TO ESTABLISH STRATEGIC INITIATIVES FOR ACCESS, PARTICIPATION AND PERFORMANCE OF GIRL CHILD EDUCATION IN TOGDHER SOMALIA

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D53/OL/CTY/26802/2014

A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF BUSINESS IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF BUSINESS ADMINISTRATION (STRATEGIC MANAGEMENT) DEGREE OF KENYATTA UNIVERSITY

MAY, 2018
DECLARATION

I declare that, this project is my own original work and has not been presented for award of any degree in any University.
Signed: ________________________________ Date______________________________

TIMIRA BISHAR AHMED D53/OL/CTY/26802/2014

This research project has been submitted for the course examination with my approval as the University supervisor.
Signed: ________________________________ Date______________________________

MR. SHADRACK BETT
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Kenyatta University
DEDICATION

This research project is dedicated to the all teachers in Somalia who despite the difficulty of the environment and spectra of daily violence, continue to provide children and young people with the education they need to become useful members of community and hope for a better Somalia.
ACKNOWLEDGEMENT

I would like to thank the Almighty God for giving me the opportunity and strength to pursue my education. It is through His abundance grace that has brought this research work this far.

This work would not have been possible without my supervisor Mr. Shadrack Bett who guided me all along the process. I acknowledge his patience, support and thank him most sincerely for his tireless efforts.

I would like to thank my confidants for their support and wonderful ideas throughout this process. I further wish to thank my brothers and sisters for their invaluable on how to tackle life challenges, they have always been a source of inspiration from whom I get my intelligence.

Lastly, I also appreciate my friends who shared this journey with me and encouraged me in the adventure of academics and have been my anchor.
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**DEFINITION OF TERMS**

**Aid organisations:** Local and international NGOs and United Nations providing humanitarian support in Somalia;

**Donor community:** Refers to all governmental and non-governmental organisations, charities, foundations providing financial support for humanitarian aid and sectorial development in Somalia.

**Fragile state:** A state that has weak capacity to carry out basic governance functions, and lacks the ability to develop mutually constructive relations with society.

**Partnership:** A collaborative relationship between parties based on trust, equality, and mutual understanding for the achievement of a specified goal. Partnerships involve risks as well as benefits, making shared accountability critical

**Girls’ participation in education:** refers to a state where all Somali girls access education; they are retained in school and are all able to complete basic education.

**Access** - Availability of opportunities at primary level of acquiring education for the disadvantaged in the society i.e. the girl--child.

**Strategies** – this are plans that have been laid down by an organization to fulfill a particular objective

**Government Facilities:** These facilities in school include; classrooms, latrines, school bus, science laboratories, health facilities and the entire school environment
ABSTRACT

The purpose of the study was to investigate the strategic initiatives for access, participation and performance of girl child education in Togdher, Somalia. Five research questions were formulated to guide the study. The study employed the descriptive survey research design. The sample was therefore 66 teachers. Data was collected by use of questionnaires for the head teachers, deputy teachers and senior teachers. Findings revealed that influence of the variables that affected the performance of the girl child in Togdher region of Somaliland which included; community mobilization and awareness in the implementation of the policies because it has to auger well with norms and the cultural practices in the area, conflict and fragility has adverse effect on the girl child education, with existence of the facilities, the girl child education is improving. The findings also revealed that staffing levels was another challenge faced by head teachers in promoting girl child education. The findings also revealed that lack of physical facilities was a factor that influenced access to girls’ education. Findings also revealed that lack of female teachers affected girl’s education. Girls therefore did not have role models; they did not have teachers to go for in matters that were particular to them. Based on the findings of the study it was recommended that there is need for the government through the teachers service commission (TSC) to post more female teachers to the area to act as role models for the girls. There is need for the government through the CDF and NGOs to give more bursaries for the girls in the area to encourage them. Taking into consideration the limitations and delimitations of the study suggested that an investigation on the influence of gender policy on girls’ participation in schools should be conducted. The other important support that should be provided by the government and the Non-Governmental Organizations are the rescue centres in the schools that are located deep in the interior. Rescue centres would go a long way in providing a learning environment, where the girl is not threatened by the cultural practices leading to drop out from school. Therefore, the head teachers should be actively involved in sourcing the assistance for the poor girls who cannot afford school fees. In the same breathe, enough learning facilities and physical structures such as teachers staff houses, should be provided. It was also suggested that a study on an investigation in the impact of CDF in enhancing girls’ participation in schools should be conducted. There is also need to conduct a study on the effects of boarding schools on girls’ participation in secondary schools in the district.
CHAPTER ONE
INTRODUCTION

1.1 Background of the study

Education is a key driver for development and one of the main mechanisms for reducing poverty, improving health, engendering peace, promoting gender equality and facilitating governmental stability. Until the mid-1990s, most external interventions within the education sector of developing countries focused on directly strengthening teaching and learning, but these interventions tended to leave untouched the capacity of Ministries of Education to develop policy, undertake realistic longer-term planning and identify the resources needed to result in comprehensive improvements across the sector with negative impact on sustainability. In addition, developing countries relying on aid funding, different donors have carved up support to the sector into projects which often compete for attention and resources of limited financial and human resources, however the urge to support girls education in most countries have been a key indicator for most NGOs, as the famous Somali adage goes “if you educate a girl you have educated a whole nation” (World Bank, 2013).

However, the progress made to date is far from adequate. UNESCO statistics on enrolment indicate that worldwide, 77 million children in 2004 were still not enrolled in school. According to UNICEF sources this figure may be as high as 90 million children for 2005–2006 in terms of school attendance figures from household surveys. In many regions, girls lag far behind. In other regions, there is a growing problem of underachievement by boys. Poverty is a key factor impeding enrolment, primary and secondary completion, and learning outcomes, and children from ethnic minority and indigenous communities consistently underachieve. The evidence indicates that, on current trajectories, the international targets for access will not be met. The challenges to the achievement of quality in education are even greater (UNICEF, 2007).
The Universal Declaration of Human Rights (1948) and the United Nations Convention on the Rights of the Child (UNHCR, 2003) both state that all children have a right to education. This is underscored by the current Education for All (EFA) initiative, which seeks, by 2018, to ensure that “all children, particularly girls, children in difficult circumstances, and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality.” (Inter- Agency Network for Education in Emergencies, 2004). However, issues of content, quality, and safety persist, and access to education continues to be a particularly difficult challenge for war-affected children, and youth.

Girls’ education has become a major issue in most developing countries. In Sub-Saharan Africa a large number of young girls still do not participate satisfactorily in education. Globally, 104 million children aged 6-11 are not in school each year. 60 million are girls. Nearly 40% of these out of school children live in Sub-Saharan Africa, 35% live in South Asia, United Nations Educational Scientific and Cultural Organization, (UNESCO, 2011). Across the developing world, the gender gap between boys and girls in primary school completion is greater than 10%. In Sub-Saharan Africa, more than half of the girls (54%) do not complete primary education. Studies have established that gender disparities exist in educational systems in terms of school enrolment, retention, achievement and completion (Ministry of Education, 2011).

The United Nation Millennium Development Goal number two is to achieve universal primary education by the year 2018, by which time they aim to ensure that all children everywhere regardless of race or gender, will be able to complete primary learning. The United Nations are particularly focusing on Sub-Saharan Africa and Southern Asia, where there are large numbers of children out of school. They hypothesize that they might not reach their goal by 2018.
United Nations (1993) and children’s Act (2001) recognize that education is a basic human right that every child must enjoy. Kenya is a signatory to these and other international conventions. The International Convention on Human Right (1948) Article 26 (1) states that everyone has the right to education and that education shall be free at least in the primary stages. It further declares that primary education shall be compulsory. According to EFA global monitoring report 2003/04 increasing the educational level of girls has a favorable impact on economic growth. Since 2002, United Nations Educational Scientific and Cultural Organization (UNESCO) and the global community have been striving to attain the Dakar Education for All (EFA) goals. Considering the fact that education for girls and women is an urgent priority, the Darker Frame work for Action contained a time-bound goal (Goal 5) devoted specifically to gender parity and equality in education.

Moreover, special attention had been paid to women and girls in other goals; for example, goal two stipulates that by 2018 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities will have access to a complete free and compulsory primary education of good quality. At the Pan African Conference held at Ouagadougou, Burkina Faso, in March / April of 1993, it was observed that Africa was still behind other regions of the world in female participation in education. Gender disparity was attributed to the age long belief in male superiority and female subordination (Okojie, 1996).

Discrimination of girls in education furthermore persists in many African societies due to customary attitude; gender biased and prioritized child education systems (Kabira, 1992). Lack of education affects other aspects of the life of a woman and that of children in Africa. It was estimated that every additional education a girl receives after primary education, child’s survival rates increases by about 5%. In Africa, about 18 million girls are without education and more than 2/3 of Africa’s 200 million illiterate adults are women.
To enable girls participate in education parents are expected to provide adequate teaching and learning facilities, protection against early pregnancy and marriages, personal effects like pads, less housework to enable them have humble time for school homework, prompt school fees payment, clothing and nutrition, positive motivation to change attitude, good accommodation at home and above all be role model in all actions and talks that parents portray (GCN, 2004). Socio-cultural factor, socio-economic and attitude of parents on girls’ education have not kept pace with modernity.


A research study done in Nigeria (African Journal of Reproductive Health, 2010), shows education as an important foundation to improve the status of women and has also been acknowledged as a deep-seated strategy for growth. No sustainable development is possible if women remain uneducated, discriminated against and disenfranchised.

According to Girl Child Network (GCN) (2006) achievement of gender parity in education in Kenya has remained an elusive dream. Efforts to address it at policy levels have remained largely superficial and uncoordinated. A report by the Government of Kenya (GoK, 2008) shows that a decline in female representation as learners progress up the educational pyramid, that is 49% at primary level, 46% at secondary and 28% at university level. A study carried out by Kenya National Population and Housing Census (KNPHC) Central Bureau of Statistics (CBS, 2002) revealed that a drop out of school pupils in the age group of 12-19 years was 41%.
Head teachers as implementers of government policies are well placed to enhance girl-child participation in public primary education through community sensitization. High girl-child participation rate in education is crucial in a modern society. This is because education is one of the most effective instruments a nation has at its disposal for promoting sustainable social and economic development (GOK, 2006). Head teachers need knowledge of the role of home and community in supporting girl-child learning. Strong educational leadership and coordination can help a head teacher’s work out plans to help sustain the girl-child in school. Arid and Semi Arid Lands (ASAL) require considerable rethinking on leadership and coordination, given that the role of the head is primarily concerned with school improvement (Dunne, 2006).

Education, training and skill formation have become prominent public policy issues in Kenya and in many other countries. Education for girls is one of the criteria pathways to promote social and economic development (Watkins, 2011). According to Education For All (EFA) Global Monitoring Report (2004) increasing the educational level of girls has a favorable impact on economic growth. Since 2002, United Nations Educational Scientific and Cultural Organization (UNESCO) and the global community have been striving to attain the Dakar Education for All goals.

The head teacher’s administrative experience is important in the achievement of these goals. Benefits of experience become evident in a head teacher after just a few years of teaching and seem to peak at four or five years of teaching. Head teachers are the most important facilitators of improvements. They are change managers who plan for the betterment of their schools on regular basis. She/he is a bridge between school, community and education authorities. To encourage the girl-child to participate in education fully, will require considerable amount of new administrative skills and knowledge (Strengthening Teacher
Education in Pakistan, 2009), Government Primary School Head Teachers” Training-Pakistan.

More educated and richer parents can provide a better environment for their children (McLachlan, 2013). Children brought up in less favorable conditions obtain less education, despite the large financial returns to schooling (Heckman & Mastenov, 2005). There is a large correlation between the education level of parents and their children. Financial constraints significantly impact on educational attainment. A number of studies have found a strong link between parental income (typically the father) and participation of the girl-child in education.

In Uganda, during the international day of the girl-child, 11th October, 2013, the girls raised a number of issues which included the fact that they are out of school because the parents do not want to take responsibility for their education. In most cases parents do not provide the basic requirements for their children, such as sanitary towels, books, meals etc, due to low income. This has led to so many girls to miss school especially when they are menstruating.

Education provides a foundation for alleviating poverty and improving socio-economic development. The evidence of benefits to education is well established as it raises the quality of life, improves health and increases productivity to the market and non-market work. It also increases individual’s access to paid employment, and often facilitates social and political participation (Forum for African Women Educationalists (FAWE, 2008). Most parents in ASAL areas lack interest to educate girls. Prolonged drought, poverty, unproductive land makes the situation worse. Any little resources available go to educate the boys not girls. The latter will get married. In families with many children, when direct costs such 3as tuition fees, cost of books, uniform, transportation and other expenses exceed the income of the family, girls are the first to be denied schooling. This gender bias decision in sending girls to school is based on gender roles dictated by culture (Blench, Roger, 2001).
It is estimated that some 140 million women, girls and babies throughout the world have been genitally mutilated. Another three million girls are at risk of such mutilation each year. Female genital mutilation (FGM) is primarily practiced in 28 African countries, to a lesser extent in certain countries in Asia and the Middle east and also, as a result of migration, in western host countries. Although the elimination of FGM was originally regarded as a mere question of health education and information, today FGM is recognized as a socio-cultural problem that is deeply rooted within the societies in which it is practiced. Thus social change is indispensable if the practice is to be ended permanently. FGM keeps the girls out of schooling during preparation and after the practice. After the practice, girls are made to feel that they have become adults and mature. Those who come back to school become disrespectful to teachers and uninterested in learning. Some stay at home awaiting marriage (Gok, 2003). Commitment to ending FGM is symbolic of the effort to strengthen the position of women and women's rights generally, because FGM is a serious violation of human rights, and its elimination would serve to advance virtually every one of the United Nations (UN) Millennium Development Goals (UNESCO, 2008).

1.1.1 Somali ’s Geopolitical Landscape
Several studies have examined the factors that contribute to the demise of Somalia’s education system (UNICEF 2000; Eversmann, 2000; OECD, 2011; Global Partnership for Education, 2012). Most of these papers begin by discussing the spatial and geo-political settings within which the system is applied, most probably because these are two of the leading influences on Somalia’s education system.

In the paper by UNICEF (2000) that assessed Somalia’s education system for the year 2000, Somalia’s location is identified as being along the easternmost portion of the Horn of Africa, between longitudes 410 E and 51024’ E and latitudes 110 30' N and 1030' S. The country is
Somalia is bordered by Djibouti to the north, Kenya to the south-west, Ethiopia to the west and the Indian Ocean to the east (UNICEF, 2000). With a land area of approximately 638,000 square kilometers and a population of 10,251,568 (July 2013 est.), Somalia’s most populous regions are central and southern Somalia. The capital of Somalia is Mogadishu which is located in the coastal Banaadir region and has served as an important port for centuries. The “independent” state of Somaliland is located along the north-easternmost tip of the country.

According to UNICEF (2000), one way to understand present day Somali is to visualize it as a product of the interaction between a number of historical events and natural environments. The most important of the historical events have been the migration of peoples into and within Somalia; external cultural and economic influences, particularly from the Middle East; resistance to external invasion and the difficulties in creating a modern state. The three most prominent waves of migration into Somalia began when the Cushites from the Middle East migrated across the Red Sea, then the Bantu speakers who reached the east African coast around the 5th century A.D. and finally immigrants from Persia and Arabia as a result of trade across the Indian Ocean around the 9th century (UNICEF, 2000).

Culturally the distinction between nomad and cultivator forms the distinguishing line in Somalia, where between 60 and 70 per cent of the population are either nomads or have nomadic affiliations (Lewis, 2008). Somali society is characterized by a mixture of several different clans, the main divisions being the four noble clans: Dir., Dared, Hawiye and Isaaq, the agro-pastoral clans: the Digil and Mirifle and the occupational clans: Tumal, Gaboye, Jaji, Yibir and Yahar ((Lewis, 2008). Traditionally these clans have lived peacefully together, however in 1991 a combination of internal and external factors led to the collapse of Somalia’s central government and the start of the Somali Civil War (Retamal & Devadoss, 1998).
1.1.2 Infrastructure of Somaliland’s Education system

Although Somalia’s education system was institutionally weak before the outbreak of the civil war, this factor exacerbated the problem because a state of fragility was created (Eversmann, 2000). Somalia is an extremely fragile and Conflict Affected State (FCAS) because it is in a situation of prolonged crisis which has been characterized by armed violence and intermittent violence, deep-rooted and structural poverty and high dependencies on external humanitarian assistance and diaspora remittances (OECD, 2011). A fragile state is defined by the OECD (2012) as a state which has weak capacity to carry out basic governance functions, and lacks the ability to develop mutually constructive relations with society. Fragile states are also more vulnerable to internal or external shocks such as economic crises or natural disasters. More resilient states exhibit the capacity and legitimacy of governing a population and its territory. They can manage and adapt to changing social needs and expectations, shifts in elite and other political agreements, and growing institutional complexity. Fragility and resilience should be seen as shifting points along a spectrum.

A World Bank report (2011) found that although progress was made in most areas of human development, education continues to lag behind and none had achieved even a single Millennium Development Goal in the appendices. According to the 2011 World Development Report, the development deficit is concentrated in fragile and conflict-affected and recovering states, which account for 77% of school-age children not enrolled in primary school, 61% of poverty, and 70% of infant mortality. In Somalia for example, less than 28%, a third of which are girls, are enrolled for primary school. According to O’Malley (2011), fragility hinders development in education systems because it disrupts the attendance of student, teachers and staff; it demotivates, distracts and traumatizes students and teachers; causes a reduction in the recruitment of staff and enrolment of student and reduces the capacity to manage or the suspension of the system. In the context of Somalia, it was found
that some of the key attributes of its fragility are structural and deep-rooted poverty, a heritage of collapsed state structures, and weak state relations with society, a high dependence on external and humanitarian assistance and a high reliance on diaspora remittances (OECD, 2011).

Eversmann (2000) however believes that the institutional weakness of Somalia’s formal education system is much deeper-rooted. In his work titled Education Kits in Somalia, Eversmann (2000) points out that it was only in 1972 as a prelude to an overall education initiative that the Barre government introduced the first Somali alphabet which is based on the Latin script and it was only then that Somali was made the official language of schools. This was followed by a mass literacy campaign in 1974 which saw a ten-fold rise in enrolment rates to 271,000 in 1982 (Benares et al., 1996, cited in Eversmann, 2000). Which at its best never improved beyond a peak of about fifty per cent of the school-age population during the mid-1980s, and previous gains were lost as funding was diverted from the social sector for investments in defense.

The education system survived in small ways during the civil war through local initiatives supported by the international community, with the United Nations playing a central role by providing a teacher training program through UNICEF and a school feeding program run by the World Food Program (Eversmann, 2000). At the time of publication, Eversmann (2000) notes that education in Somalia was one of the worst in the world, with less than ten per cent children aged six to seventeen or 150,000 pupils being enrolled in 651 schools. It can be seen from the chart that the enrolment level in Somalia’s has raised considerably since the 1990s. This is particularly so in the settled state of Puntland, where enrolment rates rose by 27 per cent between 2006 -2007 (Puntland State of Somalia – Ministry of Education, 2007). In a more recent paper by the OECD (2011) it was recognized that while other areas of Somalia reflect a deteriorating situation, Somaliland and Puntland have remarkable development opportunities and stability (OECD, 2011). Nevertheless, data provided by the
UN Joint Programme on Local Governance and Decentralized Service Delivery (JPLG) suggests that there is still cause for concern. The study which explored sector functional assessment within education, health and WASH in Somaliland, found that the primary reason for low primary enrolment levels in Somaliland is insufficient schools and the ability of the current educational service to reach nomadic communities, which constitutes a substantial segment of the population (JPLG, 2012). In Somaliland, education services are provided by a variety of stakeholders which includes Community Education Committees, community-based organizations, NGOs, educational umbrella groups and networks, religious groups and regional administrations (UNICEF, 2013).

1.1.3 Education of girl child in Somalia

Education in Somalia has been badly affected by two decades of conflict, with very few children going to school and few prospects of employment for those who complete any stage of education. Somalia is characterized by one of the lowest enrolment rates of primary education in Sub-Saharan Africa. Somaliland MoE, 2011/2 Primary School Census Statistics Yearbook, indicates 44% Gross Enrolment Rate (GER) in Somaliland with 50% boys and 38% girls, in Puntland GER stands at 41% with 46% boys and 37% girls (MoE Puntland State Primary school census yearbook, 2011-2012). According to UNICEF Somalia Cluster reports, South Central Somalia has a GER of 42% with 47% boys and 37% girls. The girls’ primary school completion rate stands at 66% in Somaliland and 75% in Puntland (excluding repeaters and dropouts). Within the teaching force, the gender gap is even more distinct. In Somaliland, only 16% of the teachers are female, while in Puntland the number of female teacher’s stands at 13% (Puntland/Somaliland School Census Report 2011/12). UNDP report (2007) estimates the Annual Per Capita (Household Income) of the major economic regions of Somaliland to be between US $ 300-400, while the summative figure for the whole of Somalia is estimated to be US $ 225. The second problem with the key socio-economic
indicators of Somalia is that the figures currently available mainly cover between the years 2002/2003 and occasionally between 2004/2005.

Somalia has recently been referred to by The Economist as “the worst place in the world to be a woman,” and by Save the Children’s Child Development Index as “the worst place in the world to be a child.” From the very start of their lives, girls are locked out of obtaining the basic health and education services they need to survive. The figures speak for themselves. Infant and maternal mortality rates are among the worlds’ highest; for every 100,000 live births, 1,200 women die in childbirth; the under-five morality rate is a staggering 225 per 1,000 live births. School life expectancy is three years for boys and two years for girls. Somalia is deeply traditional; 98% of girls are subject to genital cutting. Beyond the figures, girls are being raped at an increasing rate, they’re forced into early marriage, and one of latest trends is that they’re recruited as suicide bombers.

Low levels of educational attainment—especially of girl-child represent a very serious constraint on development in most Sub-Saharan African countries. This constraint hampers progress for individuals as well as for nations. At the individual level education is the ultimate liberator, empowering people to make personal and social change. There is a wide international recognition that there is no investment more effective for achieving development goals than educating girls. Yet reaching gender equity in school enrolment is still a major challenge in most countries. This is illustrated by the failure of many countries to attain the only Millennium Development Goal (MDG), to eliminate gender disparity in education (World Bank, 2002).

Notwithstanding the significant deterioration of the education system over decades of colonial neglect and civil war, formal and non-formal educational institutions exist in Somalia. The MOEs in all three zones of Somalia (South-Central, Puntland, and Somaliland)
are functioning and responsible for formal primary, secondary, and tertiary schools, as well as non-formal education (NFE). There are 717 formal and 116 NFE facilities in Somaliland, and 469 formal and 118 NFE facilities in Puntland; this information (and data on enrolment, retention, and teacher salaries) is not available for South-Central. The quality of most schools is inadequate (a quarter of all teachers work for no salary), and rural learners often have no access to schools (15% of pastoralist women have attended formal schools). The MOEs have explicit ESSPs for each zone, but MOEs have scarce capacity to implement their plans, which has resulted in ineffective government management of the education system. Community Education Committees (CEC) in most locations across Somalia have taken on the responsibility of running schools (formal and non-formal), with non-state providers (largely UNICEF and international NGOs) providing technical and financial support. Donor funding for support to education across Somalia, much of it through NGOs, remains fragmented and inadequate.

However, the general statistics for the whole of Somalia are misleading to the extent that the country is effectively divided into three parts and its three separate administrations represent different levels of fragility and stages of development. Progress in developing the education sector and capacity to plan and manage further developments are at different levels across the three zones. At one extreme, the Central South Zone, there is a situation of conflict and emergency, where the key support is in the form of humanitarian relief. At the other extreme, the republic of Somaliland which declared independence in 1991 from Somalia but has never been officially recognized, is a state in early recovery and emerging from fragility, but with capacity to deliver basic services still remaining weak. In between is the PL state of Somalia in the north east, which declared itself autonomous (but not independent) in 1998, but which has not been able to initiate the sort of stable government or the socio-economic development seen in Somaliland (JPLG, 2012).
1.2 Statement of the Problem
Since the outbreak of the Somali Civil War in 1991, the education system in Somalia (Somaliland) has been virtually dismantled. As a consequence, the average gross enrolment rate at the primary school level is one of the lowest in the world at 30% (34% for boys and 22% for girls). Even when children enroll in school, only 60% of those entering grade one are likely to complete grade 4. Women and girls in particular face entrenched barriers, as reflected in low enrolment and high dropout rates. Girls constitute just 37% of pupils (UNICEF Survey of Schools 2005/06). The importance of educating girls is becoming a global concern. Girls are often disadvantaged because of well-founded concerns about their physical security. The poor quality of school facilities in the developing world also militates against girls’ attendance. Studies show that girls often have to spend more school-time than boys doing non-formal educational “house-keeping” tasks. Where there are little educational benefits to be gained, it is not surprising if poverty-stricken parents decide that it is not worth incurring the costs of sending a girl to school. Furthermore, studies in sub-Saharan Africa show that the lack of female teachers as role models is discouraging the girls and can prevent them from doing well at school. In many developing countries, a woman’s role is still defined in terms of marriage and child rearing, and girls’ education is seen as less important than boys (UNICEF 2012). Despite enormous effort and structured initiatives employed by UNHCR, World Food Programme(WFP), Bureau of population and Refugee Migration(BPRM), Danish Refugee Council(DRC), Royal Danish Embassy (RDE), CARE International and other stakeholders, access for girls in the Togdher district in Somaliland particularly in primary schools has been unexpectedly low. It is against this background that the researcher sought to find out strategic initiatives for access and participation of girl child to education in Togdher region of Somaliland.
1.3 Research Objectives

1.3.1 General objective
The main objective of the study was to establish the strategic initiatives for access, participation and performance of girl child education in Togdher, Somali.

1.3.2 Specific Objectives
The specific research objectives of this study were;

i. To examine the effect of stakeholders support on the performance of girls education in Togdher region of Somaliland

ii. To establish how government policies affect the performance of girls’ education in Togdher region of Somaliland

iii. To determine the extent in which conflict and fragility affect the performance of girls’ education in Togdher region of Somaliland

iv. To find out the relationship between facilities and girls performance in Togdher region of Somaliland.

1.4 Research Questions
The research questions of this study were;

i. What is the effect of stakeholders support on the performance of girls education in Togdher region of Somaliland

ii. How does government policies affect the performance of girls’ education in Togdher region of Somaliland

iii. To what extent does Conflict and fragility affect the performance of girls’ education in Togdher region of Somaliland

iv. What is the relationship between facilities and girls performance in Togdher region of Somaliland.
1.5 Significance of the Study

The study on the strategic initiatives for access and participation to education of the girl child in Toghdher, Somali land is expected to benefit all the stakeholders of education in the District in particular and the province in general. The Ministry of Education may use the findings to fill the gaps that may come out in the end of the study. This will help the ministry to reach its beneficiary very well by taking appropriate action on the participation of girls in primary education in the area. It may help the educational managers of the girls in the area. Teachers may also benefit from the study by understanding more the problems of the girls since most of them are non-locals hence have little knowledge about stakeholder support, government policies, conflict and fragility and relationship between facilities and girl’s access and participation in education. Non Government Organizations (NGO) which has educational projects in Somali land will also benefit from the study in identifying the challenges that face girls and hence seek ways of addressing them. Academicians and researchers of education may also benefit from this study. Schools in the area may adopt recommendations of the study to improve the learning environment for girls. And finally it will help the researcher himself to understand better factors affecting girls’ access and participation in primary education in the area.

1.6 Scope of the Study

The study limited itself to only one region with very few public primary schools in Burao, Odweine and Anaiba. For more conclusive results, all the public primary schools in the whole country should have been studied. Private schools which could have provided additional weights were excluded from the study.

1.7 Limitations of the study

The language barrier was likely to inhibit the study. Most rural primary school pupils had poor mastery of English and Kiswahili languages. This was further compounded by the fact
that the study was on primary school pupils whose level of understanding is generally limited. Use of translators was necessary.

The research was also not in position to control the responses of the respondents. Respondents gave socially acceptable responses in order to avoid offending the researcher. It was not possible to control attitudes of pupils, parents or teachers involved in this study.

1.8 Organization of the study
The project was divided into five chapters. Chapter one deals with the background to the study, statement of the problem, objectives, significance, and scope of the study, limitations and organization of the study. Chapter two deals with theoretical and empirical literature review while chapter three deals with research methodology with entails research design, target population, sample and sampling procedure, data collection instruments, validity and reliability and data analysis and presentation of data. This chapter focuses on the demographic information of the respondents, presentations, interpretation and discussions of research findings. The presentations were done based on the research objectives and chapter five summarizes the findings of the study and presents conclusions and recommendations, and suggestions for further research.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This part reviews the theoretical and empirical review of the study. It begins by discussing the main theories the study relied on to build the research framework. The chapter also presents the empirical literature for the study, with a focus on the main variables of the study. The conceptual framework was also developed after reviewing the relevant literature.

2.2 Theoretical Literature Review
The study was anchored on the following theory models which include Psychometrics model and the reinforcement Theory Model.

2.2.1 The Psychometrics Model
The Psychometrics Model In the history of performance research, there exists a vast amount of literature, regarding different research aspects. Between the 1950s and 1980s, the majority of the research regarding the measurement of performance effectiveness, focused on the psychometric approach or test approach. As Feldman (1981) points out, prior to the early 1980s, the authors mainly conducted theoretical and empirical research to improve the psychometric aspects and characteristics of the ratings, in order to reduce the subjectivity in the ratings. The underlying rationale of the psychometric approach is that accuracy is a key factor in performance measurement. Therefore, the majority of the researchers concentrated on developing a better format of rating scale, which is more reliable and valid (Woehr & Miller, 1997).

Cleveland (1995) argued that scholars should pay attention to the contextual factors in performance measurement, before they analyses whether rating systems are effective, because the psychometric model did not include the rating context at all. Bernardin and Beatty (1984) noted that measurements of attitudinal kinds should be noticed, because they
could eventually be better predictors of rating accuracy than those psychometric variables. Keeping and Levy (2000) conclude that the best criterion for evaluating the effectiveness of performance appraisal is rates’ reactions, because they thought that if the employees do not consider the appraisal systems fair, valid, useful or accurate, the best psychometrically sound designed appraisal systems will not be effective.

2.2.2 The reinforcement Theory Model
Reinforcement theory, as developed by Hull (1951), suggests that successes in achieving goals and rewards act as positive incentives and reinforce the successful behaviour, which is repeated the next time a similar need emerges (Daniels, 1989). The implication of reinforcement theory in the role of managing and rewarding performance is that the more powerful, obvious and frequent the reinforcement, the more likely it is that the behaviour will be repeated until, eventually, it can become a more or less unconscious reaction to an event. Conversely, failures or punishments provide negative reinforcements, suggesting that it is necessary to seek alternative means of achieving goals (Armstrong & Baron, 1995).

2.3 Empirical Review

2.3.1 Access to education
The term 'access' in education is defined as the extent to which potential learners in the intended age groups for the proposed education actually receive that education (Cummings et al., 2003). In any society there are certain constraints that always impede accessing of primary education which is regarded as a basic need. Research conducted in both the developing and industrialized countries reveal that there are major problems influencing girls’ access as compared to their male counterparts. The situation in Togdher Somaliland contexts which this literature survey examines greatly disadvantages girls. A detailed description of the literature explored broad thematic areas encompassing out-of-school contexts and school contexts in relation to what hinders girls in accessing formal education. In out-
school contexts themes will include poverty, household chores, distance from school, child
labour, early marriage and appropriate clothing whilst within the school contact the key
themes will include physical facilities such as costs of essential curriculum support resources,
security for the girls, teaching and learning materials, provision of teachers, lack of guidance
and counselling, school management and policies, and management of information systems.

2.3.3 Government policies
The Somalia Constitution explicitly advocates for the rights of women: Article 18 women
rights states; This Constitution ensures the women’s rights of independence, socio-economic
and political rights that is not forbidden in the Islamic Sharia. The Somalia government shall
protect the women’s rights in this Article. If the life of the pregnant woman is endangered,
the abortion shall be carried out, after obtaining of a specialized prescription

The Somalia Constitution (2009) does recognize the Universal Declaration of Human Rights
(UDHR) or other international human rights frameworks, and Article 23 of the constitution
states, “All citizens of Somalia are equal before the law, No one can be discriminated by
color, religion, citizenship, origin, financial status, opinion, political attitude, language and
ethnics. The constitution safeguards the rights of the minority groups. It is the duty of the
government to protect and promote the rights of women in consistence with Islamic religion
and norms. Women have the same rights as men, save the distinctions made by God between
the two sexes.

Also the current Constitution of 2009 has amplified the provisions given to women, and
assures women equal rights with men in every sphere, and that affirmative action’s would be
taken in order to remedy the sufferings of women because of past inequalities. Furthermore,
the Somalia Government’s Women’s Policy (UNDP, 2013), Puntland Health Policy (2012),
gender equality and eradication of harmful traditional practices, including early marriage, affecting the health of women and girls in Somalia. In addition to the above-mentioned national policies, the Somalia legal and judicial documents are also being revised against biases and discrimination of women. For example, the old family law of Somalia is revised. However, the Somalia constitutional provisions, policies and laws prohibiting harmful traditional practices, including early marriage, affecting the overall well-being of girls and women, are not enforced, especially in the rural areas where the majority of the population lives due to economic and socio-cultural barriers. With the help of these policies and emphasize from the other stakeholders, many girls have accessed basic education and their performance highly influenced and improved.

2.3.4 Government facilities
In Somalia, education services are provided by a variety of stakeholders which includes Community Education Committees, community-based organizations, NGOs, educational umbrella groups and networks, religious groups and regional administrations (UNICEF, 2013). Data provided by the JPLG (2012) shows that the primary education sector constitutes the largest proportion of Somaliland’s education sub-sector, which serves the basic needs of 170,930 children, across six regions. Since the announcement of the incoming administration that education will be provided free of charge for all children in Somaliland excessive pressure has been put on the inadequate system (JPLG, 2012). The study however commends the efforts made by Somaliland administration for raising the number of primary schools in Somaliland from just 46 in 1991 to 159 for the academic year 1995-6, although these had a total enrolment 8,667 students.

Dao (2009) in her study established that one of the strategies for the promotion of girl-child education was by the availability of financial resources. The funds were sourced from government grants, free tuition secondary education (FTSE), School fund-raisings and other
well-wishers. She indicated that those funds were used to provide text books, equip laboratories and libraries and to pay bills of water and electricity besides the subordinate staff salaries and to expand and maintain the school. This study focused on the contribution bursaries through, school fundraisings and other well-wishers towards the provision of physical facilities in the school to promote girl-child education in Kenya.

2.3.5 Fragility and Conflict
In fragile environments, there is need to build broad consensus and commitment between government and key donors to work on the development of the sector policy and associated plans, and it is essential to include in the process representatives of all actors and also of other stakeholders, from civil society, etc. Such a broad consensus will be crucial for the success of the initiation of strategic initiatives by both the government and non-government. The policy and planning will also need to be accompanied by set of indicators to evaluate policy implementation and education sector progress. Often times, some of the discrete projects supported by partners have their own indicators against which to measure progress, but these cannot in themselves fully express the overall goals of the sector.

2.3.6 Stakeholder support
Family involvement is the strongest predictor of child educational outcomes. This dimension associated significantly with children's motivation to learn, attention, task persistence, receptive vocabulary skills, and low conduct problems. Family involvement in education has been identified as a beneficial factor in young children's learning (NRC 2001; U.S. Department of Education, 2000). Mainly, family has responsibility to socialize children for making them productive members of society. The more the parents involve in the process of imparting education to their children, the more the children might excel in their academic career and to become the productive and responsible members of society. According to Desimone (1999) and Van der Warf et al., 2001), parental involvement is not only necessary but it is also one of the most cost-effective means of improving quality in education.
According to Jayne’s (2007) parental involvement is defined as parental participation in the educational processes and experiences of their children (Jayne’s 2007). This entitles supporting children with home and school learning activities. The aim of parental involvement is to “increase children's opportunities to progress as far as possible, both in terms of knowledge and social development” (SNAE, 2012). Parental involvement at school (e.g., with school activities, direct communication with teachers and administrators) is associated with greater achievement in mathematics and reading (Griffith, 1996; Reynolds, 1992; Sui-Chu & Willms, 1996). Higher levels of parent involvement in their children's educational experiences at home (e.g., supervision and monitoring, daily conversations about school) have been associated with children's higher achievement scores in reading and writing, as well as higher report card grades (Epstein, 1991; Griffith, 1996; Sui-Chu & Willms, 1996; Keith et al., 1998).

Robert Hess (1966) and Offorma, (2009) provides strong evidence to the Somali people’s commitment to the Qur’an as he writes, “Throughout most of the colonial period, there was practically no educational system in the colony other than the traditional Koranic schools.” In Islam, a girl is not supposed to be in company of any other male apart from her blood relatives. As a result mixing of boys and girls in curricula and core-curricular activities undermines Islamic teachings and this discourages parents from enrolling their daughters in school. In view of these, according to UNICEF (2013), parents cannot spare time to keep watch over the daughters when they are enrolled in school thus they would rather have daughters stay at home which hinder their primary education.

Government is one of the biggest stakeholders that influence the performance of girls’ education. It does play a critical role in the boast of the girls’ education. With many policies in place and advocacy campaigns done with sponsorship from the NGOs, the government is
able to influence parents to enroll their girls into schools and the sponsorship of girls who outdo boys have encouraged the parents who are not able to enroll their girls to free primary education.

NGOs have played critical role in boasting girls’ education and performance, since the failure of Somalia government, NGOs have been working in this war torn country and having incurred a lot of budget to help the vast country, however the efforts of the NGO is minimal since they also depend on availability of funds and key target areas.

2.4 Critical Review

This study will provide additional empirical evidence on the influence of socio-cultural practices on girl child participation in education. Previous studies of school enrollment in Somalia, for example Moyi (2012) focus on post-independence period and conflict area in Somalia; this will differ with that Moyi (2012) by focusing on only the girl child participation in education especially in western parts of Somalia. The literature review has shown that different countries similar to Somalia facing challenges in the education process especially girls at primary and secondary level of education. Lack of interest in education is also attributed to ignorance. Illiterate parents are insensitive to the value of education and therefore difficult to persuade Kratli (2012). The context of the researcher’s background is widely differing in terms of culture and view of education on each people mentioned in the literatures.

2.3 Summary of Knowledge Gaps

Studies in other Sub-Saharan Africa countries have indicated that current parental, community and education managers and teachers’ attitudes and behaviour impact negatively in addressing gender equity in education. Girls normally face problems in both families and
school environment and thus become disadvantaged in pursuing their education to the maximum. Without gender responsive and affirmative action policies, it will be difficult to achieve the Education for All (EFA) goals and targets. It is high time that the Ministry of Education and other educational stakeholders to look into the extent to which girls are participated in primary education in area where girls are disadvantaged in Somalia. While the researchers in the literature review have focused on other areas, however none of them have tried to establish the strategic initiatives for access and participation to education of girl child in Somaliland hence the current study will be conducted in Toghdar region.
2.4 Conceptual Framework

A conceptual framework is a basic structure that consists of certain abstract blocks which represent the observational, the experiential and the analytical/ synthetical aspects of a process or system being conceived. It is a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation. The interconnection of independent and dependent variables completes the framework for certain expected outcomes.

![Conceptual Framework](image)

**Figure 2.1 Conceptual Framework**

**Source:** Researcher, (2017)
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
In this chapter the research identifies the procedures and techniques that were used in the collection, processing, analysis and presentation of data. Specifically the following subsections included; research design, target population, data collection instruments, data collection procedures and finally data analysis.

3.2 Research Design
Research design refers to the method used to carry out a research. Orodho (2003) defines a research design as the scheme, outline or plan that is used to generate answers to research problems. A descriptive research design will be adopted in this study. A descriptive research defines or explains a subject by creating a pool of events, people and problems through data collection. This design is preferred for this research because it enables generalization of the findings to the entire industry (Ngechu, 2004). In addition, descriptive research design accommodates analysis and relation of variables based on questionnaires and secondary data to be used in this study. The design was suitable for this study because it enabled the researcher to contextually interpret and understand how the dependent variable; access and participation girl child to education in Togdher region of Somalia affected the independents variables like the conflict and fragility, stakeholders support, government policies and facilities.

3.3 Target Population
According to Ngechu (2004), a population is a well-defined or set of people, services, elements, and events, group of things or households that are being investigated. In this study, the target population will be comprised of the 321 management staffs employed in Burao (58), Odweine (26) and Anaiba (23).
Table 3.1 Target Population

<table>
<thead>
<tr>
<th>District</th>
<th>No. of schools</th>
<th>Population frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burao</td>
<td>58</td>
<td>174</td>
</tr>
<tr>
<td>Odweine</td>
<td>26</td>
<td>78</td>
</tr>
<tr>
<td>Ainaba</td>
<td>23</td>
<td>69</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>97</strong></td>
<td><strong>321</strong></td>
</tr>
</tbody>
</table>

**Source:** Ministry of education of Somalia (2017)

### 3.4 Sample Size and Sampling Procedure

The sampling plan describes how the sampling unit, sampling frame, sampling procedures and the sample size for the study. The sampling frame describes the list of all population units from which the sample will be selected (Cooper & Schindler, 2003). According to Best and Kahn (1988), the larger the sample the smaller the magnitude of sampling error and greater the likelihood that the sample is a representative of the population, since there are 107 public primary schools in the division which were involved in the study. Purposive sampling technique was used to sample respondents because they are the custodians of school policy documents also believed to have required information based on the objectives of the study. The study focused on 3 teachers in each primary school sampled. These were head teacher, deputy teacher and one senior teacher. The population characteristic is as summarized in table 3.1. The sample size of 66 was appropriate because the population is not homogeneous and the units were not uniformly distributed. The selection is as shown in table 3.2.

Table 3.2 Sample Size

<table>
<thead>
<tr>
<th>District</th>
<th>Population</th>
<th>Sample Ratio</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burao</td>
<td>174</td>
<td>0.2</td>
<td>36</td>
</tr>
<tr>
<td>Odweine</td>
<td>78</td>
<td>0.2</td>
<td>16</td>
</tr>
<tr>
<td>Ainaba</td>
<td>69</td>
<td>0.2</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>321</strong></td>
<td></td>
<td><strong>66</strong></td>
</tr>
</tbody>
</table>

**Source:** Researcher, 2017

### 3.5 Data Collection Instruments

With regard to total quality management practices, the study will use primary data. Primary data will be collected using questionnaires which will have both open and close-ended
questions. The data collection instrument that was employed in this study was the questionnaire. According to Kothari (2004), use of questionnaire is one of the most common data collection tools employed in research works. Questionnaires are used extensively to gather data on current conditions, practices, opinions and attitudes quickly and provide a relatively cheap way of obtaining information. Furthermore, similar studies employed the same instrument for data collection (Eze Asogwa, 2013; Kalusopa, 2011; Kimama, 2008; Nengomasha, 2009; Wato, 2004). The closed ended questions was used to test the rating of various attributes and this helps in reducing the number of related responses in order to obtain more varied responses. The open-ended questions provided additional information that may not have been captured in the close-ended questions.

3.6 Data Validity and Reliability of the Instrument

3.6.1 Validity Test

Validity is a measure of the degree to which data obtained from the instrument accurately and meaningfully represents the theoretical concept and in particular how the data represents the variables. Where validity has been established, any inferences made from such data was accurate and meaningful (Mugenda & Mugenda, 2003). Therefore, the questionnaire was pretested before the researcher commenced to check, correct and assess their content and construct validity. This enabled the researcher to assess whether the respondents have understood the questions or not and whether the questionnaires and interview schedules enabled the researcher to realize the study objectives. The researcher also had research instruments appraised by the project supervisor who is a lecturer at the Department of Business Administration at Kenyatta University. Their contributions and suggestions were made use of ambiguous questions were clarified and new questions added.

3.6.2 Reliability Test

Piloting was done to test the research instruments and identify their weakness in order to
obtain the relevant information. Mugenda, (1999), assert that validity enhances reliability of an instrument. Therefore, a valid instrument is a reliable one. A reliable instrument is one which consistently produces the expected results when used more than once to collect data from to achieve reliability the instruments was analyzed using Cronbach’s alpha, a useful and flexible tool that you can use to investigate the reliability language test results (Brown, 2002). Orodho (2004), recommends an R of at least 0.7 or above for reliable data.

3.7 Data Analysis and Presentation
Data to be collected was purely quantitative and was analyzed by descriptive analysis. Data collected was analyzed using descriptive and inferential statistics and the results were interpreted using percentages and frequency distribution. Statistical Package for the Social Sciences (SPSS) was used to establish the strategic initiatives for access and participation to education of the girl child in Togdher, Somalia.

3.8 Ethical Considerations
Informed consent was obtained from all those participating in the study. Those not willing to participate in the study were under no obligation to do so. Respondents’ names were not indicated anywhere in the data collection tools for confidentiality and information gathered were used for the purposes of this academic study. The necessary research authorities were consulted and permission granted which included Kenyatta University and Ministry of the Education and the administrators of the respective schools targeted in Somali land.
CHAPTER FOUR
DATA ANALYSIS AND PRESENTATION OF RESULTS

4.1 Introduction
This chapter presents the findings of the study based on the data collected from the respondents in relation to the objectives of the study. The purpose of the study is to investigate strategic initiatives for access and participation of the girl child in Togdher region of Somaliland. The specific objectives that the study sought to address were; to establish the effect of stakeholders support, government policies, conflict and fragility and learning facilities on the performance of girls’ education in Togdher region of Somaliland.

The findings of this study focused on the profile of respondents, effect of stakeholders support on the performance of girls education in Togdher region of Somaliland, effects of government policies on the performance of girls’ education in Togdher region of Somaliland, effects of conflict and fragility on performance of girls’ education in Togdher region of Somaliland and the effect of facilities on girls performance in Togdher region of Somaliland.

4.2 Profile of respondents
It was important to have some background information about the respondents who gave the information that was analyzed. The background information collected in the study included: gender, number of years worked and the highest level of education.

4.2.1 Gender
The study sought to find out the gender of the head teachers, deputy head teachers and senior teachers. The results obtained are summarized in Table 4.1.
Table 4.1: Gender of the Respondent

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Male</td>
<td>52</td>
<td>82.5</td>
<td>82.5</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>11</td>
<td>17.5</td>
<td>17.5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>63</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Source: Field data, 2017*

Table 4.1 shows that majority of the head teachers were male (82.5%), while were female (17.5%). This shows that male teachers were more educated and professionally qualified as head teachers, deputy head teachers and senior teachers in the district as compared to female. This agrees with Njeru (2003) who observes that there is no gender equity in the Somaliland education system with male preference to education given a priority than female. A similar study by Koech (1999) in Kenya also confirms that most primary schools have fewer female teachers and poorer representation of women in the management and administration of education. This issue was confirmed by the observation of the researcher that many schools did not have female teachers or had very few. Inadequate female teachers would affect girls education in that there would be less advocacy on the girls rights in the school, that girls would lack guidance and counselling, lack role models and have problems unsolved.

4.2.2 Number of years worked (experience);

The researcher sought to determine the number of years worked by the head teachers, deputy and senior teachers and findings are reported in Table 4.2.
Table 4.2: Number of Years Worked

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid 0-5 years</td>
<td>3</td>
<td>4.8</td>
<td>4.8</td>
<td>4.8</td>
</tr>
<tr>
<td>5-10 years</td>
<td>32</td>
<td>50.8</td>
<td>50.8</td>
<td>55.6</td>
</tr>
<tr>
<td>10-15 years</td>
<td>2</td>
<td>3.2</td>
<td>3.2</td>
<td>58.7</td>
</tr>
<tr>
<td>15-20 years</td>
<td>16</td>
<td>25.4</td>
<td>25.4</td>
<td>84.1</td>
</tr>
<tr>
<td>Over 20 years</td>
<td>10</td>
<td>15.9</td>
<td>15.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>63</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field Data, (2017)

The study shows that 32% of the 63 respondents have worked more than 5 years. 10% of 63 respondents have worked more than 20 years. 16 of the respondents have worked between 15-20 years. The respondents have enough experience to give out valuable information concerning the strategic initiatives done by the government and non-government organisations to enhance girl’s education.

4.2.3 Highest level of education of the respondents

As elaborated in the table 4.3 shows that 42.9% of the respondents have the highest level of education as secondary which indicates that most of the senior teachers have not advanced their education since the education level of Somaliland has been affected by the war of 1991. Hence majority of them have not qualified to administer the schools.

Table 4.3: Highest Education Level

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary</td>
<td>27</td>
<td>42.9</td>
<td>42.9</td>
<td>42.9</td>
</tr>
<tr>
<td>University</td>
<td>22</td>
<td>34.9</td>
<td>34.9</td>
<td>77.8</td>
</tr>
<tr>
<td>Post Graduate</td>
<td>14</td>
<td>22.2</td>
<td>22.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>63</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field data, (2017)
4.3 General objectives of the study

There is a sound basis for further learning and societal participation through equitable, quality primary education, in particular for girls and women?

Table 4.4: Sound basis for further learning

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Yes</td>
<td>42</td>
<td>66.7</td>
<td>66.7</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>21</td>
<td>33.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>63</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Field Data, (2017)

The 66.7% of the respondents have confirmed that there is sound basis of further learning for girls and women through equitable, quality primary education in particular for girls and women; this is realized through the efforts done by the international bodies and fund drives raised by Diaspora people of Somali origin through women empowerment.

Table 4.5: The number of girls in schools has been increasing

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>13</td>
<td>20.6</td>
<td>20.6</td>
<td>20.6</td>
</tr>
<tr>
<td>Agree</td>
<td>36</td>
<td>57.1</td>
<td>57.1</td>
<td>77.8</td>
</tr>
<tr>
<td>Disagree</td>
<td>12</td>
<td>19.0</td>
<td>19.0</td>
<td>96.8</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>2</td>
<td>3.2</td>
<td>3.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>63</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>


Most of the respondents have agreed that the enrolment of girls over the years have been increasing.
Table 4.6: The country’s education policy takes into consideration the role of women

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>17</td>
<td>27.0</td>
<td>27.0</td>
<td>27.0</td>
</tr>
<tr>
<td>Neither Agree of Disagree</td>
<td>30</td>
<td>47.6</td>
<td>47.6</td>
<td>74.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>16</td>
<td>25.4</td>
<td>25.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>63</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

*Source: Field data, (2017).*

Most of the respondents (47.6%) could not confirm whether the country policies take into consideration the role of women.

Table 4.7: Educational Incentives for Girls and Young Women are in place

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>38</td>
<td>60.3</td>
<td>60.3</td>
<td>60.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>11</td>
<td>17.5</td>
<td>17.5</td>
<td>77.8</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>14</td>
<td>22.2</td>
<td>22.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>63</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

*Source: Field data, (2017).*

There are education incentives that are in place for the girls to act as boast for the girls and as shown in the table above, most of the respondents have confirmed its effectiveness.

4.4 Effect of stakeholders support on the performance of girls education in Togdher region of Somaliland

As shown in the figure 4.1, 87.3% of the respondents have confirmed that there is high effect of the stakeholders influence on performance of girls’ education. This has been realized through regular monitoring of schools that has contributed to effective management by the
head teachers; we therefore conclude the high influence of stakeholders’ presence, as further elaborated by the chart below that the effect is great.

![Chart showing the effect of stakeholder support on the performance of the girl child.]  
*Figure 4.1: Stakeholder support on the performance of girl child*  
*Source: Field data, 2017*

### 4.4.1 Extent of the influence of stakeholders support

The respondents have suggested that the stakeholders should be involved in educational planning at the central levels to be part of the strategic planning and ensure implementation of the same.

**Table 4.8: The extent to which stakeholder support have an effect on the performance of the girl child in the Togdher region of Somaliland**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great</td>
<td>48</td>
<td>76.2</td>
<td>76.2</td>
<td>76.2</td>
</tr>
<tr>
<td>Low</td>
<td>15</td>
<td>23.8</td>
<td>23.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>63</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

*Source: Field data, (2017).*
4.5 Establish how government policies affect the performance of girls’ education in Togdher region of Somaliland

As shown in the graph below, 63% of the respondents have said that government policies do not have influence on the performance girls’ education while 48% agreed that government policies do affect the performance of girls. This is implementation of those policies do have challenges because of cultural practices in place that hinders its implementation but with continuing mobilization and awareness, it will be realized sooner than expected.

Figure 4.2: Government policies that have effect on the performance of Girl child


4.5.1 What extent to government policies have effect?

48% of respondents have shown that the policies have very low effect on the performance of girls’ education. They have suggested that the policies should be developed on basis of the relevance on the local concept so that the implementation will be much easier and hence effective role will be played by the society too.
Figure 4.3: Extent of government policies on performance of girl child


4.6 Determine the extent of Conflict and fragility on the performance of girls’ education in Togdher region of Somaliland

As clearly indicated by the figure 4.4, 87% of the respondents are in agreement that conflict and fragility have big impact on performance of the girls, this is because women are very vulnerable and fragile beings and war and conflicts do affect them big. The frequent clan wars, the insecurity initiated by the presence of the militia men causes’ internal displacement and shifting from one village to another which negatively affects the performance of the girls.
4.6.1 The extent which conflict and fragility have an effect on the performance of the girl child in the Togdher region of Somaliland

The extent which conflict and fragility has on the girls performance is very big; learning environment, safety and security of girls and gender discrimination (fig 4.5), therefore the respondents suggests that girls be enrolled into schools at safe places so that they can study without any problem and also contingency plan be put in place to avoid such problems. The findings are in line with INEE (2004) that states that girls in over 21 countries across the African continent are affected by conflict.
Figure 4.5: Extent of Conflict and fragility on the performance of the girl child

4.7 Find out the relationship between facilities and girls performance in Togdher region of Somaliland.

The existence of conducive facilities do have impact on the performance of the girls, this because girls will have privacy and they will be very comfortable even when they are responding to calls of nature. Therefore so much existence of the facilities will encourage and increase the enrolment of girls and at the same time influence their performance.

![Substantial facilities in aid to support performance of girl child](image)

**Figure 4.6: Substantial facilities in aid to support performance of girl child**

*Source: Field data, (2017).*

4.7.1 The extent which the facilities influence performance of girls education

67% of the respondents have confirmed the influence of the facilities on the performance of girls’ education. This is because the availability of such conducive facilities enhances girls’ enrolment and boast their performance too. Well-equipped facilities can also facilitate easy implementation of gender supportive teaching methodologies. The study concurs with the findings of Koech (1999), who studied at secondary school level where learning facilities are few, the traditional socialization of girls and boys disadvantages the girls especially when they have to compete for learning facilities and equipment with boys in mixed schools. Wanjama (1995), notes that there is low degree of sensitivity and lack of response to girls’
needs when planning for social facilities. This hampers the girls' participation and eventual low performance. In some cases the facilities are lacking altogether. (See fig. 4.7)

![Figure 4.7: Extent to which facilities affect performance of girl child](image)


The findings also concur with The Beijing Platform for Action (1995) which identified the inadequate physical facilities and other resources, competing domestic responsibilities of girls and young women and poverty as the major barriers towards education of girls. Clean and safe school environment attracts children to school and impacts on enrolment. Parents feel comfortable to send their children to schools with safe environment (Kasente, 2003). This can be seen in most communities both rural and urban, where schools with high sanitation standards and cleanliness have higher enrolment (Kasente, 2003). Unfriendly school environment also serves to discourage girls from persisting in school. The school environment influences the pupil's ability to learn heavily and according to Wamahiu (1995) learning occurs when there is order, good facilities and availability of teachers. Odaga and Heneveld (1995) also observe that girl participation in education is influenced by availability of place, proximity of the school to home, appropriate physical facilities, for example toilets, the school climate and the presence of female teachers. The closer the school, the less fear parents have for their daughters’ safety and reputations.
CHAPTER FIVE
SUMMARY FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
This chapter entails the summary of the study, conclusion and recommendations based on the objective of the study. The study sought to find the strategic initiatives done by the government and non-governmental organizations to enhance girl child education. In addition, this chapter will provide directions for further research and studies.

5.2 Summary of Findings
The purpose of the study was to investigate strategic initiatives for access and participation to education of the girl child in Togdher region of Somaliland. According to results (fig.4.1), 87.3% of the respondents indicated that stakeholders have a lot of effect on the performance of girls’ education this is because stakeholders have introduced regular school monitoring and checks that improved management of schools; they have also conducted capacity building for teachers will further strengthen their management skills. The impact of the influence is also noted to be high.

While figure 4.2 indicates that 63% of the respondents indicated that government policies do not have influence on the performance girls’ education. This is because the implementation of those policies does have challenges due to existence of cultural practices that hinders its implementation. Therefore the stakeholders and government are advised to consult the community before developing a certain policy so that the implementation will be easy.

The study have established that conflict and fragility have big impact on performance of the girls, this is because women are very vulnerable and fragile beings and war and conflicts do affect them big at a high percentage of 87%. The frequent clan wars, the insecurity initiated by the presence of the militia men causes’ internal displacement and shifting from one village...
to another which negatively affects the performance of the girls. Also according to the study finding, 67% of the respondents indicated that conducive facilities do have impact on the performance of the girls, this because girls will have privacy and they will be very comfortable even when they are responding to calls of nature. Therefore, the availability of the facilities will encourage and increase the enrolment of girls and at the same time influence their performance.

5.3 Conclusions
Based on findings of the study concluded that head teachers must sensitize the community on the importance of educating the girls. They must recognize that they have the capacity and power to make certain changes in the community which can impact positively on them all. There is also need for both the classroom teachers and the subject teachers to motivate their girls to participate fully in academics. It was also concluded that conflict and fragility has adverse effect on the girl child education, most girls are very vulnerable and in case of any conflict they cannot attend the school and may end up dropping out of the school and hence the high impact on the performance and daily running and end up either in early marriage life and or they end up being maids. The study further concluded that availability of the facilities, the girl child education is improving and will improve and therefore the existence of the NGOs has helped most girls by constructing girl friendly spaces in schools which boast the morale of the girls and capacity building many female teachers to act as role models. Adequate resources and facilities in public primary schools would have a greater influence on participation of girls in education.

5.4 Recommendations
Based on the research findings, the study recommended that to improve the access and participation of girls in public primary education, the researcher suggests that the Ministry of Education (MOE) should put in more effort to support girls. This should be done through implementing policies that are already in existence. The other important support that should
be provided by the government and the Non-Governmental Organizations are the rescue centres in the schools that are located deep in the interior. Rescue centres would go a long way in providing a learning environment, where the girl is not threatened by the cultural practices leading to drop out from school. Therefore, the head teachers should be actively involved in sourcing the assistance for the poor girls who cannot afford school fees. Again it was conclude that, the Ministry of Education should ensure that more female teachers are posted in these schools to act as role models for the girls. In the same breathe, enough learning facilities and physical structures such as staff houses, should be provided.

The head teachers and teachers should sensitize both girls and boys that when it comes to education, they are all equal and that they need to compete in participation in education regardless of gender.

Public primary schools should be equipped with adequate resources and facilities for all children especially girls to fill several gaps that still exist.

5.4 Suggestions for further study

i. This study was conducted in only one region therefore findings cannot be generalized to other areas in the republic. Future studies could be extended to other regions and districts to enhance generalizability of the findings or to validate them.

ii. This study also focused on few selected variables of education due to time and vastness of the locale, a study to be carried out to determine other factors affecting participation of girls in primary schools in the district.

iii. This study was also for primary schools only; further researchers can consider doing the same for secondary education.

iv. Further research should also be conducted on the various other initiatives such as establishing boarding schools by the government and non-governmental bodies on girls’ child performance.
REFERENCES


FAWE, (2008). Girls Academic Achievement Realizing the Full potential, Nairobi, FAWE.


APPENDICES

Appendix I: Cover Letter

Timira Bishar Ahmed

P.O Box 809

Garissa

Cell Phone: 0728665595

To:

The Head teacher,

__________________________ Primary School,

P. o Box _____________,

__________________________.

Dear Sir/Madam,

RE: REQUEST FOR PERMISSION TO CARRY OUT A STUDY IN YOUR SCHOOL

I am a final year of Master of Business Administration Degree student at Kenyatta University. My area of Specialization is Strategic Management. I am carrying out a study on the Strategic initiatives done by the Government and Non-Governmental Organizations to enhance girl child performance. I am kindly seeking for your permission to gather information from you and your deputy and senior teachers through questionnaires.

The identity of the respondents will be treated with utmost confidentiality. Your assistance and timely response will be highly appreciated.

Yours faithfully,

Timira Bishar Ahmed
Appendix II: Research Questionnaire

Thank you for taking your time to fill this questionnaire. Your response to the questions herein will be treated confidentially.

Please answer all the questions as best as you can. Please Tick as appropriate

PART 1: Demographic Factors

Gender
(a) Male
(b) Female

1. Years Worked
   (A) 0-5 years
   (B) 5-10 years
   (C) 10-15 years
   (D) 15-20 years
   (E) Over 20 years

2. Highest Education Level
   (A) Primary
   (B) Secondary
   (C) University
   (D) Postgraduate
   (E) Other Education (Specify)………………….

PART 2: Performance of Girls Education

1. There is a sound basis for further learning and societal participation through equitable, quality primary education, in particular for girls and women?
   a. Yes
   b. No

2. Please Explain your answer above
   ........................................................................................................
   ........................................................................................................
   ........................................................................................................
3. Using the scale given below indicate, how accurately the following statements describe the performance of girls education in the Togdher region of Somaliland. SA= Strongly Agree, A= Agree, N= Neither agree nor Disagree, D= disagree, SD= Strongly Disagree

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>The number of girls in schools has been increasing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii</td>
<td>The country’s education policy takes into consideration the role of women</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii</td>
<td>Educational Incentives for Girls and Young Women are in place</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Suggest any improvements that need to be instituted to enhance girl child education in the Togdher region of Somaliland

........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

PART 3: Stakeholders Support

3. In your opinion does stakeholder support have an effect on the performance of the girl child in the Togdher region of Somaliland?

☐ Yes
☐ No

4. Please Explain

........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

5. To what extent does stakeholder support have an effect on the performance of the girl child in the Togdher region of Somaliland?
6. Suggest any improvements that need to be undertaken by stakeholders?
..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................

PART 4: Government Policies
7. In your opinion do government policies have an effect on the performance of the girl child in the Togdher region of Somaliland?
   □ Yes
   □ No

8. Please Explain the above
..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................

9. To what extent do government policies have an effect on the performance of the girl child in the Togdher region of Somaliland?
   □ Very Great
   □ Great
   □ Moderate
   □ Low
   □ Very low
10. Suggest any improvements on government policies to enhance the performance of the
girl child in the Togdher region of Somaliland?
............................................................................................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................

PART 5: conflict and fragility

11. In your opinion does Conflict and Fragility have an effect on the performance of the girl
child in the Togdher region of Somaliland?
☐ Yes
☐ No

12. Please Explain the above
............................................................................................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................

13. To what extent do conflict and fragility have an effect on the performance of the girl
child in the Togdher region of Somaliland?
☐ Very Great
☐ Great
☐ Moderate
☐ Low
☐ Very low

14. Suggest any improvements on conflict and fragility situation to enhance the
performance of the girl child in the Togdher region of Somaliland?
............................................................................................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................
15. Using a scale of 1-5, where 1=Strongly agree; 2=Agree; 3=Neutral; 4=Disagree; 5=Strongly disagree, please indicate the extent to which you agree with the following statements.

16. Are there substantial facilities to aid on the performance of the girl child in the Togdher region of Somaliland?
   - [ ] Yes
   - [ ] No

17. Please Explain the above
   ..........................................................................................................
   ..........................................................................................................
   ..........................................................................................................
   ..........................................................................................................

18. To what extent does the existence of facilities have an effect on the performance of the girl child in the Togdher region of Somaliland?
   - [ ] Very Great
   - [ ] Great
   - [ ] Moderate
   - [ ] Low
   - [ ] Very low

19. Suggest any improvements on facilities to enhance the performance of the girl child in the Togdher region of Somaliland?
   ..........................................................................................................
   ..........................................................................................................
   ..........................................................................................................
   ..........................................................................................................

Appendix III: Maps of Somali Republic