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*The Effect of Non-Governmental Organizations on  
the Delivery of Primary Quality Education in  
Mogadishu, Somalia.*

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***ABSTRACT***

This study is about the effect of Non-Governmental Organizations (NGOs) on the delivery of quality primary education services in Mogadishu, Somalia in the absence of an Effective State Apparatus. The study was motivated by the negative of effects of NGOs on the primary education. The main goal of the study is to find out the effect of NGOs on the delivery of quality primary education services in Mogadishu, Somalia. The study adopted a case study design where the quantitative approach was used. 254 participants were the samples of this. Purposive and simple random sampling techniques were also used to collect data. Questionnaires and documentary reviews were used to collect data. Data were coded and analyzed using the Statistical Package for Social Science (SPSS). As regards the effect of different curricula of primary education in Mogadishu, the findings generally revealed that there is a weak relationship between the different curriculum and the delivery of quality primary education at 31.2%. As regards the effect of the absence of a regulatory agency in the primary education in Mogadishu, the findings revealed that there is a weak relationship between the regulatory agency and the delivery of quality primary education at 22.8%. As regards the effects of different NGOs ideologies on primary education in Mogadishu, the findings revealed there is a weak relationship between the different NGOs ideologies and the delivery of quality primary education at 31.8%.

**Keywords:** Non-Governmental Organizations, Primary Education, Quality, Services, Delivery, Mogadishu.

## ***Introduction***

There was a substantial surge in the numbers and the roles non-governmental organizations (NGOs) play in the last few decades around the world (Sukontamarn, 2005). In the developing countries, NGOs have greatly contributed to the delivery of social goods and services including education services, health services, and rural credit. According to Ulleberg (2009), NGOs became the major provider of public services in nations where the state is not capable of performing its traditional role.

He, furthermore, argued that the fitting example is the Ugandan case, where the education provision is essentially the responsibility of the Ministry of Education and Sports; however, its lack of competence and the weak nature of the country, in general, have opened up the education sector for NGOs' participation. NGOs deliver enormous portions of educational services and help strengthen government's attempts to realize universal primary educational goals.

Again, Tezel Mccarthy (2017) recognizes that when state help is lacking or very fragile in nature, public service delivery might have been adversely affected by conflicts and crisis. In this context, education institutions turn into nearly hopeless in the absence of functional national governments. In this situation, NGOs fulfill the traditional government function of public service delivery.

In addition, As Bennaars et al(1996) pointed out, in sub-Saharan Africa countries, NGOs involve greatly in supporting literacy programs, indigenous schools, health, and specific skill training in order to transform the living circumstances of the local people.

Cassanelli & Abdikadir (2008) pointed out, as the civil war erupted in the early 1990s, the whole educational system of the country was completely ruined. The educational infrastructures were mostly destroyed, instructional equipment and materials were stolen, and many

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teachers, school principals, and their students were displaced and forced to escape from the country by searching a refuge from the neighboring countries.

In the Somali context, Barrow (2004) acknowledges that NGOs play a critical role in the process of the educational development. He further argued that NGOs bridged the gap left by the collapse of the Somali Central Government institutions in the 1990s. Similarly, a study carried out by Williams and Cummings (2015) pointed out that “the vacuum of government service provision, NGOs, and private providers emerged to provide local services. Most utilities, for example, are provided by non-state entities”

To fill the vacuum created by the dysfunctional state institutions and the collapse of the whole, many local and international non-governmental organizations, communities, and private providers have assumed the role and responsibility for the provision of essential primary public services in general and education in particular through direct contracts with donor agencies and mobilization of local communities. These varieties of educational service providers do not observe the traditional educational standards. For instance, the regular educational ladder was violated by service providers. Discussing in this issue, Bennaars et al (1996) highlight that the all different educational umbrellas in the country were not seriously observed the scholastic standards and the primary education ladder, a thing which compromises the quality of the primary education system. In addition, there are no coordination and collaboration among the diverse providers of primary education, but instead, they complete one another to attract students.

As the Inter-Agency Network for Education in Emergencies (2010) emphasizes that a robust educational system is a key role of modern governments are it national, regional, and local levels. Besides the

provision of primary education services, the national government is mandated to formulate and carry out educational policy, produce curricula and standards, institute educational agencies, setting educational priorities, and goals, and following up the progress toward these objectives. By the same token, Waters & Leblanc (2005) assert that “Mass public education is a goal of virtually every government in the world today”. Because education is seen as a primary responsibility of contemporary nation-states. Education brings shared understanding of the nation’s citizens as well as contributing to the economic, social, and political development of the country.

However, Somalia has no longer an Effective Central Government that establishes an educational regulatory framework in the country to guide and direct different providers of primary education service sub-sector as well as other sectors. Nearly, all primary schools in Mogadishu are owned by local NGOs and private individual providers.

Although NGOs, private providers, and communities play a significant role in the provision of primary education in the country in the absence of an effective state apparatus, a number of issues have been raised by educational practitioners and other concerned players in the education sector in the country. These issues include the use of different curricula by the Educational Umbrellas in Somalia, the weakness of the regulatory system of the country, and the variety of ideologies which is not in line with the Somali community’s culture, heritage, and values all of which can adversely affect the quality of education and the outlook of the primary school leavers. In this regard, Warsame (2002) claimed that “the collapse of the education system has also meant the creation of uncoordinated educational initiatives by all zones and regions, local communities, local NGOs, and entrepreneurs “.

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Cassanelli & Abdikadir (2008) demonstrate that there is no any authority structure that "provide oversight, set national educational priorities, or ensure quality control on a national basis". This is in line with Hassan (2013) who asserts that current schools in Somalia use multiple curricula with no common unity and standards. Mostly drawn on from East African states and Arab nations. As Abdulahi (2013) believes "the curricula used by these NGOs are not based on Somali culture, some contain foreign ideologies and no attempt has been made to align them to the needs, values, and culture of the Somalia society". This argument is supported by Saggiomo (2011) who highlighted that "international NGOs, whose funding came from western governments and donors, were obliged to reflect the priorities for the education of their governments and donors".

The Heritage Institute for Policy Studies (2013) argued that poor teaching workforce and the low quality of education system of higher education in Somalia is due to the nonexistence of governing regulatory bodies in the country. The study further added that this will eventually affect the quality of learning the students receive. However, schools run and managed by the private sector and NGOs mainly lack international educational standards, a thing which has a significant impact on the quality of primary education, knowing that primary education is the foundation of the rest of the learning process.

This study assumes when the dimensions of NGOs; a unified curriculum by NGOs schools, the central standard agency, and ideologies of NGOs are effectively used or implemented, then the delivery of primary education services in Mogadishu shall be improved in terms of promoting national identity and Somali cultural heritage, increasing the quality of primary education, producing graduates with Somali cultural outlook and upholding national goals. However, this is may not always be the case due to the intervening variables, namely; the

culture of the non-state actor providers, funding objectives, the weakness of national education policy and origin of the NGOs, and profit-oriented primary education providers which keep on disturbing the above ideal relationships. It means these intervening variables have to be constantly kept under control for the above relationship to thrive. The purpose of this study is to analyze the effects of non-governmental organizations on the delivery of quality primary education services in Mogadishu-Somalia in the absence of an Effective State Apparatus. This paper was guided by four assumptions which

1. **H<sub>0</sub>**: There is no relationship between NGOs practices and the delivery of quality primary education in Mogadishu.
2. **H<sub>0</sub>**: There is no relationship between curricula used by NGOs and the delivery of quality on primary education in Mogadishu.
3. **H<sub>0</sub>**: There is no relationship between the absences of a regulatory agency and the delivery of quality on primary education in Mogadishu.
4. **H<sub>0</sub>**: There is no relationship between NGOs ideologies and the delivery of quality on primary education in Mogadishu

### ***Methods***

The study used the case study design which is an in-depth investigation of an individual, group, event, community or institution (Bromley 1990). The researcher has chosen this design to others because of its practical orientation and the fact that not all Educational Umbrellas in Mogadishu could be covered. A quantitative approach of data collection method was employed. Data was collected from the administrative staff of FPENS education Umbrella in Mogadishu, 10 primary school teachers, head teachers, and parents. Data were collected using closed-ended-questionnaire which focuses on the dimensions of the

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practices of NGOs; different curricula, the absence of a regulatory body, and ideologies of NGOs. The sample size constituted 254 respondents drawn from the study area and population. A regression model was used to test the hypothesis of the study and find out whether there is a relationship between NGOs practices and quality of primary education delivery by using Statistical Package for Social Science (SPSS). Both simple random and purposive sampling was employed.

***Results and Discussions***

The first hypothesis of the paper was that there is **no relationship between NGOs practices and the delivery of quality primary education in Mogadishu**. To verify this hypothesis, the study analyzed the data using SPSS and the following products were presented as observed below:

***Table 1 Model Summary***

Model	R	R Square	Adjusted R Square	Std. An error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.374 <sup>a</sup>	.140	.130	.51148	.140	13.589	3	250	.000
a. Predictors: (Constant), Ideology, Regulatory, Curriculum									
b. Dependent Variable: delivering primary education									

According to the above table, there is a low relationship between the absence of a regulatory agency, the different curriculum, and the NGOs ideologies and the delivery of quality primary education at 37.4%. The remainder of 62.6% may be attributed to other variables such as inadequate supervision and uncertainty of the time within the Somali community. The effect of the absence of a regulatory agency, the different curriculum and the NGOs ideologies on the delivery of quality

primary education in Mogadishu is 14% of the sample. When generalized to the population, this effect is 13%. However, the significance of the absence of a regulatory agency, the different curriculum and the NGOs ideologies on the delivery of quality primary education is very high at 100%. The above results dictate that the null hypothesis is rejected and the alternate hypothesis is accepted that is; there is a significant relationship between NGOs practices and the delivery of quality primary education in Mogadishu.

This model provides significant results for the educational planners in Somali national government and Mogadishu local authorities as it scientifically puts in place a basis for predicting a number of things. It can be used for instance to predict how much resources may be put at the disposal of establishing a regulatory body vis-à-vis other needs such as restoring educational infrastructure, personnel provision etc. To improve primary education service delivery in Mogadishu. It can also be used to predict how much involvement the NGOs and other private service providers can be allowed in the provision of the primary education services to the Mogadishu community.

Basing on this model, too, we can predict the influence of foreign ideologies of NGOs in the curriculum needs of Mogadishu. It also tells us that although the effect of the absence of a regulatory body is low both at the sample and population levels, the researcher said absence is significant meaning that it has to be given attention to as a way of establishing it and also making it effective to guide and direct the sector. This is in line with the general practice of education service provision around the world. Regulatory bodies are the guarantors of the national objectives of any education system, in terms of national identity, Somali cultural heritage, quality of primary education, producing of graduates with Somali cultural viewpoint and preserving national interests/goals.



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**The second hypotheses, there is no relationship between different curricula used by NGOs and the delivery of quality primary education in Mogadishu.**

In an attempt to verify whether there is a relationship between different curricula used by NGOs and the delivery of quality primary education in Mogadishu, the researcher analyzed data by use of SPSS and the following products were presented as observed below and the Findings are represented in the following tables and subsequent discussions.

***Table 2 Model Summary***

Model	R	R Square	Adjusted R Square	Std. An error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.312 <sup>a</sup>	.098	.094	.52192	.098	27.257	1	252	.000
a. Predictors: (Constant), Curriculum									
b. Dependent Variable: delivery of primary education									

According to the above table 2, there is a weak relationship between the different curriculum and the delivery of quality primary education at 31.2%. The other remaining of 68.8% may be attributed to other factors such as the provision of scholastic materials and infrastructure. The effect of curriculum on the delivery of quality primary education is 9.8% at the level of the sample. When generalized to the population, the effect is 9.8%. However, the significance of the curriculum on the delivery of quality primary education is very high at 100%. The results in the above table indicate that null hypothesis be rejected and the alternate hypothesis be accepted and that is; there is a weak relationship between the different curriculum and the delivery of quality primary education. Because the

value of significance is less than 0.05 the correlation is statistically significant.

**The third hypotheses of this paper is there is no relationship between the absence of a regulatory agency and the delivery of quality primary education in Mogadishu.**

In an attempt to verify whether there is the relationship between absences of a regulatory agency and the delivery of quality primary education in Mogadishu, the researcher analyzed data by use of SPSS and the following products were presented as observed below:

**Table 3 Model Summary**

Model	R	R Square	Adjusted R Square	Std. An error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.228 <sup>a</sup>	.052	.048	.53497	.052	13.794	1	252	.000
a. Predictors: (Constant), Regulatory									
b. Dependent Variable: delivery of primary education									

As witnessed in the table above, there is a weak relationship between the regulatory agency and the delivery of quality primary education at 22.8%. The remainder of 77.2.8% may be explained by other factors such as inadequate enforcement of NGOs internal regulations to ensure the quality of primary education and flexibility of their regulations concerning quality education. The effect of a regulatory agency on the delivery of quality primary education is 5.2% on the sample. When generalized to the population, this effect is 4.8%. However, the significance of a regulatory agency on the delivery of quality primary education is very at 100%. The results in the above table indicate that null hypothesis be rejected and the alternate hypothesis be accepted and

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that is; there is a weak relationship between a regulatory agency and the delivery of quality primary education.

This model provides significant results for the educational planners in the Mogadishu local authorities as it scientifically puts in place a basis for predicting a number of things. It can be used for instance to predict how much resources may be put at the disposal of establishing a regulatory body vis-à-vis other needs such as infrastructure personnel provision etc. To improve primary education service delivery in Mogadishu. It can also be used to predict how much involvement the NGOs can be allowed in the provision of the primary education services to the Mogadishu community.

Basing on this model it tells us that although the effect of the absence of a regulatory body/agency is low both at the sample and population levels, the said absence is significant meaning that it has to be given attention to as a way of establishing it and also making it effective. This is in line with the general practice of education service provision around the world. Regulatory bodies are the guarantors of the national objectives of any education system, in terms of national identity & Somali cultural heritage, quality of primary education, producing of graduates with Somali cultural outlook and upholding national interests/goals.

**The last hypothesis of the study is there is no relationship between NGOs ideologies and the delivery of quality primary education in Mogadishu.**

In an attempt to verify whether there is a relationship between NGOs ideologies and the delivery of quality primary education in Mogadishu, the researcher analyzed data by use of SPSS and the following products were presented as observed below:

**Table 4 Model Summary**

Model	R	R Square	Adjusted R Square	Std. An error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.318 <sup>a</sup>	.101	.098	.52088	.101	28.375	1	252	.000
a. Predictors: (Constant), Ideology									
b. Dependent Variable: delivery of primary education									

As witnessed in the table above, there is a weak relationship between the different NGOs ideologies and the delivery of quality primary education at 31.8%. The remainder of 68.2% may be because of other variables such as insufficient sensitivity of NGOs managers to the local Somali ideology and lack of willingness to correct the educational vision to suit Somali needs. The effect of the different NGOs ideologies on the delivery of quality primary education is 10.1% on the sample. When generalized to the population, this effect is 9.8%. However; the significance of the different NGOs ideologies and the delivery of quality primary education are very high at 100%. The results in the above table indicate that null hypothesis be rejected and the alternate hypothesis be accepted and that is; there is a weak relationship between the different NGOs ideologies and the delivery of quality primary education.

Based on the above model we can predict the influence of foreign ideologies of NGOs in the delivery of quality primary education. It also tells us that although the effect of ideologies of NGOs is low both at the sample and population levels, the researcher said ideologies of NGOs is the significant meaning that it has to be given attention to as a way of attempting to align such ideologies to the Somali cultural values. It can also be used to predict how much involvement the NGOs can be allowed

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in the provision of the primary education services to the Mogadishu community.

### ***Recommendations***

Based on the results and discussions, the study recommends: The Somali national government should urgently establish functional and effective oversight agencies in the primary education sub-sector as well as the other educational institutions to act as the guiding framework for all external as well as internal players in primary education in Mogadishu. The Central government should forge a curriculum which reflects the current and future needs and aspiration of the Somali society. Mogadishu local authorities should take the lead in the supervision and guidance of the primary education sub-sector under its purview

The Central Government should cautiously work together with existing educational associations and umbrellas. Umbrellas should themselves comply with the government's educational guidelines and policies when implementing educational programs in the country. The Somali Federal Government should establish an educational commission to execute, and review the quality, standards, and develop policies that meet the intentional, national and local objectives of the primary schools.

The Mogadishu local authorities should establish a regulatory body to oversee educational umbrellas' provision of the primary education services to the Mogadishu community in order to ensure that their modus operandi is reflecting the interests and values of all Somali people and not impose foreign ideologies on the Somali society.

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