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**THE ROLE OF NON-GOVERNMENTAL ORGANIZATIONS ON PROMOTION OF
PRIMARY EDUCATION SERVICE DELIVERY IN MOGADISHU-SOMALIA****Mohamed Ahmed Yusuf¹***Received, 17 October 2022 Accepted, 5 November 2022 Available Online, 30 November 2022**Qudus University, Mogadishu, Somalia***Author for Correspondence ORCID ID: <https://orcid.org/0000-0003-3078-3854>; moahmed.yusuf.edu@gmail.com***ABSTRACT**

This study attempt to investigate the extent Role of NGOs Promotion on Primary education service delivery in Mogadishu Somalia. This study was guided by three specific objectives namely; determining the extent of Non Governmental Organizations Promotion towards primary education in Mogadishu, Somalia, ii) to examine the quality of Primary education Service delivery in Mogadishu Somalia; iii) the the extent Role of NGOs Promotion on Primary education service delivery in Mogadishu Somalia. The research employed descriptive correlation design to describe the relationship between the variables. The findings revealed the following: majority of respondents ranged between 31-40 years and these were male (68.4%) and had only attained diploma as their highest academic qualification (60.9%). Data analysis using means showed that the extent of NGOs Promotion was found to be satisfactory with an overall mean of 2.88, and the extent of primary education service delivery was found to be satisfactory (overall mean=2.77). NGOs participation and Primary education service delivery are positive and significantly correlated. The researcher recommended that; there is a need to develop policy instruments to operationalise the new Education Act (2011) while its review is going on. The urgency with which the Act's implementation should be implemented is dictated by the need to meet some of the international education goals whose deadline is imminent, the government needs to adequately fund the Central Statistical Office (CSO) and provide sufficient staff in order to improve education data collection, analysis and publication. Planning and budgeting for education should be integrated more closely so that budgeting is target specific and in line with the Annual Strategic Plan and five-year plans and conditions of service for teachers need to be

improved and remuneration packages should be more attractive to invite and keep individuals in the teaching profession. And lastly the researcher encouraged prospective researchers and even students to research on the following areas; Provision of scholastic materials and primary education service delivery in Mogadishu Somalia, NGOs Promotion in primary education and quality of learning environments in primary schools in Mogadishu Somalia, and lastly Infrastructural development and primary education service delivery among primary schools in Mogadishu Somalia.

Keywords: Non-Governmental Organizations NGOs Promotion, Primary Education, Services Delivery, Primary Teachers, Mogadishu.

INTRODUCTION

International non-governmental organizations (INGOs) have a history dating back to at least 1839. It has been estimated that by 1914, there were 1083 NGOs. International NGOs were important in the anti-slavery movement and the movement for women's suffrage, and reached a peak at the time of the World Disarmament Conference. However, the phrase "non-governmental organization" only came into popular use with the establishment of the United Nations Organization in 1945 with provisions in Article 71 of Chapter 10 of the United Nations Charter for a consultative role for organizations which are neither governments nor member states. The definition of "international NGO" (INGO) is first given in resolution 288 (X) of ECOSOC on February 27, 1950: it is defined as "any international organization that is not founded by an international treaty". The vital role of NGOs and other "major groups" in sustainable development was recognized in Chapter 27 of Agenda 21, leading to intense arrangements for a consultative relationship between the United Nations and non-governmental organizations. It has been observed that the number of INGO founded or dissolved matches the general "state of the world", rising in periods of growth and declining in periods of crisis.

There are a few theories underlying the emergence of NGOs in the society. In this perspective, according to the public goods or the performance failure theory, NGOs have come up to satisfy the residual unsatisfied demand for public goods in the society. Weisbrod (1977) argues that people created NGOs when the government or market could not provide public goods for all or serve the general interests of everybody. Similarly, Brown and Korten (1991) argue that state failure creates a situation in which NGOs emerge as innovative responses to different types of problems. On the other hand, Anheier (1990) argues that NGOs are capable of providing services more economically than the government. In addition, NGOs do not seek profits for their services and they undertake their projects at lower labour costs than entrepreneurs because they rely on voluntary local inputs

that do not include transaction costs. Based on this sort of argument, failures with NGO-led projects compared with those of the government have fewer consequences on the economy as a whole, since nearly all NGOled projects are carried out at micro-level

Non-governmental organizations participation refers to the engagement of an organization that is neither a part of a government nor a conventional for-profit business in different aspects or programs (Robinson, 2001).

Primary education, also called elementary education, is for children in kindergarten through sixth grade. Primary education provides students with a basic understanding of various subjects as well as the skills they will use throughout their lives (Eric, 200)

This chapter introduced the research design, research population, sample size, Sampling Procedure, Research Instrument, Validity and Reliability of the Instrument, Data Gathering Procedures, Data Analysis, Ethical consideration and Limitations to the Study.

Research Design

The study adopted a descriptive correlational, exposit facto and a cross-sectional survey research design. The descriptive correlational design was used to establish the relationship between NGOs participation and primary education service delivery in Mogadishu Somalia. The exposit facto design was used because respondents were asked things which have already happened. The cross-sectional design was employed because; a cross-section of workers of NGOs in Mogadishu Somalia was selected to participate in the study all at once. It was a survey since many respondents were included in the answering of questionnaires (Amin, 2005).

Research Population

This study was conducted among local community leaders, head teachers, parents and children (primary seven). The researcher selected these groups because they had information and experience of the primary education issues in the district, and also understood the obstacles that faced successful implementation of primary education by NGOs and its importance; therefore the overall study population was 200 respondents.

Table 3.1
Respondents of the Study

Category of employees	Total Population	Sample Size
Local community leaders	26	17
Head teachers	30	20
Parents	99	65
Children (primary seven)	48	31
Total	200	133

Sampling techniques and Procedure

This study employed both purposive sampling technique and stratified sampling technique. Purposive sampling technique is a technique that the researcher used his or her own judgment or common sense regarding the participant from whom information was collected (Amin, 2005). The researcher used purposive sampling to choose the respondents and believed that they had the relevant information. In stratified sampling the population was divided into sub-categories such that elements within each sub-population were homogenous. Simple random samples were then selected independently from each sub-category (Amin, 2005), this technique was used to reach the local community and parents.

Research Instruments

The questionnaire was used in this study and had three sections, where by section A helped the researcher to collect data on the profile characteristics of respondents.

Section B of the questionnaire involved questions on NGOs participation as the independent variable, and all questions in this questionnaire were closed ended basing on a four point Likert scale ranging from 1= strongly disagree, 2= disagree, 3= agree and 4= strongly agree. Section C of the questionnaire involved questions on the dependent variable (primary education service delivery). All questions in this questionnaire were also be closed ended and based on a four point Likert scale ranging from one to four, where 1= strongly disagree, 2= disagree, 3= agree and 4= strongly agree. An interview guide also was used in order to confirm the information collected

concerning NGOs participation as the independent variable and primary education service delivery (dependent variable).

Validity and Reliability of the Instrument Validity

The validity is the extent to which a measurement instrument actually measures what is designed to measure (Amin, 1999). The validity of the instruments of this study referred to the content of the Questionnaire. To make sure that the questionnaire measured what was intended to measure, to ensure the clarity of questions, their effectiveness and the time required to complete the questionnaire, the researcher assessed its content validity and reliability. To test the content validity, the researcher used a panel of ten experienced researchers in the domain in Uganda to assess their suitability and relevancy of the research objectives of the study and research questions. They were asked to assess the validity of the questions in the questionnaire by ranking them from 1 to 4 against objectives of the study and the research questions. 1-represented strongly disagree, 2-Disagree, 3-Agree, and 4 for strongly agree. From there, a Content Validity Ratio (CVR) and Content Validity Index (CVI) were calculated.

CVR was calculated by subtracting the total number of items judged to strongly disagree (1), and disagree (2) from the total number of items judged to strongly agree

(4) and agree (3), thereby dividing them to a half of people asked to judge the questionnaire. This CVI was accepted because normally it should be greater than 0.5, which means that the questionnaire could be administered. For the purpose of this study, using this formula, the CVI calculated was 0.8.

Reliability

Reliability refers to the consistency of a measure. A test is considered reliable if we get the same result repeatedly. In order to test the reliability of the questionnaire, the researcher conducted a preliminary testing of the questionnaire before constructing the final copies to be distributed later in the field for actual data collection. The questionnaire was tested to a selected sample, which the researcher planned to use in the study. Eight people were selected, 2 from each category of respondents and were given questions for testing. This enabled the researcher to improve the questions after getting a value of 0.9.

Data Gathering Procedures

Research and evaluation to go and collect data, a formal request to collect data was obtained from the different categories of the respondents. Upon acceptance, the researcher made an appointment to meet with the respondents to individually get their consent and inform them that a research was being conducted for academic purposes and that their time was needed to fill in the questionnaires. Then the questionnaires were distributed and later on picked from the respondents for analysis.

Data analysis

The statistical package which was used for anglicising data in this study was SPSS version 21.0. Different statistical techniques were used namely: Data on profile of respondents was analysed using simple frequencies and percentage distributions. Means were used to determine the extent of NGOs participation and the extent of primary education service delivery. An item analysis helped the researcher to identify the strengths and weaknesses in the study from which conclusions were derived. The following numerical values and response modes were used to interpret the means;

Mean range	Response range	Interpretation	
3.26 - 4.00	strongly agree	Very satisfactory	The Pearson's Linear Correlation Coefficient
2.51 - 3.25	Agree	Satisfactory	
1.76 - 2.50	Disagree	Unsatisfactory	
1.00 - 1.75	Strongly disagree	Very unsatisfactory	

Coefficient (PLCC) was used to determine the significant relationship between NGOs participation and quality of primary education service delivery, and to test the null hypothesis of the study.

Ethical Consideration

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

The researcher got a transmittal letter from College of Higher Degrees and Research and Research which help me to introduced to the place where am going to carryout research. The questionnaire was anonymous and the responses in the questionnaire were confidential. Informal consent was got from the respondents to participate in the research.

Limitations of the Study

The anticipated threats to validity in this study were as follows: Some key informants were revealed in detail the gaps and deficiencies that could affect its success; this could affect the content validity of the first research question.

The research environments were classified as uncontrolled settings where extraneous variables could influence on data gathered such as comments from other respondents, anxiety, stress, motivation on the part of the respondents while on the process of answering the questionnaires.

Testing: the use of research assistants that rendered inconsistencies such as differences in conditions and time when data was obtained from respondents. This was minimized by orienting and briefing the research assistants on the data gathering procedures. Instrumentation: the research tools were non-standardized hence a validity and reliability test were done to arrive at a reasonable measuring tool

Profile of respondents

Respondents were asked to provide information regarding their gender, age and education level, their responses were summarized using frequencies and percentage distributions as indicated in table 4.1 below;

Table 4.1 Profile of Respondents

Category	Frequency	Percent
Gender		
Male	91	68.4
Female	42	31.6
Total	133	100
Age		
below 19 years	16	12.0
20-30 years	36	27.1
31-40 years	53	39.8
41-50 years	28	21.1
Total	133	100
Educational qualification		
Certificate	1	.8
Diploma	81	60.9
Bachelors degree	41	30.8
Masters's degree	10	7.5
Total	133	100

Source: Primary data, 2022

Table 4.1 denoted that majority of the respondents in this sample were male 91 (68.4%) as compared to 42 (31.6%) who were female, hence observing that there is a big gender gap among citizens in Mogadishu Somalia.

Regarding age, results in table 1 revealed that majority of respondents in this sample ranged between 31-40 years of age, this also implied that that majority of respondents in this sample were in their middle adulthood and constituted 39.8%, these were

Followed by those between 20-30 years of age constituting 27.1%, indicating that these were in their early adulthood. With respect to education qualification; the study further showed that diploma holders (60.9%) dominated this study, Bachelors degree were 41(30.8%) and these were followed by Masters’ degree holders (7.5%), hence observing that majority of respondents in this sample were relatively qualified in academics.

Role of NGOs in promotion of primary education

The independent variable in this study was NGOs participation, this variable (IV) was broken into three constructs and these are; Provision of scholastic materials (with four questions), Infrastructural development (with four questions) and provision of bursaries and free education (with four items/questions). Each of these questions was based on a four point Liker scale where respondents were asked to rate the extent to which Non government organizations participate in primary education service delivery by indicating the extent to which they agree or disagree with each question, SPSS 16.0 was used to analyse their responses and summarized using means and ranks as indicated in tables below;

Table 4.2: Role of NGOs

Items on role played by NGOs	Mean	Interpretation	Rank
Provision of scholastic materials NGOs always provide education scholarship to primary students in Mogadishu	3.44	Very Satisfactory	1

NGOs have provided education materials to primary schools in Mogadishu Somalia	2.89	Satisfactory	2
NGOs have provided timely classroom space and teachers to primary schools in Mogadishu, Somalia	2.78	Satisfactory	3
NGOs have set up primary schools in Mogadishu Somalia	2.08	Unsatisfactory	4
Average mean	2.78	Satisfactory	
Infrastructural development			
NGOs have provided free buildings for staff programs to primary teachers in Mogadishu Somalia	3.34	Very Satisfactory	1
The in-service classes for staff programs provided by NGOs has brought quality improvement in primary education	3.07	Satisfactory	2
The class buildings provided by NGOs differ significantly from those provided by Government of Somalia	2.53	Satisfactory	3
The buildings for extra-curricular programmes have helped primary teachers also to perform larger community mobilization roles	2.40	Satisfactory	4
Average mean	2.84	Satisfactory	
Provision of bursaries and free education			
NGOs have made sure that even street children in Mogadishu also receive primary education	3.62	Very Satisfactory	1
NGOs always make sure that even children from migrant families also receive quality primary education services	3.29	Very Satisfactory	2
The NGOs have made sure that those even working children in Mogadishu primary education services by fighting their rights.	2.90	Satisfactory	3
NGOs have setup primary schools in remote and school-less habitations in Mogadishu, Somalia.	2.23	Unsatisfactory	4
Average mean	3.01	Satisfactory	
Overall mean	2.88	Satisfactory	

Key for interpretation of means

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

Results in table 4.2 denoted that the extent of NGOs participation in primary education in Mogadishu Somalia is generally satisfactory and this was indicated by the overall mean of 2.88, implying that NGOs have demonstrated effective grassroots action to enhance the quality of basic primary education and have also influenced mainstream education through replication of their models and through policy dialogue with the Government.

Regarding Provision of scholastic materials; results indicate that the extent of Provision of scholastic materials was rated as satisfactory and this was indicated by the average mean (mean=2.78), implying that the NGOs always provide education scholarships to primary students in Mogadishu, Somalia.

With respect to Infrastructural development; results in table 4.2 indicated that four items were used to measure this construct and it was also rated satisfactory on average and this was indicated by the average mean of 2.84, implying that the NGOs have provided free Infrastructural development to primary schools in Mogadishu Somalia.

Provision of bursaries and free education; results in table 4.2 connoted that provision of bursaries and free education as the last construct on credit accessibility was measured using four items (questions) and it was rated satisfactory on average (mean=3.01), implying that NGOs have provided primary education even to street children in Mogadishu Somalia.

Quality of Primary education

Quality of Primary education service delivery is the dependent variable in this study and was broken into three constructs and these are; quality of learning environment (with four questions), quality of teachers (with four items) and Quality outcomes (with three questions). Each of these questions was based on a four point Linker scale and respondents were asked to rate the extent of primary education service delivery by indicating the extents to which they agree or disagree with each question, their responses were analyzed using SPSS and summarized using means as indicated in Table 4.3;

Table 4.3
Quality of Primary education

Items on Primary education service delivery	Mean	Interpretation	Rank
Quality of learning environment The primary schools in Mogadishu have got a well developed infrastructure which provides high quality learning environment.	3.74	Very Satisfactory	1
The primary schools have got enough and clean toilets which favor students learning.	2.89	Satisfactory	2
Student in primary schools in Mogadishu always access clean water encourages them to attend classes every day	2.76	Satisfactory	3
The primary schools in Mogadishu have got number classrooms which can accommodate large number of students	2.41	Unsatisfactory	4
Average mean	2.95	Satisfactory	
Quality of teachers The teachers in primary schools of Mogadishu have got enough skills of teaching that helps students learn	3.37	Very Satisfactory	1
The teachers in Mogadishu primary schools always attend Infrastructural development programmes provided to them by NGO's	2.62	Satisfactory	2
The primary teachers in Mogadishu always go to class when they are well prepared	2.59	Satisfactory	3
Teachers in primary schools of Mogadishu have attended enough education courses which meet the state standards	1.91	Unsatisfactory	4
Average mean	2.62	Satisfactory	
Overall mean	2.78	Satisfactory	

Source: Primary data, 2022

Results in table 4.3 indicated that the extent of primary education service delivery is generally high and this was indicated by the overall mean of 2.78, which implies that the basic aim of primary schools in Mogadishu is to organize, ensure and offer all children regardless of age, gender, family or social background and intellectual abilities; learning opportunities that allows them to achieve a balanced cognitive, emotional and psychomotor development.

Quality of learning environment; as the first construct on the dependent variable was measured using four items/ questions and it was rated satisfactory on average (mean=2.95), implying that the primary schools in Mogadishu have got a well developed infrastructure which provides high quality learning environment to children.

Challenges faced by NGOs in promotion of Primary education in Mogadishu Somalia

The challenge for NGOs has been attracting funds for long term planning because NGOs funding depends on donor needs.

Major challenges faced include inadequate human resource (thus the need for capacity enhancement for local actors) and lack of ICT policy in Somalia.

NGOs are facing challenges of limited trust by the international community and it takes too long to be entrusted with anything. This is just a matter of perception. There should be minimum standards on how to strengthen local NGOs. However, funds provided are not continuous and this leads to replacement of competent teachers who proceed to other places for greener pastures

There is lack of linkage between the field and Nairobi because the International community is in Nairobi and the community is in the field leading to numerous misunderstanding.

NGOs are facing challenges of lack of teacher education policy and a unified curriculum which cannot be done without guidelines from the government.

The findings also indicated a positive and significant relationship between the extent of NGOs participation and Primary education service delivery in Mogadishu Somalia, Uganda ($r=.442$ & $Sig=0.000$ respectively), this is because the significant value was less than 0.05, which is the maximum level of significance required to declare a relationship significant.

Conclusions and recommendations

The extent of NGOs participation in primary education in Mogadishu Somalia was rated satisfactory on average (mean=2.88), hence concluding that that NGOs have demonstrated effective grassroots action to enhance the quality of basic primary education and have also

influenced mainstream education through replication of their models and through policy dialogue with the Government.

The extent of primary education service delivery is generally high and this was indicated by the overall mean of 2.77, hence concluding that the basic aim of primary schools in Mogadishu is to organize, ensure and offer all children regardless of age, gender, family or social background and intellectual abilities; learning opportunities that allows them to achieve a balanced cognitive, emotional and psychomotor development.

There is a positive and significant relationship between the extent of NGOs participation and Primary education service delivery in Mogadishu Somalia, Uganda ($r = .442$ & $Sig = 0.000$ respectively), hence concluding that the NGOs' participation in primary education system leads improvement in primary education service delivery in Mogadishu, Somalia.

There are, however a number of actions that can be taken going forward, including:

1. The government needs to comply with its reporting obligations under the international human rights treaties, in particular on the right to education
2. There is a need to develop policy instruments to operationalise the new Education Act (2011) while its review is going on. The urgency with which the Act's implementation should be implemented is dictated by the need to meet some of the international education goals whose deadline is imminent.
3. The government needs to adequately fund the Central Statistical Office (CSO) and provide sufficient staff in order to improve education data collection, analysis and publication.
4. Planning and budgeting for education should be integrated more closely so that budgeting is target specific and in line with the Annual Strategic Plan and five-year plans
5. Conditions of service for teachers need to be improved and remuneration packages should be more attractive to invite and keep individuals in the teaching profession
6. The engagement of civil society as an oversight structure, along with local-level governance and management structures such as School Boards/Management Committees, parent-teacher associations and the media, need to be strengthened

Areas for further research

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

1. Provision of scholastic materials and primary education service delivery in Mogadishu Somalia.
2. NGOs participation in primary education and quality of learning environments in primary schools in Mogadishu Somalia.
3. Infrastructural development and primary education service delivery among primary schools in Mogadishu Somalia.

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