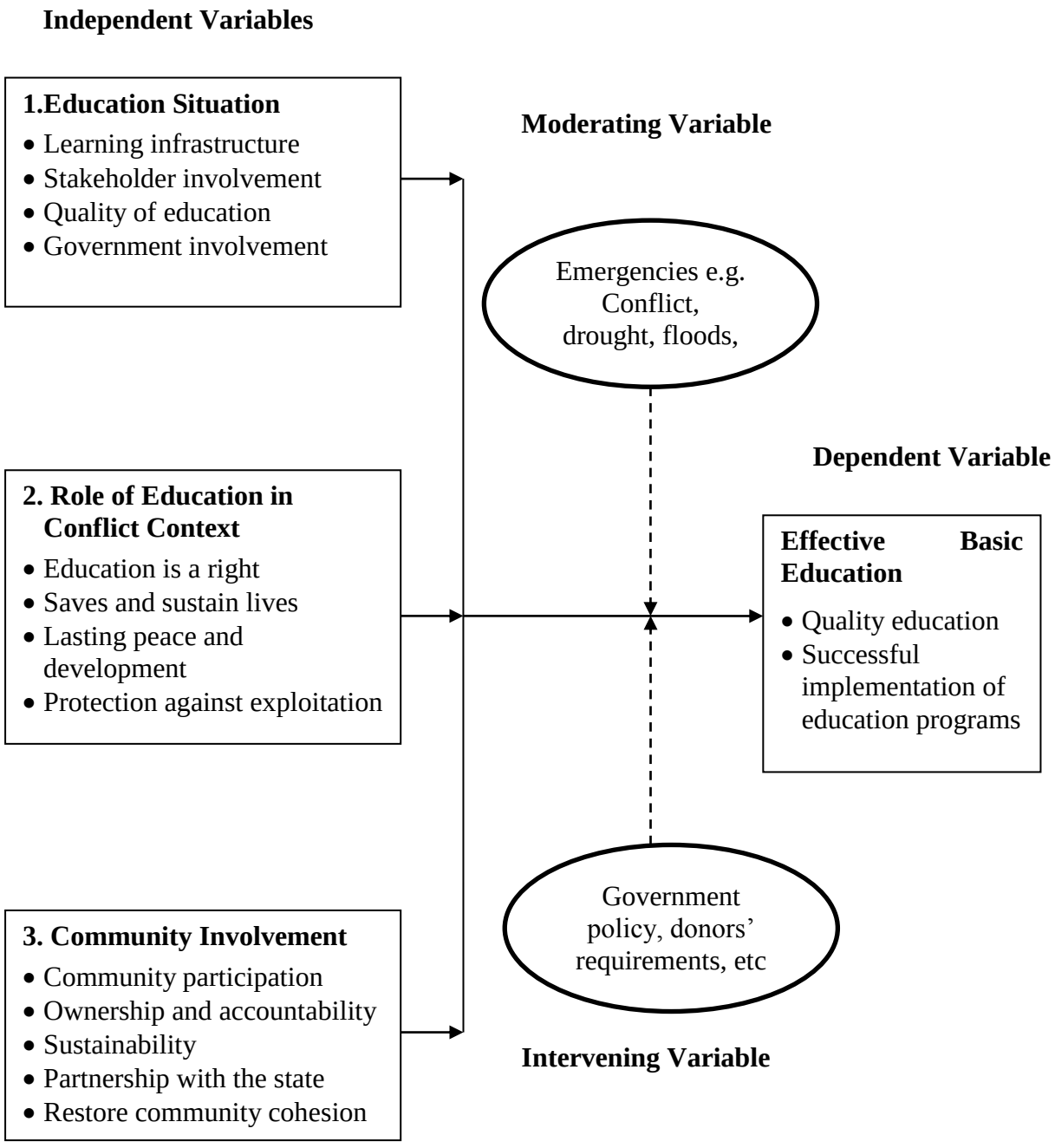


Figure 1: Conceptual Framework

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This section covers the research methodology used to conduct this study. Specifically the chapter discusses the following subtopics: site description, research design, target population, sample size, methods of data collection, data collection tools, validity of data collection instruments, operational definition of variables, methods of data analysis and ethical considerations.

3.2 Site Description

BeletHawa is the second largest district among other five districts in Gedo region, situated in the south-western part of the country. It has a town (BeletHawa) which is also the headquarters of the district, which, like most other districts in the region, is named after its principal town. The town is situated strategically at the border point of Kenya, Ethiopia and Somalia. BeletHawa is one of the most populous towns in the region. It is Gedo's commercial gateway as well as that of neighbouring regions.

The district has experienced a history of violent conflict between two main tribes which include the Marehan which is the majority clan in Gedo region; and Gerreh clan which is the majority in Mandera district on the Kenyan side. The Marehan clan is alleged to have majority of their men recruited into Al-shabab militia group hence accused by the Gurreh clan to be responsible for most of the violent conflicts in the border towns resulting to strained relations between the two tribes.

The district was selected to be the focus of this study since its town is cosmopolitan being at the border and experiences sporadic clan based conflicts which affect people’s political, social and economic way of life. The border point is porous and allows movement of Kenyan and Somali nationals at the border to access Mandera and BeletHawa towns as well as facilitating business between the two districts. In addition, due to the long decade of conflicts in Somalia that affected development infrastructure including education, some members of the community in BeletHawa opt to cross over and enrol their children in Kenyan schools in the neighbouring Mandera district since the systems are better established compared to those in other districts in Gedo region.

3.3 Research Design

This study used descriptive survey research design to explore communities' perception on basic education in conflict contexts. A descriptive survey describes the state of affairs of an occurrence as it exists. A survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables (Mugenda and Mugenda, 1999). It involves systematic and comprehensive study of a particular community, group or organization with a view of analysing a social problem and presentation of recommendations for its solution (Ahuja, 2001).

According to Best and Khan (1992), descriptive research seeks to establish factors with certain occurrences, outcomes, continuous or type of behaviour. Abagi (1995) argues that descriptive research attempts to describe what was, or what is in a social system. It was aimed at helping the research to have an in-depth study of the problem under investigation.

3.4 Target Population

Target population refers to the entire group of individuals or objects to which a researcher is interested in generalizing the conclusions (Best and Kahn, 1989). A population can be defined as an entire set of relevant units of analysis or data. It can be referred to as the aggregate of all the cases that conform to some designated set of specifications. Borg and Gall (1989) argues that the target population are all the members of a real or hypothetical set of population, events or objective to which a researcher wishes to generalize the results of the study.

In this study, the target population was drawn from BeletHawa district of Gedo region Somalia who were the beneficiaries of NCA Education program. There are about 120 direct adult beneficiaries of the NCA education program in the districts, excluding school going children. Hence, the units of study were community members who mainly included men and women, the local community leaders, youth beneficiaries, community education committees and parents, as well as local authorities.

3.5 Sample Size and Sampling Procedures

A sample is a finite part of a statistical population whose properties are studied to gain information about the whole (Webster, 1985). It is a group in a research on which information is obtained. When dealing with people, it can be defined as a set of respondents (people) selected from a larger population for the purpose of a survey. Sampling is the process of selecting the sample of individuals who will participate as part of the study.

Krejcie and Morgan (1970) developed a table that guides the sample selection process in research. This research adopted the model suggested by the two researchers. From this model, a sample size of 92 is adequate for a target population of 120. The researcher used the total number of the approximated adult beneficiaries as the population (N) and then used the model developed by the two researchers to get the sample size (S). The sample size in this study was 92, where the sampling units were obtained through stratified random sampling technique to give each unit an equal chance of being selected and considering the existing stratification in terms of gender and social roles in the community.

This sample size of 92 was categorized in three strata for purposes of data collection; There was the general population who composed of men, women and youth making about 80% of the total sample size, hence 74 respondents and the researcher used general survey questionnaire to collect data from them. In addition, one focus group discussion composed of 8 respondents who included community leaders and education committees was conducted to obtain additional information on the subject under study. The study also obtained key information from 10 Key informants who included teachers and local education authorities.

3.6 Methods of Data Collection

This study utilized the structured questionnaires, as the main data collection method. Naremo (2002) argues that the questionnaires condenses all the authentic data against the question in it and is free from distortion at the time of analysis. The sentiments by Naremo (2002) are supported by Mugenda and Mugenda (1999) who emphasizes on the use of questionnaires for survey designs. In addition, focussed group discussion

and key informant interviews were conducted to give additional information and also to get in-depth understanding of the issues as detailed by the population of study.

The research administered 74 structured questionnaires to community members who were beneficiaries to the Norwegian church aid's education programme in BeletHawa who included men women and youth in the district. Since majority of the respondents (about 80% could read and write, the questionnaire was self-administered; however for those respondents who could not manage on their own (about 20%), the researcher personally took them through the questionnaire with the help of a local translator and filled the information on behalf of the respondent.

In addition, one Focussed Group Discussion with 8 members targeting the units of study and interviews with 10 Key Informants who will included teachers, community leaders and local authorities among others. The researcher used and FGD and interview guides respectively, with the assistance of a local translator where needed. Where the researcher observed information related to the study, notes were taken down to support the findings of the research.

3.6.1. Questionnaire Return Rate

Questionnaire return rate is the proportion of the sample that participated as intended in all the research procedures. A total of 74 questionnaires were administered randomly to the community members. Out of these, 68 were successfully collected indicating a 91.9% response rate. The response rate per village is as shown in Table 3.1.

Table 3.1: Questionnaires return rate

S/No.	Village	Questionnaires Issued	Questionnaires Returned	Percentage (%)
1	Belet Hawa Town	32	30	93.8
2	Malkariyey	26	24	92.3
3	Belet Amin	16	14	87.5
	Total	**74**	**68**	**91.9**

The researcher also organised interviews with 10 key informants from different social/professional responsibilities and locations who included 4 local authorities and 6 teachers from Markariyo village and Belet Hawa town. The key informants' summary is as shown in Table 3.2.

Table 3.2: Key Informants Schedule

Respondent Location	**Social/Professional Role**		**Total**
	Local Authorities	**Teachers**	
Malkariyey	1	2	3
Belet Hawa Town	3	4	7
Total	**4**	**6**	**10**

In addition to the above respondents, the researcher had an organised focus group discussion with 8 participants (5 Male and 3 Female) who were community leaders and education committees from the region.

3.7 Data Collection Tools

The research employed the questionnaires (both closed and open ended) which targeted key partners and stakeholders in NCA education program in BeletHawa, interview schedules that targeted key informants and focus group discussions, voice recorders and cameras for documentation purposes and secondary data from official documents, reports and other publications to collect data. Where the researcher observed information related to the study, notes were taken down to support the findings of the research.

3.8 Validity of Data Collection Instruments

Validity refers to the appropriateness, meaningfulness and usefulness of the inferences a researcher makes. It is the strength of our conclusions, inferences or propositions. More formally, Cook and Campbell (1979) define it as the "best available approximation to the truth or falsity of a given inference, proposition or conclusion. According to Mugenda and Mugenda (1999), validity is the degree to which a test measures what it purports to measure. It enables the researcher to remove irrelevant, biased and ambiguous questions hence promoting validity. The validity of

instruments refers to the accuracy, clarity, soundness, suitability, meaningfulness or technical soundness of the research instrument. In this case the validity was achieved through conduction of a peer session for review and comments on the tools with irrelevant details removed, as well as further review and technical input by the supervisor.

3.9 Methods of Data Analysis

This study generated mainly qualitative data and also elements of quantitative data. The completed questionnaires and interview schedules were edited to ensure that they were complete and thorough. The qualitative data from open ended questions was coded to enable quantitative analysis. The coded data and the quantitative data was analysed using descriptive statistics. Statistical Package for Social Sciences (SPSS) was used to analyse data in order to establish relationship between the variables. Writing was done using Microsoft word and findings presented in tables.

3.10 Operational Definition of Variables

A variable is an empirical property that can take two or more values. It is any property that can change, either in quantity or quality (Mugenda and Mugenda, 1999).

A dependent variable is a variable whose outcome depends on the manipulation of the independent variables. In this study the dependent variable is effective basic education. Independent variable on the other hand is a variable that is manipulated to cause changes in the dependent variable. In this study the independent variables were education status, role of education in conflict context community involvement in education matters.

Moderating variables behaves like the independent variable in that it has a significant contributory or contingent effect on the relationship between the dependent and the independent variable. In this study the moderating variable were emergencies e.g. conflict, drought, floods, harsh weather conditions etc. Intervening variable is a variable that might affect the relationship of the dependent and independent variables but it is difficult to measure or to see the nature of their influence. In this study the intervening variables were government policies on education and donors and other stakeholders' requirements.

An operational definition describes how the variables are measured and defined within the study. It is a description of a variable, term or object in terms of the specific process or set of validation tests used to determine its presence and quantity. It is generally designed to model a conceptual definition. Nominal and ordinal scales will used to investigate the various variables in the study (Allen et al., 1995). Descriptive statistics will be used to analyse data.

3.11 Ethical Considerations

Prior to embarking on the study, the researcher sought written permission from the concerned authorities. The questionnaire was approved by the supervisor before being used in the research. The participants were informed of the purpose of study and assured of confidentiality. No names were required on the questionnaire and participation was voluntary.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETETION

4.1 Introduction

This chapter covers data analysis, presentation and interpretation for the purposes of answering the research questions. The data tool used in this research was a questionnaire containing both open and close ended questions. The survey focussed on analyzing the community's perception on basic education in conflict contexts.

4.2 Descriptive Characteristics of the Respondents

The general characteristics of the community members who participated in the study are as cross-tabulated in Table 4.1 and Table 4.2.

Table 4.1: Gender and Ethnicity of the Respondents

Respondent Village		**Gender**		**Ethnic Community**		**Total**
		Male	**Female**	**Marehaan**	**Rahanwein**	
Belet Hawa Town	Count	19	11	24	6	**30**
	% of Total	27.9	16.2	35.3	8.8	**44.1**
Malkariyey	Count	14	10	19	5	**24**
	% of Total	20.6	14.7	27.9	7.4	**35.3**
Belet Amin	Count	8	6	11	3	**14**
	% of Total	11.8	8.8	16.2	4.4	**20.6**
Total	**Count**	**41**	**27**	**54**	**14**	**68**
	% of Total	**60.3**	**39.7**	**79.4**	**20.6**	**100.0**

As it can be seen from Table 4.1, the male population was higher among the participants accounting for 60.3% as compared to 39.7% of the female participants. Also a total of 79.4% of the respondents were from Marehaan ethnic community while 20.6% were from the Rahanwein ethnic community. The respondents were in different age groups as has been summarised in Table 4.2.

Table 4.2: Age of the respondents

Respondent Village		Age Bracket				Total
		25 - 34 years	35 - 44 years	45 - 54 years	Above 55 years	
Belet Hawa Town	Count	4	13	11	2	**30**
	% of Total	5.9	19.1	16.2	2.9	**44.1**
Malkariyey	Count	1	7	13	3	**24**
	% of Total	1.5	10.3	19.1	4.4	**35.3**
Belet Amin	Count	0	3	11	0	**14**
	% of Total	0.0	4.4	16.2	0.0	**20.6**
Total	**Count**	**5**	**23**	**35**	**5**	**68**
	% of Total	**7.4**	**33.8**	**51.5**	**7.4**	**100.0**

As it can be seen from Table 4.2, a total of 51.5% of the respondents were aged between 45 and 54 years, 33.8% of the respondents were aged between 35 and 44 years, 7.4% of the respondents were aged between 25 and 34 years and a similar number were aged above 55 years.

4.4 Community Perception on Basic Education

The researcher investigated the community perception on basic education in conflict context. This was measured using both closed and open ended questions. In open-ended questions the respondents were allowed to give detailed responses. In the closed questions, the participants used Yes and No structure as well as a five-point Likert scale to indicate degree of agreement with the highlighted statement. The researcher investigated the education situation, the role of education in conflict situations and also the community participation in education programs.

4.4.1 Education Situation

In this section the researcher aimed at analysing the education situation in Belet Hawa district in Somalia. This was gauged in terms of availability of education facilities, quality of education and also the government and stakeholders' involvement in

matters education. The respondents gave varying opinions and these are summarized in Table 4.3.

Table 4.3: Education Situation

Variable	**Rating**		**Frequency**	**Percentage (%)**	
Do you have any persons who attend primary school in your household?	YES		52	23.5	
	NO		16	76.5	
How far is the nearest primary school from your household in terms of minutes by foot?	10 - 30 minutes		28	41.2	
	30 min – 1 hour		40	58.8	
	More than 1 hour		0	0.0	
Education Situation	**1 Strongly Disagree (%)**	**2 Disagree (%)**	**3 Undecided (%)**	**4 Agree (%)**	**5 Strongly Agree (%)**
There are adequate education facilities in this area	58.8	35.3	5.9	0.0	0.0
The quality of education in this area is high	63.2	30.9	0.0	5.9	0.0
Stakeholders (NGOs, INGO, CBOs) are involved in the education matters in this area	0.0	0.0	0.0	30.9	69.1
Conflict in Somalia has affected the education situation	0.0	0.0	0.0	26.5	73.5
The government has been involved in the provision of education.	14.7	85.3	0.0	0.0	0.0

From Table 4.3, a total of 76.5% of the respondents admitted that they had persons in their households who attended primary schools but 23.5% of the respondents did not have any school going person in their households. 58.8% of the respondents said that the nearest school was about 30 to 1 hour by foot, while 41.2 said that the nearest

primary school was about 30 minutes away by foot. The purpose of this question was to gauge the accessibility of education facilities by the community.

A total of 59.8% of the respondents strongly disagreed that there were adequate education facilities in the area. A further 35.3% of the respondents disagreed with the same. 5.9% of the respondents were undecided about that position. The majority participants of the focussed group discussion added that the facilities were poor given that most of them have been destroyed during the decade of war and only a few institutions were receiving support from various non-governmental organisations since the government has not been functional for decades. However, some of the participants felt that, with the prevailing circumstances, the facilities were fair since they were able to accommodate their children. In addition, all the Key Informants pointed out that education infrastructure was poor and had been left in the hands of the communities, and NGOs since the government had not been functional for decades. They also added that there were limited post primary education facilities and children and youth were forced to seek education in other areas.

63.2% of the respondents strongly disagreed that the quality of education in the area was high with an additional 30.9% of the respondents disagreed with the same. Only 5.9% of the respondents felt that the quality of education in the area was high. All participants from the focussed group discussion and key informants interviews confirmed that the quality of education was poor since majority of the teachers lacked skilled training. In addition, they lacked motivation in terms of salaries and only got incentives from well-wishers from diaspora communities and NGOs working in the area. To confirm this, 69.1% of the respondents from the community strongly agreed that stakeholders (NGOs, INGO, CBOs) were involved in the education matters in the area with a further 30.9% agreeing with the same.

A total of 85.3% of the respondents disagreed that the government was being involved in the provision of education in the area with a further 14.7% strongly disagreed with the same. The respondents also admitted that there has not been any government system in operation, although the country has recently established a government and it is anticipated that relevant structures will be put in place to facilitate education. The focused group discussion participants said that there has been no government

involvement in the district and the entire region as a whole, but with the current ongoing efforts towards establishment of a new government, it is expected that the government will take over education and other sectors. This was in agreement with the responses from the key informants. The local authorities key informants interviews pointed out that since the government is currently in the process of reestablishing itself, education in the region is mainly guided by policies and frameworks established by INGOs and NGOs working in education sector, such as UNICEF and UNESCO.

The participants in all the sections also gave some of the major consequences on education as a result of the decade of conflict in Somalia. There has been displacement of teachers and pupils causing un-attendance of schools. Also there has been deaths and bereavement of teachers and pupils. There has been destruction of school infrastructure, learning materials e.g. books and computers. There has also been migration to the nearby less volatile districts and regions including Kenya. They also mentioned effects such as stalled development, lack of a functional government, destruction of infrastructure such as education facilities, hospitals, etc and death and displacement of people.

4.4.2 Role of Education in Conflict Context

In this section the researcher analysed the role of education in conflict context. The respondents used both open and closed questions and their responses are summarised in Table 4.4.

Table 4.4: The role of Education in Conflict Context

Variable	**Rating**	**Frequency**		**Percentage (%)**	
In your opinion does education play in role in conflict resolution?	YES	59		86.8	
	NO	9		13.2	
Do you think that education is a key intervention during conflict and other emergencies?	YES	63		92.6	
	NO	5		7.4	
Role of education	**1 Strongly Disagree (%)**	**2 Disagree (%)**	**3 Undecided (%)**	**4 Agree (%)**	**5 Strongly Agree (%)**
Education is a right for every child	0.0	0.0	0.0	23.5	76.5
Education is essential for lasting peace and development	0.0	0.0	0.0	32.4	67.6
Education protects against exploitation and children being recruited into militia groups	0.0	0.0	0.0	8.8	91.2
Education sustains life by giving children sense of restoration of normality, familiar routine and hope for future	0.0	0.0	0.0	79.4	20.6
Education fosters values inclusion, tolerance, human rights and conflict resolution	0.0	0.0	0.0	11.8	88.2

As it can be seen from *Table 4.4,* 86.8% of the respondents were of the opinion that education played a role in conflict resolution. Only 13.2% of the respondents held a

contrary opinion. Also 92.6% of the respondents agreed that education is a key intervention during conflict and other emergencies. Only 7.4% of the respondents held a contrary opinion.

The participants of the focused group discussion noted that education equips people with the skills to resolve disputes peacefully and promotes peaceful coexistence. They also added that education provides safe environments for children during conflict. It also provides an alternative to crime through building skills for enhanced livelihoods. The participants agreed that education is an important intervention during conflict and emergencies as it lays foundation towards recovery and long term development of a community. In addition it serves to protect against exploitation and recruitment of their children and youth into criminal groups hence maintaining peace and order in the community. Similar sentiments were echoed by the key informants in their responses.

In addition, 76.5% of the respondents strongly agreed that education is a right for every child with a further 23.5% of the respondents agreeing with the same. Education is essential for lasting peace and development. 67.6% of the respondents strongly agreed with that position and a further 32.4% agreed with the same. 91.2% of the respondents strongly agreed that education protects against exploitation and children being recruited into militia groups with a further 8.8% of the respondents agreeing with the same.

Education sustains life by giving children sense of restoration of normality, familiar routine and hope for future. This is a position that was strongly agreed upon by 20.6% of the respondents with a further 79.4% of the respondents agreeing with the same. Education also fosters values inclusion, tolerance, human rights and conflict resolution. This is a position that was strongly agreed upon by 88.2% of the respondents and 11.8% agreed with the same.

The responses from the key informants' interviews revealed that most stakeholders implementing programs in the region focused on building capacities of beneficiaries for purposes of ownership and sustainability. The programs also pay attention to meeting the needs of men and women, boys and girls.

4.4.3 Community Involvement and Perceptions on Education

In this section the researcher analysed the community participation in education programs in the area. The respondents used both open and closed questions and their responses are summarised in Table 4.5.

Table 4.5: Community Involvement in Education Programs

Community involvement in education programs	1 Strongly Disagree (%)	2 Disagree (%)	3 Undecided (%)	4 Agree (%)	5 Strongly Agree (%)
The community is involved in education programming by stakeholders in this area	11.8	52.9	4.4	30.9	0.0
The community has fully embraced the education interventions by stakeholders in this area	0.0	0.0	0.0	44.1	55.9
The interventions on education have a positive impact on education in this area	0.0	0.0	0.0	69.1	30.9
Community participation plays a big role in the successful implementation and sustainability of education programs	0.0	0.0	0.0	73.5	26.5
Community involvement fosters a sense of ownership of the education programs.	0.0	0.0	0.0	77.9	22.1
The community has coped with the effects of conflict on the education system	0.0	69.1	0.0	30.9	0.0

As it can be seen from *Table 4.5,* 30.9% of the respondents agreed that the community is involved in education programming by stakeholders in the area. 4.4% of the respondents were undecided about that position. However, 52.9% of the respondents

disagreed that the community is involved in education programming by stakeholders with a further 11.8% strongly disagreeing with the same.

The participants of the focussed group discussion added that members of the community participate at various levels, but not to a large extent, as they are merely beneficiaries receiving support from service providers. Leaders and community education committees are mainly involved on the behalf of the community in identification of community education needs and represent the community in meetings and monitoring interventions. They also agreed that the relationship between various organisations involved in education interventions was good and they all worked together to meet the needs of the community. The responses from the key informants' interviews also were in agreement with the views of the participants in the discussion group.

The community has fully embraced the education interventions by stakeholders in the area. This is a position that was strongly agreed upon by 55.9% of the respondent with a further 44.1% of the respondents agreed with the same. Also the interventions on education have had a positive impact on education in the area. 30.9% of the respondents strongly agreed with that position with a further 69.1% of the respondents agreeing with the same. The teachers and local leaders who were key informants also added that education equips people with skills to resolve disputes peacefully, promote peaceful coexistence, and provide an alternative to crime through building skills for enhanced livelihoods.

Community participation plays a big role in the successful implementation and sustainability of education programs. 73.5% of the respondents agreed with that position and a further 26.5% of the respondents strongly agreeing with the same. Also 22.1% of the respondents strongly agreed that community involvement fosters a sense of ownership of the education programs and a further 77.9% of the respondents agreed with the same.

On whether the community had coped with the effects of conflict on the education system, 30.9% of the respondents said that the community had coped well but 69.1% being the majority of the respondents disagreed that the community had coped with the effects of conflict on the education system.

The trend from the responses given on community participation, the views of the participants of the focussed group discussion and the responses from the key informants showed that community involvement was paramount for successful implementation and sustainability of education programs in the area. However the education stakeholders were not fully involving the community in program planning and design as the participants pointed out.

4.5 Descriptive Statistics of the Variables

Using a five point Likert-type scale that ranged from 5= Strongly Agree, 4= Agree, 3= Uncertain, 2= Disagree and 1= Strongly Disagree respondents quantified the responses to the questions provided. The critical value of the scale was defined as 3.0. A smaller value signifies a divergent opinion or discontentment with the statement while a larger value signifies expressions of concurrent opinion. The summarized aggregated statistics is as shown in Table 4.6

Table 4.6: Descriptive Statistics of the Variables

S/No	Variable	N	Mean	Std Deviation	Variance
1	Education situation	68	2.85	0.532	0.283
2	Role of education in conflict context	68	4.71	0.360	0.130
3	Community involvement	68	3.75	0.636	0.404

As it can be seen from Table 4.6, the education situation was rated very low, community involvement was moderate but the role of education in conflict context was rated significantly high.

The respondents rated the education situation very low (M=2.85, Std Deviation=0.532). This means that the general education situation is poor. There is lack of learning infrastructure, skilled teaching workforce and learning materials. The

government involvement and stakeholders involvement is also low. As a result the quality education is not being offered in the area.

Community involvement was rated moderate (M=3.75, Std Deviation=0.636). This implies that the community is participating to some extent. The community has embraced the education interventions by the stakeholders and the interventions have had a positive impact. Also community participation played a big role in successful implementation and sustainability of education programs, ownership and accountability and also restores community cohesion.

The role of education in conflict context was rated very high (M=4.71, Std Deviation=0.360). This means that education has played a big role in conflict resolution. Education is essential for lasting peace and development. It also protects against exploitation and children being recruited into militia groups. It also saves and sustains life by giving children a sense of restoration of normality, familiar routine and hope for the future. Education also fosters values inclusion, tolerance, human rights and conflict resolution.

These views were also shared by respondents of the Focus Group Discussion and Key Informant interviews.

4.6 Summary of Chapter Four

The chapter explored an overall 91.9% survey return rate, summary of respondents' gender, village, ethnic community, education in conflict context, the role of education and community participation in education programs. Data was collected using questionnaires, focus group discussion and key informants. The questionnaires used contained both closed and open ended questions. In open-ended questions the respondents provided qualitative data. Closed-ended questions were refined using Likert scale or made a choice of "Yes" or "No" answers. Descriptive statistics such as frequencies and percentages were used in data analysis. The analysed data was presented in tables.

CHAPTER FIVE
SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary of findings, discussion, conclusion and recommendations for further research. The researcher compared the study with the body of knowledge obtained from the literature review in chapter two to come up with the conclusion. This research was guided by three objectives and three research questions. The descriptive survey research method was used and questionnaires were used as the data collection method.

5.2 Discussion of Findings

The researcher investigated the education status, and explored the community's perception on basic education in conflict contexts in Belet Hawa district in Somalia.

5.2.1 Education Status and Effective Basic Education

Education in emergencies takes place in institutional contexts that are unlike those that usually apply in stable, peaceful settings. Rebecca et al. (2006), define education in emergencies as schooling and other structured activities for those whose lives have been thrown into disorder by extreme and difficult circumstances. This is the situation at the location where this study was carried out.

To supplement meagre government sources, funding of education in conflict emergencies typically comes from humanitarian appeals. This study revealed that education system in Gedo region is funded by donors, who are mainly NGOs. Government involvement in the area of study is minimal, as the country recently established a government and is in the process of reestablishing working structures that can facilitate development and other interventions. Education system in Gedo region is characterized by schools with poor education facilities. An education assessment by Norwegian Church aid indicated that there are 134 primary schools in Gedo region, four secondary schools, one university and four vocational centers. Out of these 104 schools receive various forms of external support while others are managed by the community since the government has not been functional since the collapse.

There have been major consequences on education as a result of the decade of conflict in Somalia. Some of these include displacement of teachers and pupils causing un-attendance of schools, death and destruction of school infrastructure as well as learning materials. In addition, there has also been migration to the nearby less volatile districts and regions including Kenya. Other effects include stalled development, lack of a functional government, destruction of infrastructure such as education facilities, hospitals, etc and death and displacement of people.

5.2.2 Role of Education in Conflict Context and Effective Basic Education

The study revealed that education plays a critical role in conflict resolution and protection for children in conflict contexts. All children have a right to a quality education in all situations and at all times, including in emergencies, as recognised by the Convention of the Rights of the child (1981) and Universal Declaration of Human Rights in 1948. It sustains life by providing security and a sense of normalcy for children, instilling dignity and a sense of purpose for the future. In addition, education sustains life by providing security and a sense of normalcy for children, instilling dignity and a sense of purpose for the future.

The study also revealed that education facilities such as schools protect against exploitation and children being recruited into militia groups, or becoming victims of sexual violence or exploitation.

5.2.3 Community Involvement and Effective Basic Education

The findings of this study indicated that there was minimal community involvement in education planning, and other decision making processes, with only 40% acknowledging involvement at various levels, majority of who were leaders. More often than not community members are merely beneficiaries receiving support from service providers. Community participation is perceived as a way to improve ownership and accountability as well as to develop the capacity of stakeholders. It also provides an opportunity to improve access to education, particularly for excluded groups such as girls and to address issues of quality. In post conflict contexts, community participation is also viewed as a mechanism for peace building, because of its potential to restore relationships and community cohesion (World Bank, 2005). The study indicated that where communities were involved decision making processes

in education interventions, there was enhanced sense of ownership, support and participation in planning and management of various programmes.

Community involvement in education in Somalia took place later and was rather abrupt when the state collapsed. The role of the state was not only weakened, but it completely disappeared, and the community had to step in and assume the responsibility. Community involvement began modestly and expanded later. Community participation and ownership of schools is not only a viable option but also sustainable, because once schools are locally owned and managed, the community would become self-sufficient in resources and management.

5.3 Conclusion

Despite a decade of advocacy; education still continues to receive negligible attention and support when compared with other sectors such as livelihood, food, health, shelter, water and sanitation. Balanced development with economic growth requires that people of all social, ethnic, religious and political backgrounds are equipped with literacy, numeracy and basic information technology and vocational skills to contribute to rebuilding of national economies. Without the social capital constructed by strong education, a country or region may remain dependent on the international community during and for some time after an emergency. There are few education facilities in Belet Hawa district which are inadequately equipped, both in terms of qualified human resource and also basic infrastructure. The burden of initiating and supporting schools, mobilization of resources, supervision and management falls in the hands of the community, non- governmental organizations and well-wishers.

When education is supported in crisis and post-crisis contexts it can save and sustain lives, contribute to meeting global development goals, and support lasting peace and development. Community participation should be enhanced to ensure ownership, support and participation in planning and management of various programmes. With the recent establishment of the Somalia government in August 2012, it is anticipated that the country will stabilize and have functional infrastructure including the ministry of education that will steer up development of the country.

5.4 Recommendations

From the literature review and observations made through the instruments of this research it is clear the education situation in Gedo region and Somalia in general is wanting. A lot must be done to improve the current situation. The recommendations made here are meant for the policy makers, and the humanitarian aid agencies that are involved in the implementation of assistance in Somalia and especially Belet Hawa district in Gedo region.

1. NGOs and stakeholders should prioritize education in funds allocation and investment in school infrastructure. Donors and NGOs working in the region should prioritize education as it's the basis for building resilience towards emergencies and promotes long-term development. Education as a key and a crucial intervention during conflict and other emergencies.
2. It is important that there be more capacity building by donors and other key stakeholders to the government, local authorities, teachers and other stakeholders supporting education in the community in order to establish relevant structures that support education.
3. The community should be more involved and at all levels. Community ownership should to be enhanced through involvement in education programming, project planning and management.
4. In as much as education is important and ranks high, there are other interventions that are of high priority as they save lives during emergencies e.g. food supply, water, health, infrastructure development and peace initiatives. These should go hand in hand and provided for at equal measures since provision of education without these other amenities will be futile.
5. The government should be strengthened to take up development initiatives in the region. This will go a long way in dealing with insecurity in the district and sporadic conflicts in the Kenya Somalia border towns. As are result education frameworks in place will be implemented successfully.

5.5 Suggestions for Further Studies

This study was conducted to explore the community perception on basic education in conflict contexts. In this regard there is still room for further investigation in this area, with the following suggestions for further studies being outlined;

1. Factor influencing the effective implementation of education programs in conflict contexts.
2. The factors affecting the successful implementation of education programs in war torn regions.

REFERENCES

Abagi O. (1995). "*Gender Equity as a Challenge for Implementing EFA: Recounting Gender Issues in the Provision of Education for All in Kenya".* Nairobi: Kenya.

Abdirnoor Abdullah. (2008). *"Community Assumes the Role of State in Education in Stateless Somalia*". Columbus: Ohio.

Allen, M.J., and Yen, W.M. (1995). *Introduction to Measurement Theory.* Monterey, CA: Brooks/Cole.

Best, J., and Kahn. (1989). *Research in Education, (6th ed).* Eaglewood, Cliff, New Jersey: Prentice Hall.

Borg, W.R., and Gall, M.D. (1989). *Educational Research-An introduction, (5thed).* New York

Burde Dana. (2004). "*Education in Emergencies and Post conflict situations: Problems, Responses and Possibilities".* Columbia University: New York

Cook, T.D., and Campbell, D.T. (1979). Quasi-Experimentation: Design and Analysis Issues for Field Settings. *Data Experimentation*

Colleen, G., and Maria, A. (2010). "*Education in Conflict and Transition Context".* UNICEF: New York.

International Save The Children Alliance. (2008). *"Delivering Education for Children in Emergencies- A Key Building Block for the Future."* Cambridge House, London, UK

Joan, S., Laura, B. (2009). "*Promoting Participation: Community Contributions to Education in Conflict Situations".* UNESCO & CfDT Education Trust, Paris, France.

Krejcie .V. Robert, Morgan .W. Daryle. (1970). *"Determining Sample Size for Research Activities".* University of Minesota, Texas, USA

Mugenda, O.M., and Mugenda, A.M. (1999). *Research Methods; Qualitative and Quantitative Approaches* . Acts Press: Nairobi.

Norwegian Church Aid. (2012). *"Gedo Region Education Status Report."* Nairobi: Kenya.

Phillis, K. (2012). *"Education for Conflict Prevention and Peace Building."* UNESCO, Paris: France.

Rebecca, W., and Mendenhall, M. (2006). *"Education in Emergencies: A Critical Factor in Achieving The Millennium Development Goals"* Inter-Agency Network for Education in Emergencies (INEE), UNICEF – Education *Section*, New York, NY 10017, USA

Ron, J. H. (2010). *"Introduction to Sociology."* California: USA

Talbot, C. (2013). *Occasional Paper #3: "Education in Conflict Emergencies in the Light of the Post-2015*". NORRAG, Geneva: Switzerland.

UNDP. (2012). Somalia Human Development Report, *"Empowering Youth for Peace and Development."* Publishing Services Section, Nairobi.

UNESCO. (2011). *EFA Global Monitoring Report: "The Hidden Crisis: Armed Conflict and Education"*. Paris: UNESCO

UNHCR. (2003). *"Education Field Guidelines*." Geneva: Switzerland.

UNICEF. (2011). *"The Role of Education in Peace building: Literature Review."* Three United Nations Plaza, New York: New York 10017.

United Nations. (1949). *United Nations Universal Declaration of Human Rights 1948.* United Nations (UN)

Webster, M. (1985). *Webster`s Ninth New Collegiate Dictionary*. Meriam: Webster Inc.

WHO. (1999). *"Community Emergency Preparedness: A Manual for Managers and Policy-Makers."* Geneva.

World Bank. (2005). *"Reshaping the Future: Education and Post Conflict Reconstruction".* Washington: D.C.

APPENDICES

Appendix I: Letter of Transmittal

Caroline Mwai
Mobile: 0721621980
Nairobi – Kenya
10th October 2013

Dear Sir/Madam,

RE: Study on community perception on basic education in conflict contexts. A case of Norwegian Church Aid Education Program in BeletHawa District in Somalia

I am a student at the University of Nairobi undertaking a Master's Degree in Rural Sociology & Community Development. I am currently undertaking a research entitled **"**community's perception on basic education in conflict contexts - a case of Norwegian Church Aid- Education Program – BeletHawa District in Somalia.**"** The study is expected to provide useful information that will be beneficial in enhancing and prioritizing the role of education in emergencies.

You have been identified as one of the key respondents courtesy of your position as a resident of this region and as a community member, to provide information for the study. This is therefore to request you to complete the questionnaire (grant me an interview) to facilitate the same. All information that you provide shall be treated with utmost **confidentiality** and shall be used for the purposes of this study only.

Yours truly,

Caroline Mwai
C50/70162/2011

Appendix II: Questionnaire for Community Members

A. Social & Demographic Information

1. Respondent location/village.....
2. Clan/Ethnic community.....
3. Sex of respondent:

Male ☐ Female ☐

4. Age of respondent in years

Below 25 years	[ ]
Between 25 -34 years	[ ]
Between 35- 44 Years	[ ]
Between 45 – 54 Years	[ ]
Above 55 years	[ ]

5. Number of members in the household

1 - 3	[ ]
4 - 6	[ ]
7 - 9	[ ]
10 and Above	[ ]

6. Level of education:

None	[ ]
Lower primary	[ ]
Upper primary	[ ]
Secondary plus	[ ]

7. Social role in the community

.....

.....

Education situation

8. How far is the nearest primary school from your household in terms of minutes by foot?

   Less than 10 minutes [ ]
   10 – 20 minutes [ ]
   30 minutes [ ]
   30 min – 1 hour [ ]
   More than 1 hour [ ]

9. Do you have any persons who attend primary school in your household?

   Yes [ ] No [ ]

10. To what extent do you agree with the following statements about the education situation in your area? Use a scale of 1 to 5 where 5= Strongly Agree 4 = Agree, 3 = Undecided, 2 = Disagree and 1 = Strongly Disagree

Education Situation	**1 Strongly Disagree**	**2 Disagree**	**3 Undecided**	**4 Agree**	**5 Strongly Agree**
There are adequate education facilities in this area					
The quality of education in this area is high					
Stakeholders (NGOs, INGO, CBOs) are involved in the education matters in this area					
Conflict in Somalia has affected the education situation					
The government has been involved in the provision of education in this area.					

11. In the past one year, how is the government generally involved in provision of education in this area? Tick as many as apply

- ☐ Building of schools
- ☐ Building of infrastructure within schools e.g. toilets, classrooms, dorms etc.
- ☐ Provision of water and sanitation services e.g. dams, piping, boreholes etc.
- ☐ Provision of learning materials e.g. books, computers, etc.
- ☐ Curriculum development
- ☐ Training and employment of teachers
- ☐ Sponsorship for students
- ☐ Other (explain)

12. How has the decade of conflict in Somalia affected education in your community?

- ☐ Displacement of teachers and pupils causing un-attendance of schools
- ☐ Death and bereavement of teachers and pupils
- ☐ Destruction of schools and infrastructure
- ☐ Destruction of learning materials e.g. books, computers etc.
- ☐ Other (explain)……

B. Role of education in conflict context

13. In your opinion does education play in role in conflict resolution?

Yes [ ] No [ ]

Please explain your answer……..

……..…

……...……

Do you think that education is a key intervention during conflict and other emergencies?

Yes [ ] No [ ]

Please explain your answer……
……
……..……
……..

To what extent do you agree with the following statements about the role of education situation in your area? Use a scale of 1 to 5 where 5= Strongly Agree 4 = Agree, 3 = Undecided, 2 = Disagree and 1 = Strongly Disagree

Role of education	**1 Strongly Disagree**	**2 Disagree**	**3 Undecided**	**4 Agree**	**5 Strongly Agree**
Education is a right for every child					
Education is essential for lasting peace and development					
Education protects against exploitation and children being recruited into militia groups					
Education sustains life by giving children sense of restoration of normality, familiar routine and hope for future					
Education fosters values inclusion, tolerance, human rights and conflict resolution					

C. Community involvement and perceptions on education

14. To what extent do you agree with the following statements about the role of education situation in your area? Use a scale of 1 to 5 where 5 = Strongly Agree 4 = Agree, 3 = Undecided, 2 = Disagree and 1 = Strongly Disagree

Community involvement	**1 Strongly Disagree**	**2 Disagree**	**3 Undecided**	**4 Agree**	**5 Strongly Agree**
The community is involved in education programming by stakeholders in this area					
The community has fully embraced the education interventions by stakeholders in this area					
The interventions on education have a positive impact on education in this area					
Community participation plays a big role in the successful implementation and sustainability of education programs					
Community involvement fosters a sense of ownership of the education programs.					
The community has coped with the effects of conflict on the education system					

15. In your view, which of the following areas of intervention do you think is the most important and urgent during conflict and other emergencies?

- ☐ Relief food
- ☐ Evacuation
- ☐ Education
- ☐ Health, WASH
- ☐ Cash transfers
- ☐ Other (explain)……

E Recommendations

16. What would you recommend to the government and other stakeholders in order to improve education during conflict and other emergency situations?
17. Any general comments or recommendations on education during emergencies?

THANK YOU FOR PARTICIPATING IN THIS RESEARCH

Appendix III: Focus Group Discussion Guide

A. Social & Demographic Information

1. Location of FGD.....
2. Category of respondents.....

B. Education Context: Access to Education

3. Please describe your role in this region as far as education is concerned
4. How would you rate the quality of facilities within the schools in this area? Explain
5. How would you rate the quality of education offered in the schools in this area? Explain with examples
6. In the past one year, how is the new federal government generally involved in provision of education in this area?
7. Are there other stakeholders e.g. NGOs/INGOs, CBOs, FBOs etc. who are engaged in education services in this area? Name them and indicate what each of them does with regard to education
8. How has the decades of conflict in Somalia affected the education sector in general?

C. Community and stakeholder involvement

9. Is the community involved in any way in the education programming by stakeholders in the area? If so, how are they involved? Cite examples
10. In 1 above, do you think these interventions on education have any positive impact to your community? Kindly explain with examples of successes

11. Kindly rate the importance of education interventions during conflicts/emergencies in comparison to other interventions e.g. food relief, evacuation etc.

    A. Very High C. Medium E. Very low.
    B. High D. Low

12. In your view, which of the following areas of intervention do you think is the most important and urgent during conflict and other emergencies?

    A. Health/WASH, B. Relief supply, C. Education,
    D. Infrastructure development, E. Peace Initiatives

13. Do you think that education is an important intervention during conflict and other emergencies? Explain

14. How would you describe the relationship between various organizations involved in education interventions?

15. How are existing programs developing institutional and individual capacities with particular reference to gender sensitivity, participation and inclusion?

16. What would you recommend for the improvement of education during conflict and other emergency situations?

THANK YOU FOR PARTICIPATING IN THIS RESEARCH

Appendix IV: Key Informant Interview Guide (KII)

A. Social & Demographic Information

1. Respondent location/village.....
2. Place of work.....
3. Role of respondent in the organization (indicate title).....

B. Education and emergency context

4. Please describe your role in regard to education
5. What's the general state of Education in the region?
6. How would you rate the quality of facilities within the schools in this area? Explain
7. How would you rate the quality of education offered in the schools in this area? Explain with examples
8. In the past one year, how is the new federal government generally involved in provision of education in this area?
9. Are there other stakeholders e.g. NGOs/INGOs, CBOs, FBOs, CSOs etc. who are engaged in education services in this area? Name them and indicate what each of them does with regard to education
10. How has the conflict here affected education sector in general?

C. Community and stakeholder involvement

11. Is the community involved in any way in the education programming by stakeholders in the area? If so, how are they involved? Cite examples
12. In 1 above, do you think these education interventions on education have any positive impact to your society? Kindly explain with examples of successes
13. Kindly rate the importance of education interventions during conflicts/emergencies in comparison to other interventions e.g. food relief, evacuation etc.

A. Very High C. Medium E. Very low.

B. High D. Low

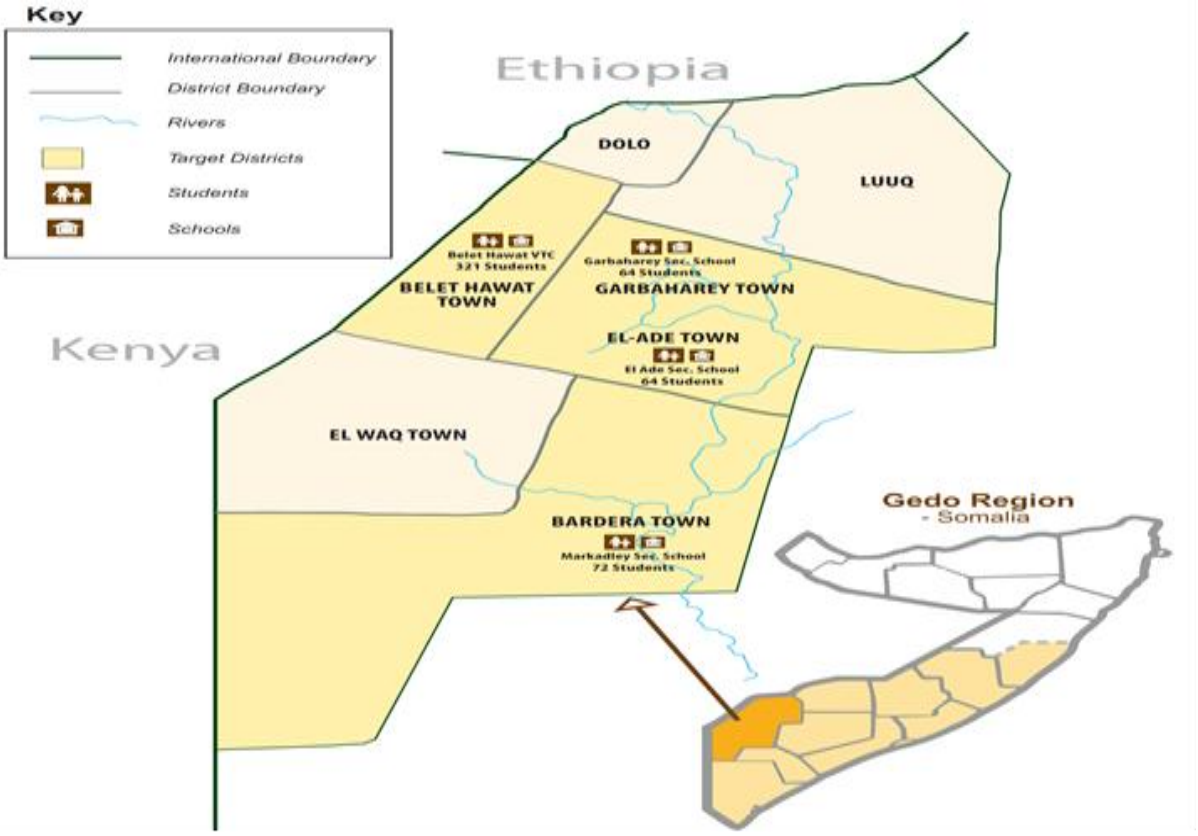
14. In your view, which of the following areas of intervention do you think is the most important and urgent during conflict and other emergencies?

    A**.** Health/WASH, B. Relief supply, C. Education,
    D. Infrastructure development, E. Peace Initiatives

15. Do you think that education is a key intervention during conflict and other emergencies? Explain
16. How would you describe the relationship between your organization and other institutions involved in education interventions?
17. What type of coordination, oversight and steering is/are most appropriate for integrating the components of the education in emergencies?
18. How are existing programs developing institutional and individual capacities with particular reference to gender sensitivity, participation and inclusion?
19. What are the systems in place for supporting monitoring, evaluation, knowledge generation and good practices for the education interventions' goals?
20. What are the challenges to implementing education interventions?
21. Are there existing policies or frameworks within your organization or the government/other INGOs/NGOs that guide education programs in emergencies?
22. What would you recommend for the improvement of education during conflict and other emergency situations?

THANK YOU FOR PARTICIPATING IN THIS RESEARCH

Appendix V: Map of Belet Hawa District in Gedo region



Appendix VI: Determining Sample Size

Table A10.1: Table for determining sample size from a given population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size

"S" is sample size.

Source: Krejcie and Morgan (1970)