

To Establish Strategic Initiatives for Access, Participation and Performance of Girl Child Education in Togdher Somalia

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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.

Key Words: *Strategic Initiatives, Girl Child Education, Access, Participation and Performance of Girl Child Education, Togdher Somalia*

1. INTRODUCTION

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. Evaluation of Education Achievements (EEA) shows a gender gap in favor of boys in many Western and Eastern Europe, Asia and North American countries. (Comber and Keeves, 1973; Keeves and Kotte, (1999). Studies done in Kenya by Eshiwani (1993) and Kinyanjui (1993); in Nigeria by Jegede (1996); in South Africa by Trusco (1994); in Uganda and Tanzania by Mbilinyi (1985) showed that there are gender disparities in educational opportunities and achievements with females being disadvantaged.

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 as 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).

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).

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 mortality 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).

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.

3. RESEARCH OBJECTIVES

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

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.

4. THEORETICAL LITERATURE REVIEW

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

4.1 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.

4.2 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).

5. CONCEPTUAL FRAMEWORK

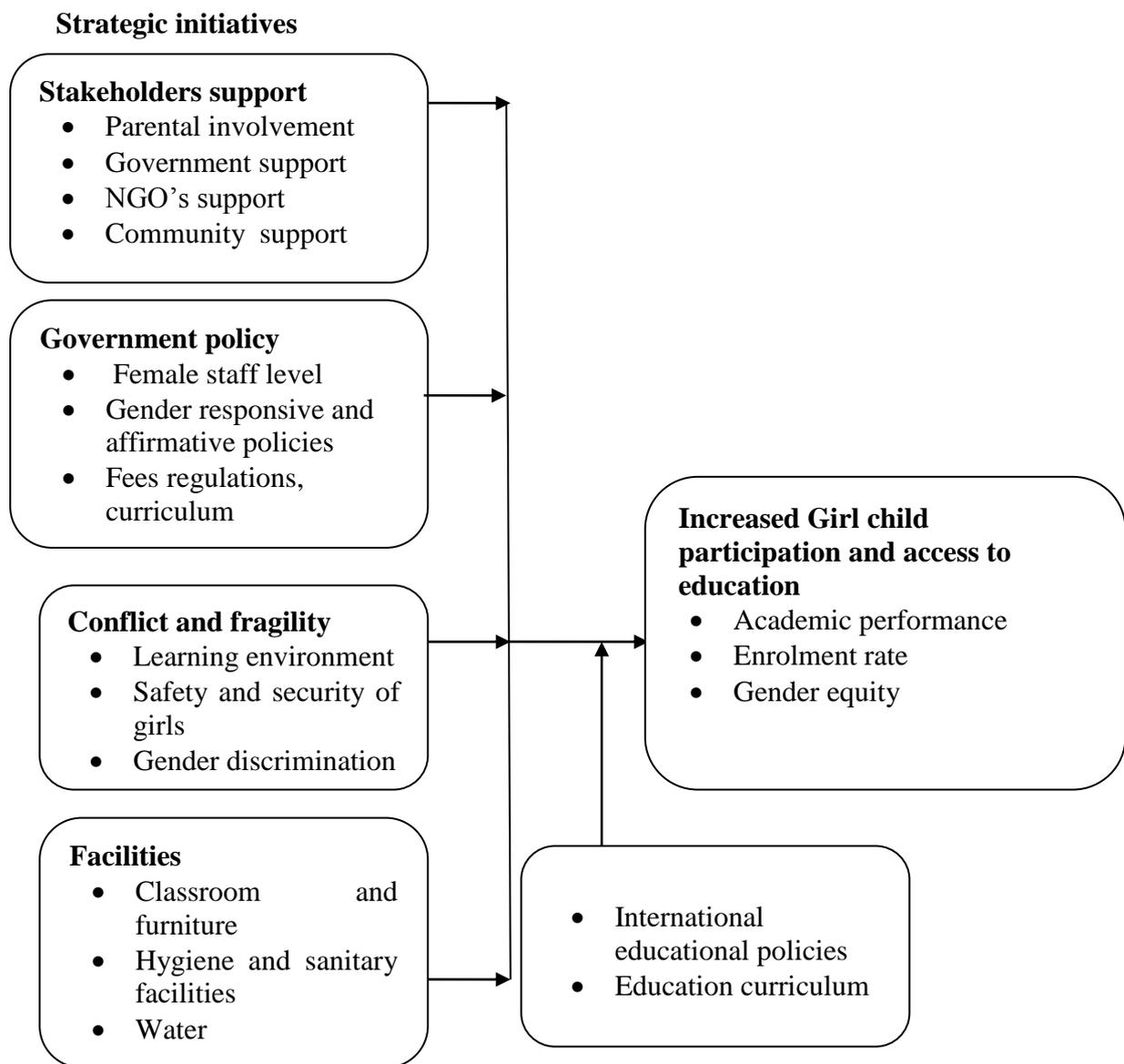


Figure 1: Conceptual Framework

6. RESEARCH METHODOLOGY

A descriptive research design was adopted 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 independent variables like the conflict and fragility, stakeholders support, government policies and facilities. In this study, the target population comprised of the 321 management staffs employed in Burao (58), Odweine (26) and Anaiba (23). 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. 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.

7. RESEARCH FINDINGS

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

As shown in the figure 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.

Does Stakeholder Support Have An Effect on The Performance of The Girl

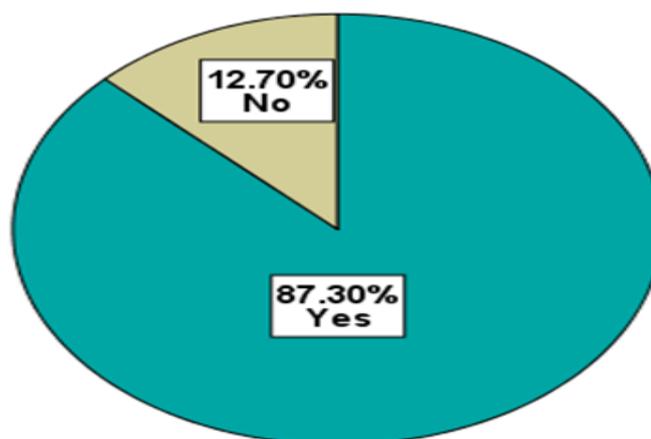


Figure 4.1: Stakeholder support on the performance of girl child

The respondents also 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 1: The extent to which stakeholder support have an effect on the performance of the girl child in the Togdher region of Somaliland

	Frequency	Percent	Valid Percent	Cumulative Percent
Great	48	76.2	76.2	76.2
Low	15	23.8	23.8	100.0
Total	63	100.0	100.0	

7.2 Establish how government policies affect the performance of girls' education in Togdher region of Somaliland

As shown in figure 2, 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

Do Government Policies have an Effect on The Performance of The Girl Child?

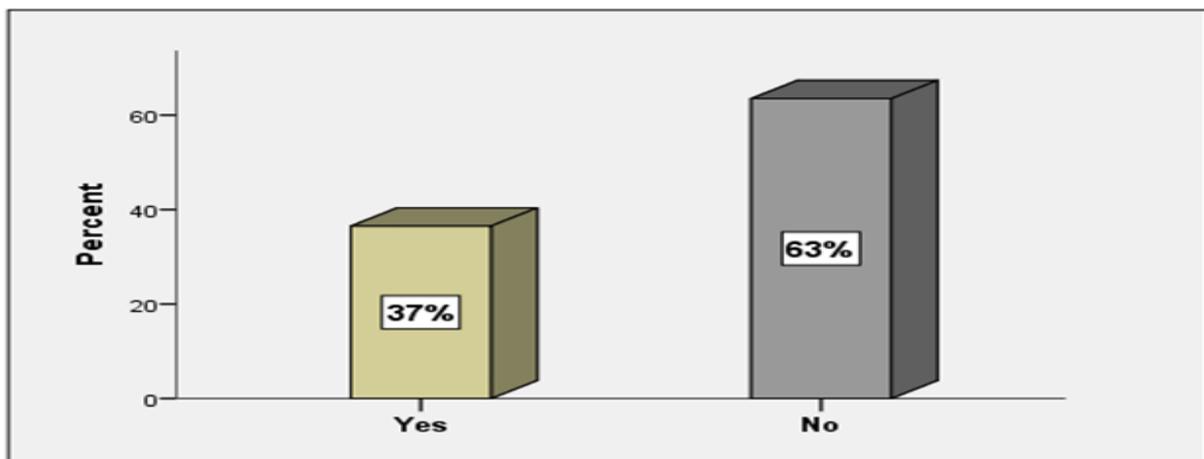


Figure 2:: Government policies that have effect on the performance of Girl child

7.3 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.

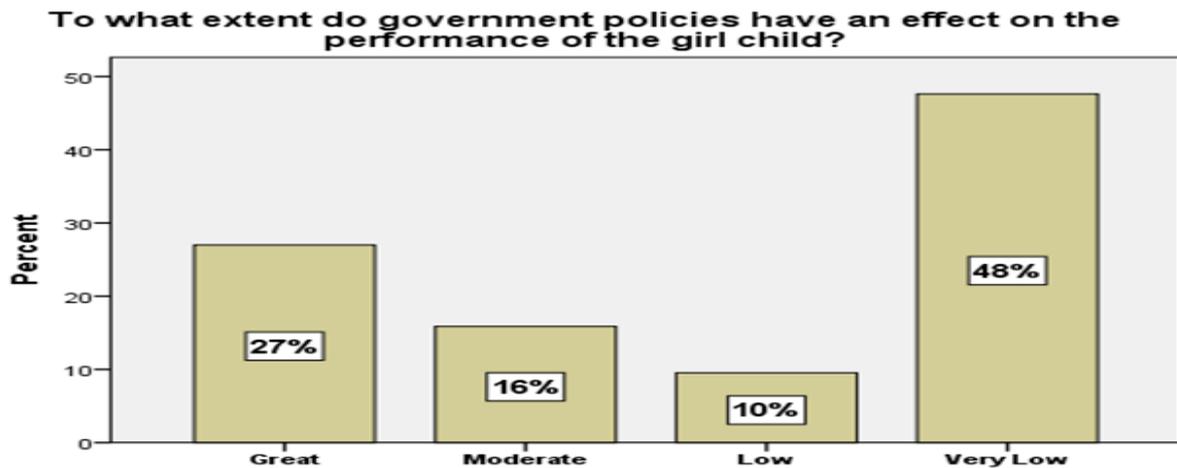


Figure 3: Extent of government policies on performance of girl child

7.4 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, 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.

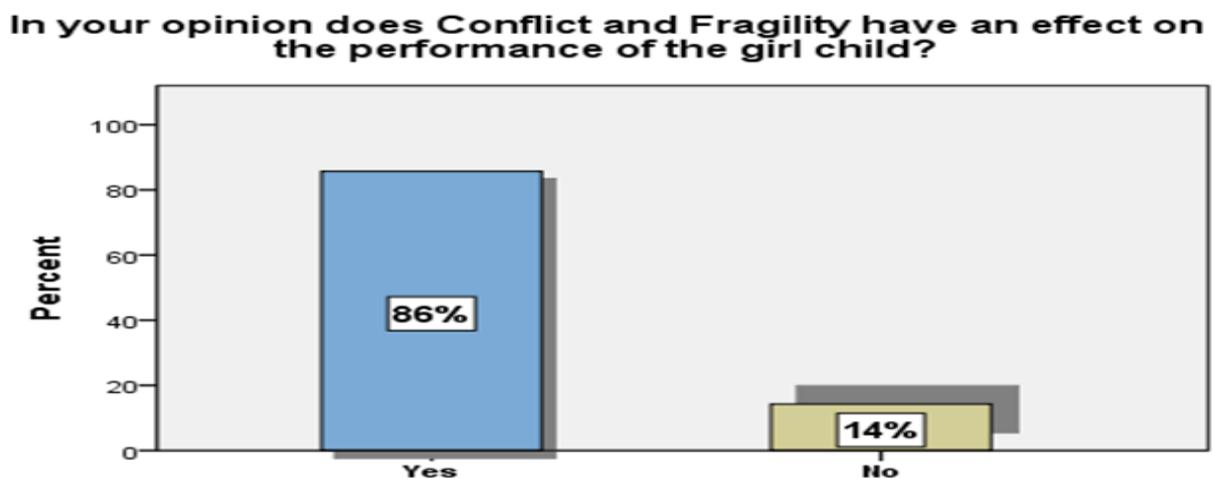


Figure 4: Conflict and fragility effect on girl child

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.

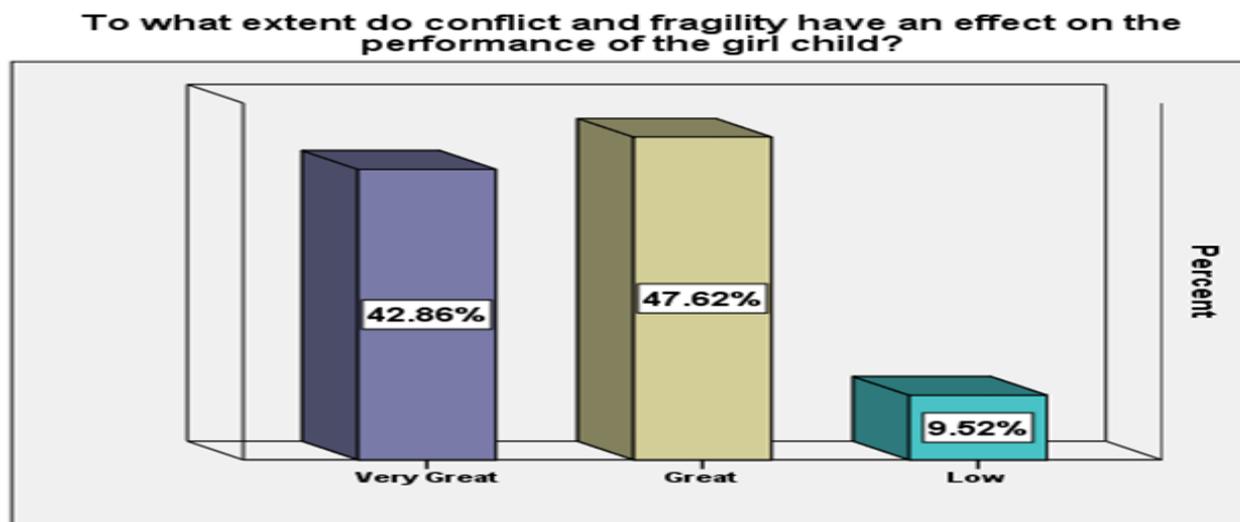


Figure 5: Extent of Conflict and fragility on the performance of girl child

7.5 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.

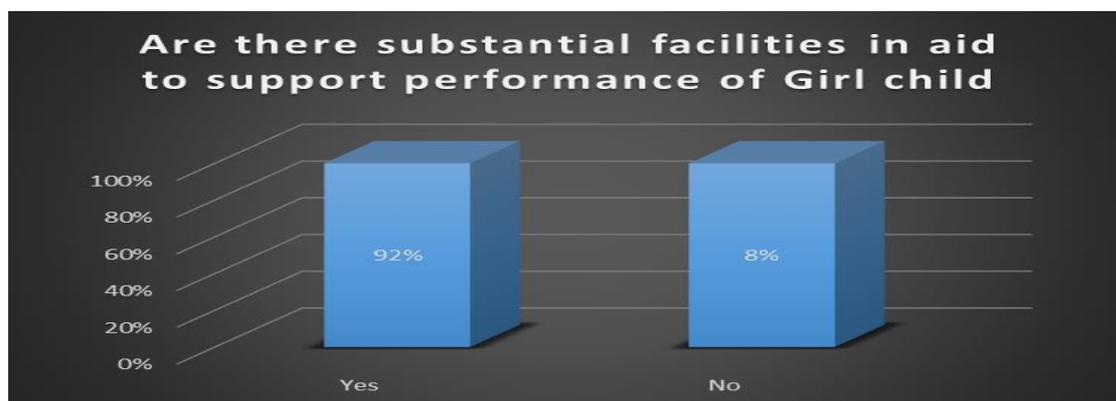


Figure 6: Substantial facilities in aid to support performance of girl child

67% of the respondents 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 boost 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.

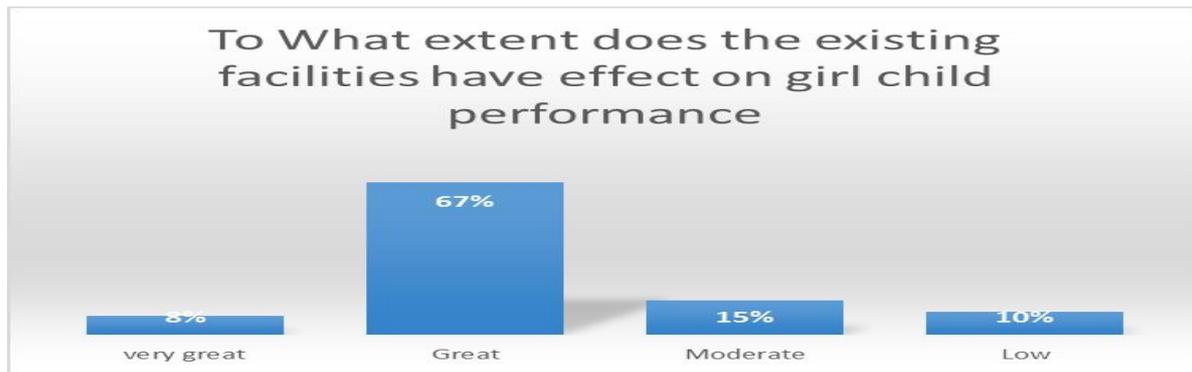


Figure 7: Extent to which facilities affect performance of girl child

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 Wamahu (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.

8. 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 boost 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.

9. 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 concluded 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.

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