

International Journal of Engineering Sciences & Research Technology

(A Peer Reviewed Online Journal)

Impact Factor: 5.164



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ABSTRACT

Development of school infrastructure, availability of teaching/ learning and teacher training help improve the quality of secondary schools in Mogadishu Somalia. The purpose of the study was to investigate role of the non-governmental organizations on reconstruction of secondary education in Mogadishu Somalia. The study was based on three objectives including; provision of teaching/learning materials on reconstruction of education, rehabilitation of school infrastructure and reconstruction of education and teacher training and development of education in Bendir, Somalia. The review of related literature was discussed in the light of study variables on the role of non-governmental organizations in development of secondary education. Descriptive survey design was employed to obtain a complete and an accurate description of situations, persons and events. The study was conducted in Mogadishu. The target population was 167 respondents comprising 100 local NGOs registered in Mogadishu; 12 Education umbrellas stakeholders in Mogadishu, 10 Directories of Ministry of Education; 15 School head teachers and 30 Parents and Community Education Committee per districts in Mogadishu. The samples were considered because they were key stakeholder in the provision of secondary education in the study area. The sample size for the study was 118 selected based on Slovan's formula. The data collection tools employed were questionnaires and interview guides. The findings from the study indicated that government has done little towards the provision of infrastructure needed to improve the quality of secondary education in the region. However, this is due to the difficult economic position that makes it almost impossible for government to do much. The study revealed that the NGO provision of school infrastructure has helped in the reconstruction of secondary education. NGOs in Benadir region of Mogadishu have contributed considerably towards the reconstruction of secondary education by providing teaching/learning materials that have had appreciable influence on the provision of secondary education. The study revealed a lot remains to be done in spite of the significant contribution by NGOs in this regard. The major conclusion of the study was that the NGOs have contributed considerably towards the reconstruction of education in Mogadishu. The researchers suggested recommendations of major importance as the intervention by Ministry of Education on schools provision for teaching/learning materials, schools infrastructure and the in-service teacher training programs. Also the researchers recommended the need to involve all education stakeholders, institutions and nongovernmental organizations to enhance the effectiveness of schools rehabilitation.

ABBREVIATIONS AND ACRONYMS

AET	Africa Educational Trust
ADRA	Adventist Development and Relief Agency
CED	Center Education Development
CfBT	Centre for British Teachers
DFID	Department Fund International Development
EDC	Education Development Center
HIRDA	Himilo Relief and Development Association
HT	Head teacher
IRC	International Rescue Committee
INGO	International Non-Governmental Organization
LNGOs	Local Non Governmental Organization



MoE	Ministry of Education
NRC	Norwegian Refugee Council
OBE	Outcome Based Evaluation
PCEC	Parent Community Education Committee
SFA	Schools for Africa
SDRB	Somali Development and Reconstruction Bank
SISP	Schools Infrastructure Support Programme
SCOTTP	Strengthening Capacity of Teacher Training Primary and Secondary Education
UNESCO	United Nations Educational, Scientific and Cultural Organization

1. INTRODUCTION

1.1 Background to the Study

The World Education Report 2000's has deeply stressed that education is one of the principal means to build the 'defenses of peace' in the minds of men and women everywhere. Somalia needs regular and functional education system in order to get peace and stability. The UNESCO organization has been committed to this mission since its inception seven decades ago. UNESCO further posits that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations, and all racial, ethnic or religious groups. Furthermore, the activities of the United Nations on the maintenance of primary education shall be compulsory and available free to all. Education is both a human right and a vital means of promoting peace and respect for human rights and fundamental freedoms generally, and if it's potential to contribute towards building a more peaceful world is to be realized, education must be made universally available and equally accessible to all.

Somalia which is a volatile country received Norwegian Refugee Council(NRC) support which offer an opportunity of pre service teacher training to 920 teachers in four years. According to Somali Development Reconstruction Bank (SDRB 2014), the total teachers needed to train in the country either in-service or pre-service are 7,870. Teacher training helps the reconstruction of education of every country especially in Somalia. Centre for British Teachers (CfBT) has also implemented capacity building projects within ministries funded by European Union. The activities in the project include; teacher training, providing textbooks, school furniture and equipment to the schools. There was also another project run by both CfBT and UNICEF to deliver the Integrated Capacity Development for Somali Education Administrations Programme. Part of the components provided by CfBT/AET with UNICEF included the capacity building to the ministries, such as, human recourse management, gender, admin and finance, quality assurance in the departments of the Ministry of Education.

Various non-governmental organizations made reconstruction of secondary schools infrastructure in Mogadishu with the help of Ministry of Education resulting into 90 schools being reconstructed, rehabilitated, and provided with textbooks and small courses of in-service teacher training. In addition, teachers training as curriculum developers and training of the head teachers were among the activities done by the NGOs. These activities done by the NGOs are sufficient to the current needs in schools, likewise, schools solar lights were distributed to some of the schools. The non-governmental organizations implementing the mentioned activities include, Norwegian Refugee Council, Office of Islamic Conference, Concern WW, Danish Refugee Council, ADRA, Save Children Daryeel Bulsho Guud, SCC (MoE, 2012).

1.2 Statement of the Problem

The civil war in Somalia and subsequent terrorist activities have had a significant impact on the education sector. During the civil war most of the infrastructures were destroyed, including schools, government buildings some were looted while others became Internal Displaced People's camps.

A number of studies have focused on the challenges affecting the education sector in Somalia. AET (2010) addressed the need for extra funds for the textbooks and schools infrastructure, the report deeply stressed the shortage of textbooks in the secondary schools with the ratio of 4:1 . Some of the schools have small rooms which are not comfortable as classes where the ratio was 100:1 per class, and at sometime shortage of trained teachers (hundred students per one teacher) (AET, 2012). In another study on (UNICEF 2009) humanitarian action Somalia UNICEF distributed school kits and textbooks to some 34,254 schoolchildren in drought-prone



[Daizy * *et al.*, 7(12): December, 2018]
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and conflict-affected areas. However, while these studies have succeeded in chronicling bottlenecks affecting the delivery of educational services in Somalia, the picture remains incomplete without investigating the role of non-governmental organizations in supporting the reconstruction of education.

There, has been scanty information on the role of NGO's in the reconstruction of education in Somalia, hence the need for the present study.

As indicated in this study, several studies (Somalia Education survey report – SDRB, 2014; MoE Report, 2010, AET, 2012) still indicate that in spite of the NGO's efforts put in the reconstruction of Education in Somalia, there still exist gaps in the reconstruction of Education in Somalia and specifically in Banadir region. What then is the influence of NGOs activities on the reconstruction of education in Benadir region Somalia?

1.1.1 NGOs and education development

In recent years, NGOs have worked through consortiums to support the education sectors. A consortium consisting of Diakonia Sweden and ADRA Somalia in Puntland and led by Save the Children implemented a project on Strengthening the capacity of teacher training in primary and secondary education (SCOTTPS). The aim is to contribute towards the development of a sustainable, cohesive education system providing relevant primary and secondary education to all children and youth in Somalia and specifically to improve quality of primary and secondary education in Somalia through improved quality of teacher training (ADRA, 2010). The types of non-governmental organizations in the world and in Somalia, and their characteristics are presented in the following Table 1.1.

Table 1.1 Types of NGOs and their characteristics

No	Type of NGOs	Characteristics (s)	No
1	Charitable organization	Service Oriented NGOs	1
2	Community Based Organization	Community Development oriented organization	2
3	Participatory NGO and class organization	Empowering NGOs	3
4	International Organization	NGOs which are working in more the one country	4
5	Local Government Organization	NGOs work in their home town	5

Non-governmental organizations implement different activities in Mogadishu such as; relief, rehabilitation, health activities, general education projects, development programs, peace, human rights, protection, and environmental issues. Mainly NGOs work on donor money and use of local funds which is not very popular as indicated in the NGOs consortium website (2014).

1.1.2 Provision of teaching/learning materials and reconstruction of education

It has been argued that a key feature of any education and training system is that adequate learning materials is essential to the effective running of the system and instructional materials to effective teaching to improve the quality of education" Verspoor in Farrel & Heyneman, (1989). The view in current national education documentation is that learning materials are an integral part of curriculum development and a means of promoting both good teaching and learning (Generic guidelines for the development of learning support materials for OBE, 1998).

Another study by Wickham and Versveld (1998), investigated the extent to which learning materials impact upon teaching and learning practices, the researchers presented a paper at the World Congress of Comparative Education Societies (1998) which stressed the importance of teaching and learning but yet needed to investigate teaching learning materials on reconstruction of education which the current study focuses on.

People's concept of teaching vary; some think of it as easy; others as difficult. The truth is that is not easy or more difficult than other activities that require professionals' skills; but what many people fail to appreciate is

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what teaching really is and skill that is actually required for it. Teaching and learning are opposite sides of the same coin, for a lesson is not taught until it has been learned, teaching therefore, can be thought of as a process that facilitates learning (Frant, 2000).

1.1.3 Rehabilitation of school infrastructure and reconstruction education

Reconstructing damaged or destroyed schools has been a UNICEF priority. It's has been one of the most effective ways of reintroducing normality to the shattered lives of children in the world Caribbean nation. Classes resumed at St. Gerard School with students crowding on to the stairs of an amphitheatre-like ad-hoc structure in one part of the schoolyard. "That situation lasted for about a month until after all the rubble had been removed and we could move the students into temporary school tents provided by UNICEF (Steinlechner, 2011).

In 2007, HIRDA constructed a school library in the Dr. Kasim School in Bardera in South-Central Somalia. Both students and teachers have benefited from the library service since it enables them to broaden their knowledge and view and develop their skills in conducting research and information gathering. After constructing and rehabilitating the schools, HIRDA encouraged the community to take over the responsibility. This created a sense of ownership and increased the self-reliance and responsibility of Somali communities. To enhance this program, HIRDA also aimed to improve the hygienic conditions. (Hirda, 2007).

World Bank report (2001) stressed that the involvement of non-state actors in the provision of education in Somalia is better understood within its historical context. The fall of the central government in 1991 and the sectarian conflicts that ensued resulted into the virtual collapse of basic services in Somalia. It's important to emphasize the non-governmental organizations (NGOs) are now recognized as key third sector actors on the landscapes of development, human rights, humanitarian action, development, environment, and many other areas of public action (World Bank NGOs, 2001).

In 2000, UNICEF's main activities included efforts to ensure an adequate level of pay for teachers, supplying UNICEF's School-in a-box and recreational/sporting kits, and distribution of building materials for the rehabilitation of approximately 90 schools. Primary Teacher Training begins in January 2000 In Dili East Timor and follow-up training continued throughout the year, moving to cluster schools at district and sub-district level UNICEF report (2000).

Against this background, some NGOs and non state actors were helping the reconstruction of education with the view of providing quality of education. The countries left from the conflict and confrontation started to reconstruct the education of the countries including Somalia- achieving the Millennium Development Goals and Education for all goals is being seriously impeded by continuing conflict and persistent fragility- as Somalia has been without stable education system, in this mentioned time.

In Somalia particularly Mogadishu- reconstruction of secondary school has been very active for the past one and half decade, although it was mainly under the education umbrellas- at the same time- teacher training activities functional without central government (Michel brophy-2005)

Many international and local NGOs have showed their role of helping the Somali communities in rebuilding the secondary schools education. The ministry of social development and public services of Somali Federal Government indicated an ambitious Goal of 1 million children in one year required on coordination and harmonization among the donors which has been engaged in supporting the provision of equitable, quality basic education in Somalia, this initiative composed by the ministry of education had its own challenges because it couldn't reach most of the areas in the region- where the demand existed.

Apart from the selection of the locations and the tutors, schools were not well established. Key donors such as the EU, USAID, and DFID, remained fully engaged in the education sector, and well positioned to provide the creative synergies and program dovetailing that were made to ensure that the Target is met. Most of the implementation done by the aid agencies in Somalia, Mogadishu was very important but it was not adequate to the demand of the country and the region as more than 200 hundred schools fall down in Mogadishu by the mortars of fighting which most of them repaired-however the gaps didn't fill it properly.

According to ministry of education monthly report of 2014, Education Minister of federal government of Somalia cut the tape of the different reconstructed schools in Mogadishu in 2012-2014, it was implemented by

European Union through OADRA NGO, it re-opened and was part of the federal government's plans to revive the former education system and institutions in the country that were devastated by the civil war, in this regard reconstructed schools which had fallen down during the civil war, the facilities needed in the reconstructed schools to help the secondary education be fruitful was not there, as the schools needed other facilities which could make them better- the influence of the Non-governmental organization on the reconstruction of secondary education in the city center of Somali has not adequately been felt.

1.1.4 Teacher training and reconstruction of education

It's has been very important to train the teachers to meet the children's needs; all teachers need to receive training to enable them to meet the learning needs of all children. Before teachers attend the classroom, teachers should undergo good quality pre-service teacher education programmes that provide a balance between knowledge of the subjects to be taught and knowledge of teaching methods UNESCO, EFA (2014). In regards to this- Mogadishu schools has been getting insufficient trained teachers, so to get professional teacher training it needs high quality teacher training institute- several NGOs including NRC implemented teacher training project in Mogadishu which was not sufficient compared to actual demand in the country (MoE report, 2012). The above mentioned studies stressed teacher training by the NGOs- there has been several teacher training studies mentioned here, but did not investigate the relationship between the schools reconstruction and teachers training by the NGOs which is the gap that needs to find out its solution in the community hence the present study.

Conceptual Framework

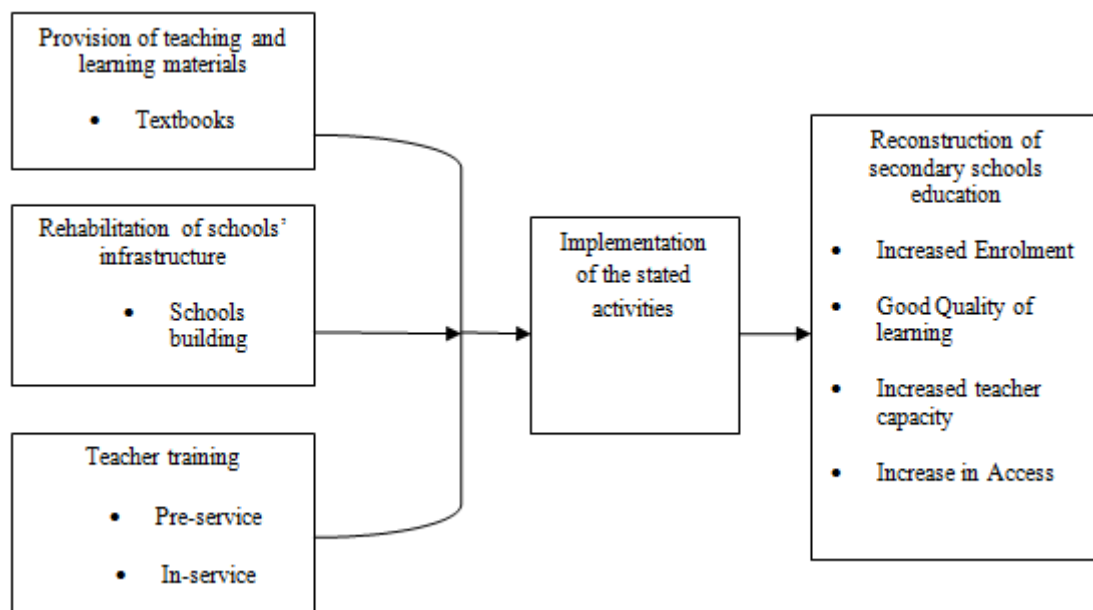


Figure 1 Relationship between variables on Non-Governmental Organizations' activities and reconstruction of education

Figure 1 shows that for reconstruction of education to take place, it requires the provision of teaching and learning materials such as textbooks; rehabilitation of infrastructure which mainly is concerned with buildings in the schools such as classrooms, offices, laboratories, kitchens, dining halls, dormitories and toilets. Finally, required, is the provision of teacher training programmes which include both the pre-service and in-service training. It is in this training where the teachers gain skills, knowledge, values and attitudes which enable them to perform their teaching role properly. The three variables go through the implementation process and the results as shown in the above figure will be the availability of trained teachers, textbooks and adequate buildings

which will result into good quality of education with increased enrolment since many young people are able to access education.

2. RESEARCH METHODOLOGY

2.1 Research design

Descriptive survey design was employed for this study to obtain a complete and accurate description of situation, persons or events. Descriptive survey design was suitable to uncover the nature of the factors involved in a given situation, the degree in which it exist and the relationship between them (Bell, 1993). The design was employed to enable the researchers to describe the different dimensions of provision of teaching and learning materials, rehabilitation of schools' infrastructure and in service teacher training that affects the reconstruction of secondary schools education as they exist.

2.2 Target population

The target populations of this study comprised of 100 local Non-governmental organizations registered in Mogadishu; 12 education umbrellas (SDRB, 2014); 10 Directories of Ministry of Education; 15 School head teachers and 30 Parents and Community Education Committee per districts in Mogadishu.

2.3 Sample size and sampling procedure

This study follows the below Slovan's formula technique, to calculate the desired sample size.

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

$$(2) \quad \frac{167}{1 + 167(.05)^2} = 117.8, \text{ round to } 118$$

n - Sample size; N - Population size, and E - Level of precision. Based on the above formula, the sample size for the current study is 118.

Table 2.1 Sampling frame

Category	Target population	%	Sample Size
NGOS	100	60%	71
Head teacher/school	15	10%	12
Ministry	10	6%	7
Education umbrellas	12	7%	8
PCEC	30	17%	20
Total	167	100%	118

2.4 Research instruments

The tools that were considered appropriate in this research were questionnaire for the parents and community committee, NGOs' representatives and Education umbrellas and interview schedules for the head teachers and MoE officers.

2.5 Objectives of the study

Research study was guided by the following objectives:

- To establish the influence of NGOs' provision of teaching/learning materials on reconstruction of secondary education in Benadir region- Somalia
- To determine the influence of NGOs' rehabilitation of schools' infrastructure on reconstruction of secondary school education in Benadir region- Somalia.
- To determine the influence of NGOs' in-service teacher training activities on reconstruction of secondary education in Benadir region – Somalia

2.6 Research Questions

- To what extent does the NGOs' provision of teaching/ learning materials influence reconstruction of education in Benadir region- Somalia?
- What is the influence of NGOs' rehabilitation of schools' infrastructure on reconstruction of secondary education in Benadir- Somalia?
- To what extent does NGOs' activity of teacher training influence the reconstruction of secondary education in Benadir–Somalia?

2.7 Data analysis techniques

Qualitative data was derived from open ended questions in the questionnaire and, the interview scripts. The interviews were digitally recorded which helped to accustom the interviewees to the process for the second interview.

The data were transcribed and categorized into themes in relation to the objectives of the study. The data coded into descriptive codes were analyzed using Statistic Package for Social Science (SPSS). Quantitative data from closed ended questions in the questionnaires were analyzed using descriptive statistics particularly frequency counts, percentages and mean. Presentation of findings was given in tables, Bar graphs and pie charts.

3. RESEARCH FINDINGS AND DISCUSSIONS

Out of 118 questionnaires administered, 118 of them were completed making the questionnaire return rate to be 100 percent. The 100 percent return rate was considered representative enough and adequate for data analysis and reporting results.

3.1 Research Question 1: To what extent does the NGOs' provision of teaching/ learning materials influence reconstruction of education in Benadir region- Somalia?

This research question originates from the research objective one in which the researcher sought to establish the stakeholders' views on the influence of NGOs' provision of teaching/learning materials on the reconstruction of secondary education in Benadir region. To obtain the respondents' views, the researchers administered questionnaire and interview items to the respondents. In the first item, respondents were asked to indicate the degree to which the NGOs provide enough teaching/learning materials to enhance the reconstruction of education. Eighty five point seven percent (85.7%) indicated that NGOs provide different types teaching and learning materials but did not indicate whether it's enough or not, 14.3% of the officers visiting indicated that the materials are enough. This is one of the observation made by the researcher if the provision is enough to the schools, as over 85% indicates that the provision are different but not enough means, the study revealed the NGOs help the schools but not as much as equivalent.

From the interviews a total of 85.7% indicated that it's not enough to the current schools in Mogadishu, while 14.3% had mentioned that it is enough to secondary schools.

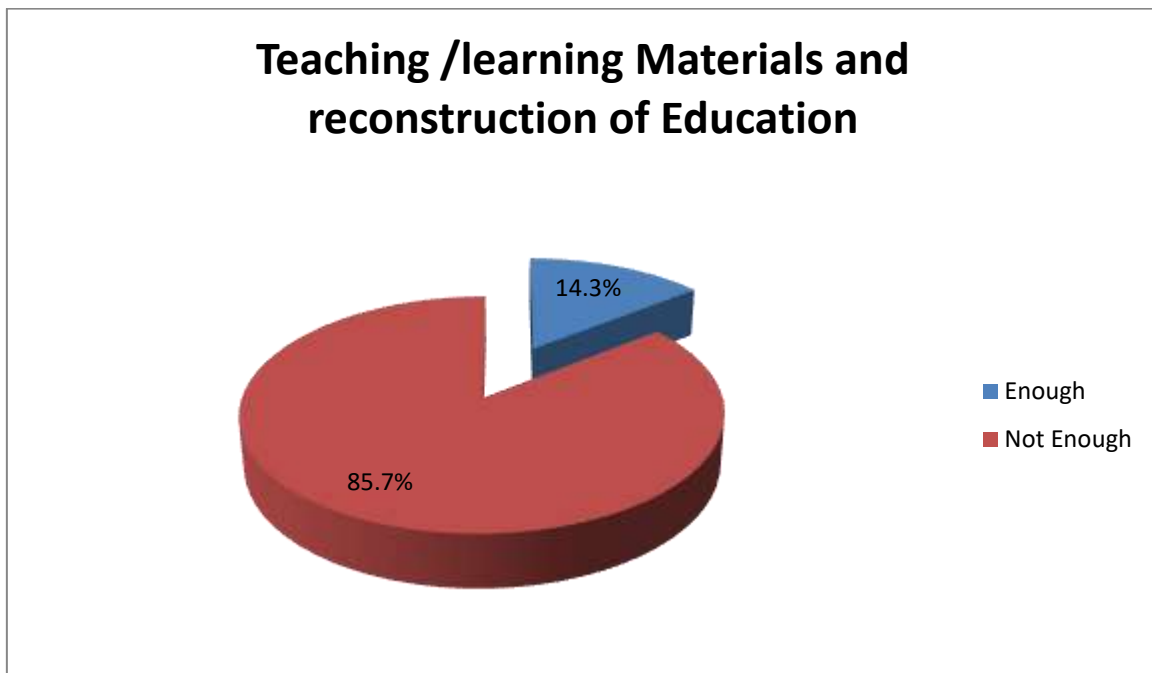


Figure 2 Teaching /learning materials and reconstruction of education

In addition, the researchers sought to find out if the learning materials provided by the NGOs help the quality of education. Findings of 75% of the respondents noted that learning materials provided by the NGOs helps the quality of education while 25% mentioned that they are not sure. Hence, teaching/learning materials provided by the NGOs helps improve the quality of education.

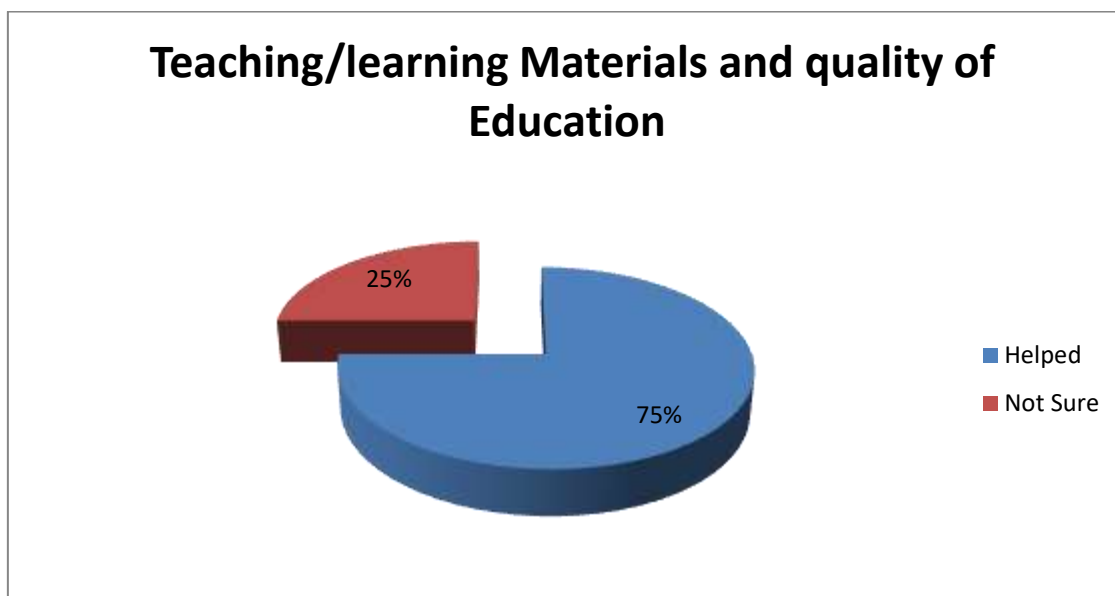


Figure 3 Teaching/ learning materials and quality of education

The study also sought to establish the provisions of teaching and learning materials and the reconstruction of education. Respondents indicated provision of teaching/ learning materials influences the reconstruction of education. Verspoor in Farrel & Heyneman, (1989) argued that a key feature of any education and training system is that adequate learning/ instructional materials and effective teaching improve the quality of

education". Hence learning materials are an integral part of curriculum development and a means of promoting both good teaching and learning.

Text books provided by NGOs to secondary schools and relevance to the current system

The study also sought to establish whether text books provided by NGOs to secondary schools are relevant to the current system. Majority of the respondents from NGOs, Ministry of Education, agreed that the text books provided by NGOs to secondary schools are relevant to the current system of the schools. During interviews, the head teachers supported the majority view that several NGOs are working hand in hand with the Ministry of Education and other stakeholders to review the curriculum to suit the current needs of Mogadishu.

Another related item required respondents to give their opinion regarding whether NGOs provide teaching/learning materials that have improved the quality of secondary education. Majority of the respondents agreed that NGOs provide teaching/learning materials to schools while 8.3% disagreed to this statement. The overwhelming response towards agreement is consistent with the results for Table 5; Indicated that NGOs provide teaching/learning materials needed for the reconstruction of secondary education in the Banedir region of Mogadishu. During interviews; the head teachers supported this position overwhelmingly. One school head teacher summed up all head teachers' perception in the following words:

Without NGOs' support, we would not be able to have the kind of education we are providing during this period of need...NGOs give us the books, reconstruct the schools, help teaching learning and offer all the necessary support we need to rebuild our schools in particular and the education system in general...I can't imagine what we would do without the NGO support.... (Head teacher)

The second interview captured on whether teaching learning materials are supplied by the NGOs to the schools, the findings from the officers of the ministry of education are indicated in the Table 4.4.

Table 3.1 Assistance of the NGOs on teaching learning/ materials

Category	Frequency	Percentage
Yes	51	71.8
No	20	28.2
Total	71	100.0

The results in Table 3.1 revealed that majority of the respondents noted non-governmental organizations have been assisting in provision of teaching/ learning materials. Despite a view that the NGOs don't supply teaching/ learning materials to the schools. From the findings it is clear the main support to schools on teaching/ learning materials is received from the NGOs. This concurs with AET, (2013) that notes that in Mogadishu-Somalia there are several non-governmental organizations that have been implementing education projects that assist in providing textbooks, school library, school equipment's, and curriculum development as well as assisting in centralized exams.

Ministry of Education provision of teaching learning materials

The study also sought to establish whether M.o.E provides teaching and learning materials to schools. The results are presented in Table 4.5.

Table 3.2 Provision of learning /teaching materials by both MoE and NGOs

Measure	Frequency	Percentage
No	7	100.0
Yes	0	0
Total	7	100

The findings from Table 3.2 indicate that all the respondents indicated that ministry of education of federal republic of Somalia doesn't provide any kind of teaching/ learning materials. Thus, as earlier noted in the study schools only receive teaching learning provision from the NGOs and other charities. The study revealed the need for the ministry of education to support the schools similarly to the NGOs.

3.2 Research Question 2: What is the influence of NGOs' rehabilitation of schools' infrastructure on reconstruction of secondary education in Benadir- Somalia?

This research question originates from the research objective two in which the researcher sought to establish the stakeholders' views on the influence of NGOs' rehabilitation on school infrastructure on the reconstruction of secondary education in Benadir region. To obtain the respondents' perceptions, the researcher administered questionnaire and interview items to the respondents the responses to the relevant items are presented in the subsequent section.

Table 3.4 Schools infrastructure and quality of education

Category	Frequency	Percentage
Yes	53	74.6
No	18	25.4
Total	71	100.0

Table 3.4 indicates that majority of the respondents agreed that the infrastructure provided by NGOs towards the reconstruction of secondary schools has improved quality of secondary schools education. Hence infrastructural support provided by NGOs has improved quality of education. While no concrete statistics were availed to the researcher about the increase in enrolment, the respondents affirmed that enrolment has indeed improved. During interviews, the head teachers explained that the classroom space provided by NGOs is limited since more children are enrolling and staying in school than the case would be if the infrastructural support was not available. The respondents who disagreed to the statement were of the view that the improvement in access to secondary education can be attributed to several factors and not solely to the infrastructural support offered by NGOs. They argue for instance that even government support though very minimal, has also contributed to improvement in quality. Other factors include restoration of relative security and support from the donor countries.

The study sought to establish the views of Ministry on whether the quality of secondary education has improved as a result of the school infrastructure provided by NGOs. The findings are presented in Figure 4

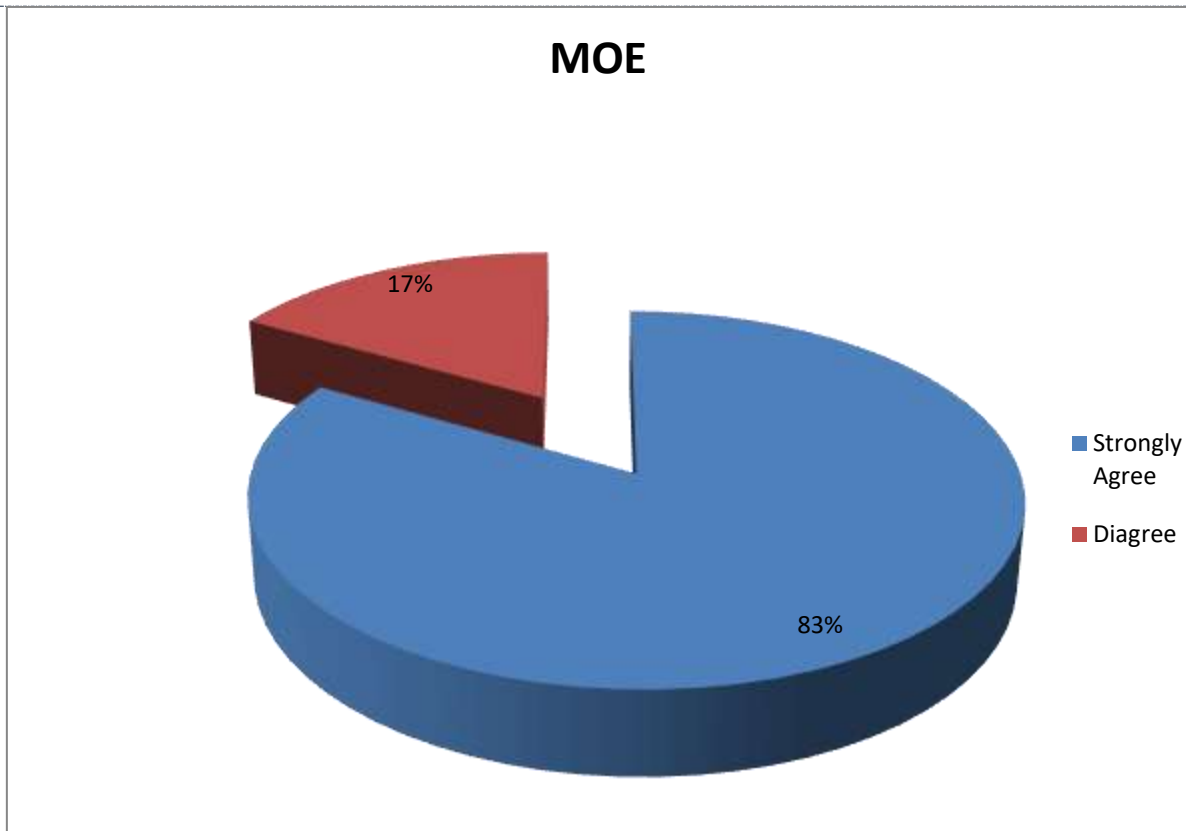


Figure 4 Schools Reconstruction and Quality of Education

From the interviews with the seven Ministry officers/personnel. The results imply that majority of the respondents contend that the quality of secondary education in the Mogadishu has improved as a result of the school infrastructure provided by NGOs. Interview with the MoE also indicated that the support provided by NGOs in the provision of infrastructure such as classrooms, laboratories, libraries, sanitary facilities have improved the quality of secondary education in the region. One MoE officer echoed the sentiments expressed by the rest:

....it is true because quality education means that the school facilities are decent enough to encourage the learners to like the school...to participate in meaningful learning. The learning environment should have the basic facilities such as classroom seats, decent toilet facilities, as well as presentable school buildings, which can make the real difference between home and school...NGOs have indeed done much in this regard....

Those who disagreed, on the other hand, think that while it is true that NGOs have done much towards the reconstruction of school infrastructure, the quality of education has not improved much. A lot needs to be done because students are still studying in bombed out buildings, classroom space is still inadequate and the facilities therein are inadequate. The results indicate that as much as NGO support has had significant influence on the quality of secondary education in the region, there is still much more to be done.

Budget allocation for schools reconstruction

The study sought to establish the budget allocation for schools reconstruction. The findings are presented in Figure 5

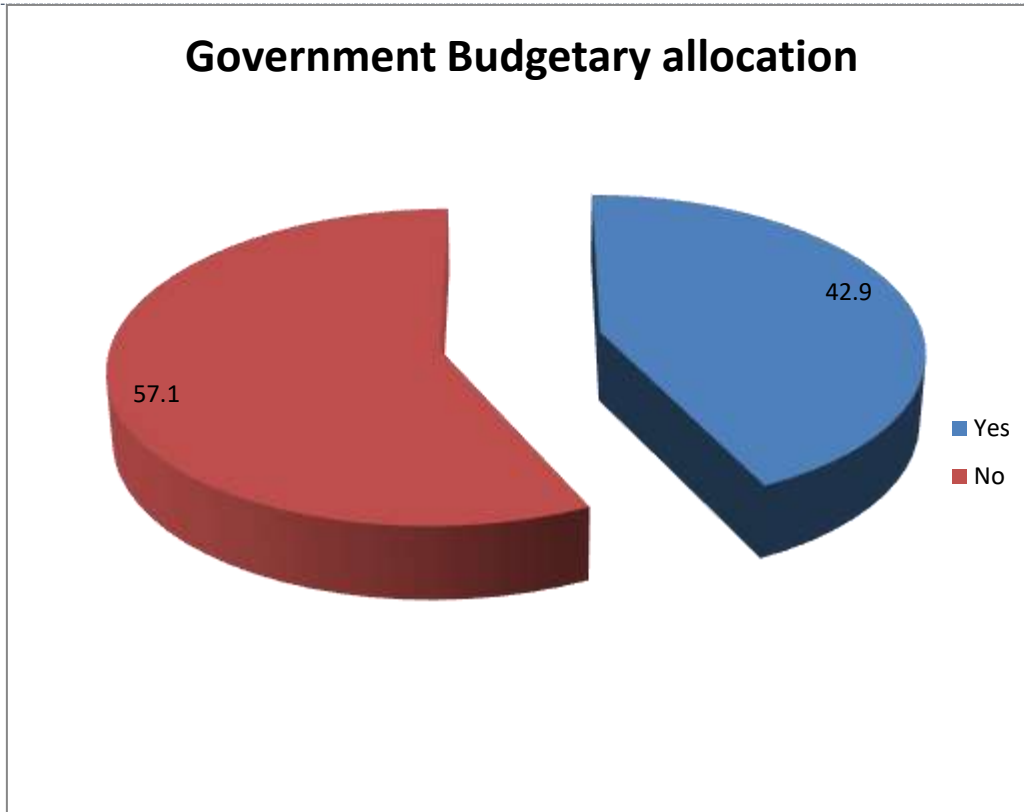


Figure 5 Budget Allocations for Schools Reconstruction

From the results in Figure 5, the highest proportion of respondents pointed out that the government of Somalia doesn't allocate budget for schools infrastructure, teacher training and teaching learning materials. An almost similar number indicated the government allocates budget for schools infrastructure, teacher training and teaching learning materials. In addition the participants interviewed noted the government of Somalia is making recovery. The respondent believes that government is not doing enough because the development partners are taking on much of this responsibility. The respondents further feel that the private sector and NGO have invested more in the school infrastructure than government and that there is still a big shortfall that is yet to be accomplished.

Asked how the quality of secondary school education would be if the schools are without infrastructure, the respondents had the following to say;

Table 3.4 Infrastructure and Quality of Education

Range	F	%
Good	1	12.5
Poor	7	87.5
Total	8	100.0

The highest proportion of responses of Ministry officers on how the quality of education would be without infrastructure is majority noted quality would be very poor if school infrastructure did not exist, however some respondents felt the quality of education is would still be good. This implies the appreciation by the Ministry officers on the role played by the NGO's.

Schools infrastructure, schools rehabilitation and teaching learning materials

The study sought to establish who regularly assist the schools on schools infrastructure, schools rehabilitation and teaching learning materials, this is presented in Table 3.5

Table 3.5 School Infrastructure, Rehab, and Teaching Learning materials

Category	f	%
INGOs.	10	58.8
LNGOs	6	35.3
MoE	1	5.9
Total	17	100.0

The results of Table 3.5 indicate the highest proportion of school rehabilitation is done by the INGOs, while MoE gives the lowest support. Hence the results show poor participation of ministry of education in terms of school infrastructure, school rehabilitation and teaching learning materials to the schools.

3.3 Research Question 3: To what extent does NGOs' activity of teacher training influence the reconstruction of secondary education in Benadir–Somalia?

The research question is derived from objective three that sought to establish stakeholders' views of the influence of NGOs' in service teacher training programs on the reconstruction of secondary education in Benadir region. To obtain the respondents' views, the researcher administered questionnaire and interview items to the respondents.

In the first item of the instrument, the respondents were required to give the degree to which the NGOs have provided in-service teacher training programs as a way to the reconstruction of education in the region. Responses to this item are presented in Figure 6

NGOs Provision of In Service Training Program

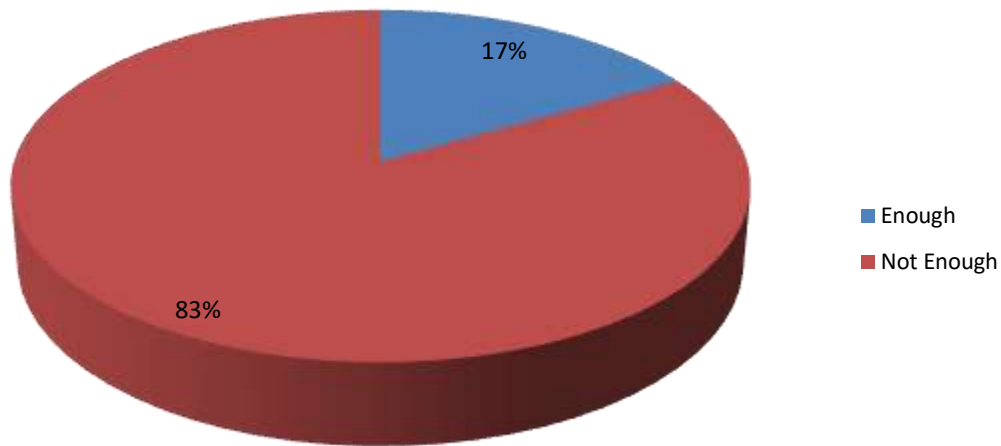


Figure 6. NGOs provision of in-service teacher training programs

From the findings on Figure 6, the highest proportion of the respondents noted the teacher training courses provided by the NGOs are not adequate to make the teachers become professionals while small proportion indicated the courses are enough. As noted the period of the courses is short compared to the degree courses. Although the government on its own cannot do sufficient teacher training, there is need for the NGOs to come in handy to assist the incapacitated government to train teachers as a way of reconstructing education sector in the region. The respondents who noted NGOs courses are enough were motivated by the fact that as much as government may not have the resources to train teachers they work hand in hand with NGOs to coordinate the in service teacher training programs in the region. Hence government is deeply involved in the training programs.

Asked on who supports schools in service teacher training, 62.5% of the respondents were in agreement that INGOs have done a lot towards the training of secondary school teachers while 25% are LNGOs and 12.5% assisted by the MoE.

The respondents from NGOs, Ministry of Education, PCEC, and Education Umbrellas were of the view that INGOs have invested considerably in the teacher training programs needed for the reconstruction of secondary education in the Benadir region of Mogadishu. During interviews; the head teachers concurred that indeed the various INGOs have invested considerably in teacher training programs:

...a lot of teacher training initiatives have been and are still sponsored by INGOs at all levels of education in Somalia...this is important for the reconstruction of the education in the country because we lost almost everything during the two or so decades of civil strife and insurgency...we lost very many teachers and the few available need training...that is why I say that NGOs have helped much...

Asked whether in-service teacher trainings provided by NGOs is adequate, the results are provided on Figure 7

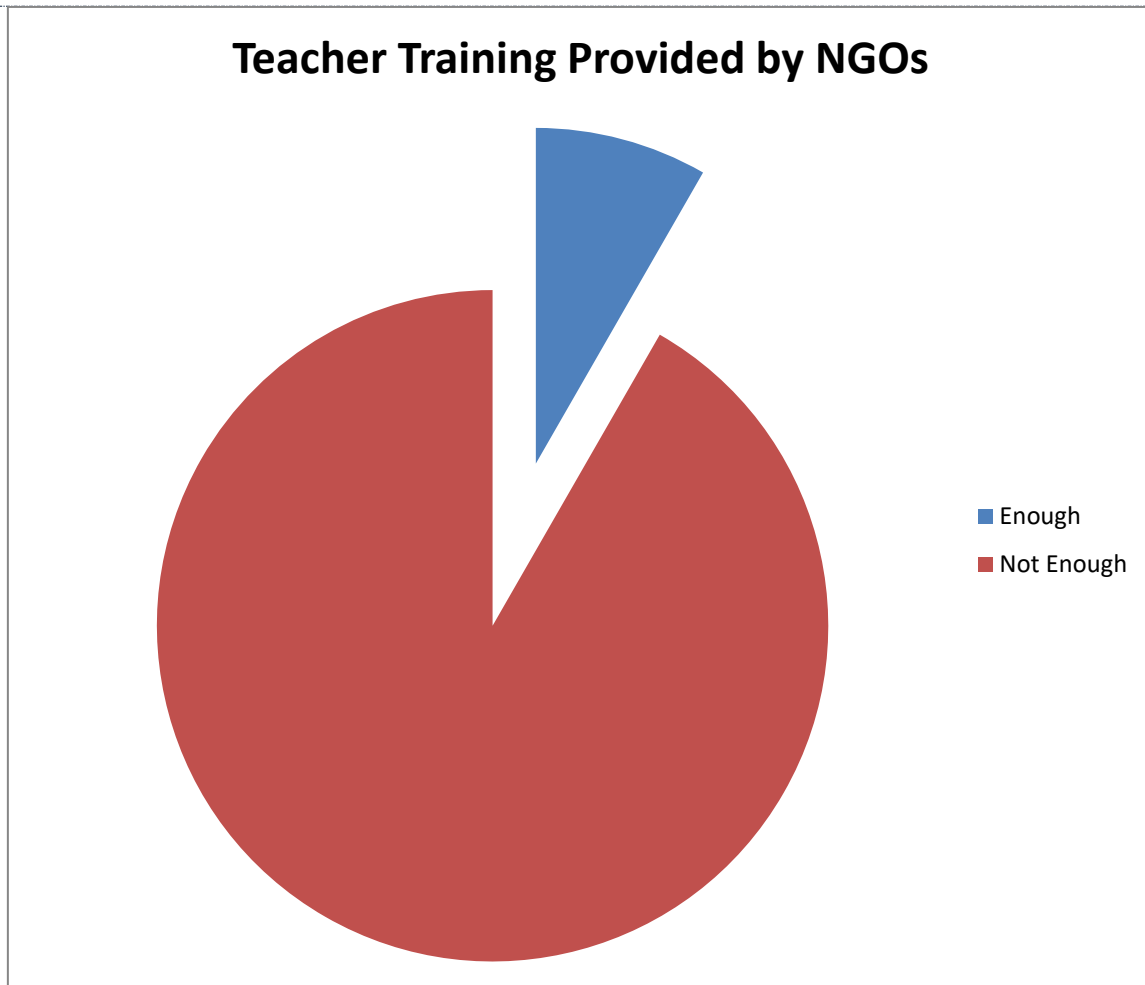


Figure 7 In-Service Teacher Trainings Provided By NGOs Is Adequate

From the results of Figure 7, the highest proportion of respondents indicated the in-service teacher training provided by the NGOs is not adequate to the wide range secondary education in the Mogadishu, since the only in-service teacher training in Mogadishu currently provided by the NGOs can't be sufficient to enable the teachers become professionals.

The findings for objective three are in agreement with the activities of the Norwegian Refugee Council (NRC) that offer opportunity of pre service teacher training to 920 teachers in four years. Just like the respondents in this study pointed out; this initiative though highly appreciated is still a drop in the ocean because the total number of teachers needed to be trained in the country is 7,870 (SDRB, 2014). Yet teacher training is a key avenue to the reconstruction of education in Somalia.

Teacher education program should be designed to strengthen teacher education in the country and expected to improve the Ministry's capacity to develop and shape policies that respond to her education needs. A training curriculum that improves the pedagogy of teachers, improves their content, knowledge, and creates a network of institutions capable of providing regular support to teachers, tutors, head teachers and inspectors.

Worrell, Rampersad, Rampaul, and Mohammed (2000) agree with this study's finding that any attempt to improve the quality of education in schools should place immediate priority to the preparation of teachers as the point of central focus. Worrell *et.al* (200) cited Joyce and Weil (1972) who considers a well-trained teacher as one expected to provide an education that will equip the young to survive and develop to their fullest.



The study sought to establish who controls the quality of education. The highest proportion of 40% indicated the PCEC, followed by the donors at 25%, MoE at 20% and lastly Government at 15%. As pointed out the donors normally check the quality of the project funded, while the ministry of education though with a much lower proportion is supposed to control the entire education activities of the country at large. The study revealed that the parent community education committee are the mid point for checking the quality of education.

4. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

Given the above findings, the study concludes that:

1. NGOs in the Benadir region of Mogadishu have contributed considerably towards the reconstruction of secondary education in the war torn area by providing teaching/learning materials, school infrastructure and in service teacher training programs as well as rehabilitation of schools infrastructures that have had appreciable influence on the provision and the quality of secondary education in Mogadishu.
2. NGOs have been rehabilitating the schools infrastructure of Mogadishu which is part of the country's recovering in the highest proportion without getting much help from the government of Somalia.

4.2 Recommendations

The following are key recommendations arising out of this study:

1. There is need for the Ministry of Education intervention on schools provision for teaching/learning materials, school infrastructure and the in service teacher training programs which plays a major role in boosting the mood of the schools and in enhancing quality of education.
2. There is need for the government of Somalia to give budgetary allocation for provision and rehabilitation/renovation. There is a need to create awareness to the government to include a government budget for the reconstruction of schools.
3. Security is the major challenges faced by the donor and the aid agencies thus the government should devise new strategies to enhance the security in the schools and in the country at large.
4. There need for the involvement of all education stakeholders, Institutions and non-governmental organizations to enhance the effectiveness of schools rehabilitation and participate in the local community meeting to create awareness to the community.

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CITE AN ARTICLE

Daizy, M. P., & Mohamud, M. I. (2018). INFLUENCE OF NON-GOVERNMENTAL ORGANISATIONS' ACTIVITIES ON RECONSTRUCTION OF EDUCATION IN BENADIR REGION, SOMALIA. *INTERNATIONAL JOURNAL OF ENGINEERING SCIENCES & RESEARCH TECHNOLOGY*, 7(12), 32-48.

