NON-GOVERNMENTAL ORGANISATIONS’ ACTIVITIES AND EDUCATIONAL DEVELOPMENT IN SELECTED SECONDARY SCHOOLS IN HARGEISA CITY, SOMALILAND

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In Partial Fulfillment of the Requirements for the Degree of Master of Arts in Development Studies

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August, 2011
DECLARATION A

This dissertation is my original work and has not been presented for a Degree or any other academic award in any University or Institution of Learning.

[Signature]
Name and Signature of Candidate

[Signature]
Date
DECLARATION B

I/We confirm that the work reported in this dissertation was carried out by the candidate under my/our supervision.

__________________________________________
Name and Signature of Supervisor

__________________________________________
Date

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This dissertation entitled "NON-GOVERNMENTAL ORGANIZATIONS ACTIVITIES AND EDUCATIONAL DEVELOPMENT IN SELECTED SECONDARY SCHOOLS IN HARGEISA CITY, SOMALILAND" prepared and submitted by MOHAMED ALI AABI in partial fulfillment of the requirements for the degree of MASTER OF ARTS IN DEVELOPMENT STUDIES has been examined and approved by the panel on oral examination with a grade of PASSED.
DEDICATION

I dedicate to my beloved parents, wife and my two daughters (Hamda Mohamed Ali and Hanan Mohamed Ali).
AKNOWLEDGEMENT

Firstly, I want thank to almighty God who made me the man I am today and gave me this opportunity and blessed me the capabilities and to accomplish this activities and realize my objectives. Also I want to acknowledge my parents (Ali Aabi and Ardo Mohamed) who gave a kindly support every time and realize to be who I am, my beloved wife Fadhiya Ahmed Da’ud who encourages me psychosocially and contributed me valuable support.

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I can’t forget my Friends, Lecturers, KIU staff who we share a hard time and a lot of effort during my study of KIU and also my friends in my homeland who assisted me to conduct this study. Finally especial thanks to everybody who helped me to reach my objective, and I thank the president and the staff Berbera Maritime and Fisheries Academy which support financially and morally to finish my master degree.
ABSTRACT

This study delineates a research project on the None-governmental Organization’s (NGO) and educational development in selected secondary schools in Hargeisa. The purpose of the study was to find out the NGO’s activities on educational development, by examining the various provisions of NGOs to the enhancement of secondary schools.

The study specifically sought to determine the demographic profile of the respondents; determine the extent of NGOs activities, determine the level of educational development, and to determine the relationship between NGO activities and educational development.

The study employed a descriptive correlation research design. The study used cross tabulation to analyze the profile of the respondents, and mean used to analyze NGO activities and educational development of secondary schools.

The study found that the relationship between NGO activities and educational development is strong and viable, lastly the study recommended to make assessment before providing any activity by NGOs.
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<tr>
<td>ADRO</td>
<td>Adventist Development and Relief Agency</td>
</tr>
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<td>AET</td>
<td>African Educational Trust</td>
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<tr>
<td>CVI</td>
<td>Content Validity Index</td>
</tr>
<tr>
<td>DRC</td>
<td>Danish Refugee Council</td>
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<td>DVC-SPGSR</td>
<td>Deputy Vice Chancellor of School of Postgraduate Study and Research</td>
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<td>EU</td>
<td>European Union</td>
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<td>LNGO</td>
<td>Local Non-Governmental Organization</td>
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<td>MOE</td>
<td>Ministry of Education</td>
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<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
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<td>NGO</td>
<td>Non-Governmental Organization</td>
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<td>SCOTIPS</td>
<td>Strengthening Capacity of Teacher in Primary/Secondary Education</td>
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<tr>
<td>SNM</td>
<td>Somali National Movement</td>
</tr>
<tr>
<td>SRCS</td>
<td>Somaliland Red Cross Society</td>
</tr>
<tr>
<td>UK</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nation Educational Scientific &amp; Cultural Organization</td>
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<td>USAID</td>
<td>United Stated AID</td>
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CHAPTER ONE
THE PROBLEM AND ITS SCOPE

BACKGROUND
Globally, the Non-governmental Organizations have emerged as third sector, next to the government and corporate sector (Bhose, 2003). The prime specialty of NGO is that they search out the needy and serve the poor; they go to them and live with them. As NGOs pioneered some form of needed provision and then secured recognition of its necessity by government, or showed that they could achieve objectives that governments found it difficult or impossible to achieve, the two parties often developed close relationships based on consensus and contract. Such relationships were strengthened when NGOs went on to help government to deliver new public service programmes. Both groups saw themselves as working partners in service delivery and resource mobilization in pattern termed “welfare pluralism”

Africa is more experienced conflicts which affected the backwardness of the continent and all most destroyed the public services and the resources of the most African countries. In terms of education these countries in the region have the highest number of population whom are illiterate according to the developed countries in the world, in respect to this for many NGOs, creating community schools to response to the inefficacy of governments. Some type of NGO-supported community schools exist in most African countries, but the experience of the community schools created by International NGOs and UN agencies like Save the Children and
World Education with USAID funding provides the most information, (James, 2002).

Somaliland is situated in the horn of Africa, it lies between the 08°00' - 11°30' parallel north of the equator and between 42°30' - 49°00' meridian east of Greenwich. The Somaliland City is bordered by Djibouti to the west, Ethiopia to the south, Golf of Aden to the North, and the Puntland City of Somalia to the east. Somaliland has a 460 miles (740 km) coastline with the majority lying along the Gulf of Aden. The City is slightly larger than England and has an area of 137 600 km² (53 100 sq miles) (Free Encyclopedia, 2009).

In 1991, the collapse of Somali central government after a long war against the Somali government led by Mohamed Siyad Barre by Somali National Movement (SNM), the northern regions of Somalia asserted its independence and named “the Republic of Somaliland” on May 18, 1991 as it was before the union in 1960 after Somaliland got its independence from the Britain and Somalia got its independence from Italy. However, Somaliland has not received international recognition until now. Somaliland has been established its own civil administration structure from other region of south Somalia, there is separate currency, flag, and territory.

Somaliland has a number of urban centers including Hargeisa, the capital city of the country, and political and business center, Berbera, the port on the Gulf of Aden, Boroma in the northwest along the Ethiopian border
Burao, which has a major livestock market, and Eragvo and Lasanod in the east along the border of Somalia. The civil administration estimates that the region’s population is approximately 3.5 million, an annual growth rate of 3.1%, and a population density of 25 persons per square kilometer, but no census has been carried out in the region. Since 1998, there has been a substantial number of Somalis returning to the region from camps in Ethiopia and Djibouti. The destination for the majority of these returnees has been Hargeisa, with smaller numbers settling in other urban centers such as Burao and Boroma. It is estimated that fifty-five percent of the population is nomadic or semi-nomadic, with the remaining 45% living in urban centers or rural towns, (Cummings & Tonningen, 2003)

Before 1991, the education of Somalia passed through different stages, starting with the union of the two parties of Somali territories (British Protectorate Somaliland and Italian Somaliland) in 1960 the growth of the education was getting better time after time and the number of schools (primary and secondary) and the number of pupils also were increased. However, the graph of the education in the country was decreased after crises and conflicts started in the country after 1980s especially northern part of the country.

According to the United National Educational Scientific Cultural Organization (UNESCO, 1994), the calamity in the field of education was related to a general crisis in the social and economic structure of the country which was caused by the wars and the tragedy of the situation
was that. From 1960 to the mid-1980s, Somalia had gone through one of the most impressive educational developments in Africa. At the time of its independence in 1960, Somalia inherited 233 primary and secondary schools from the British and Italian colonial systems. With the adoption of Somali as a medium of instruction in 1972 and a massive literacy campaign in 1974, the secondary education that had attained an enrollment of about 65,000 declined to less than 40,000 by 1989-90, (UNESCO, 1994). Moreover, the situation of the country was getting worst in 1988 up to 1991 when the war spread throughout the country, and seriously damaged the educational infrastructure of the country. School buildings have been destroyed; roofs, windows, furniture, textbooks, and fittings have been looted.

On the other hand, according to, (Lekorwe & Mpabanga, 2007) Non Government Organizations (NGOs) are not profit organization, and serve public interest and utilizes all revenue available after normal operating expenses in service to the public interest. After Somaliland declared its independence in 1991 the government started the public services under grass root with helping NGOs, especially in the field of education, the pupils started their education under trees and where the previous schools were destroyed by sitting on the ground.

There are several international NGOs which work in the country and some of them are DRC, Save the Children Denmark, Save the Children UK, AET, Horn Relief, ADRO Action Aid and other LNGOs, their activities include enhancing the educational system and upgrading the quality of the
education in the country. Therefore, the educational activities in the country started with critical situation, the students could not had access to get schools, textbook, enough teachers and the other equipment they were needed. Therefore, this study will focus on the impact of the International and Local NGOs activities on the development of the education in the country, (Somaliland Government, 1999).

Statement of the Problem
Education is the one of the main principles needed in a development process in the developing countries. So, its sustainable maintenance however is very challenging. In Somaliland, the war between the Somali National Movement (SNM) and the troops of the Somalia government during 1988-1991 left to Somaliland a big disaster, destroying virtually all major resources and public centers of the country. According to this problem the education was effected by the war. The school buildings, textbooks and other educational facilities were demolished and most of the people in Somaliland were displaced outside the country especially the camps in Ethiopia. After 1991, the rebuilding of the country especially the educational sector NGOs did a lot of activities towards provision of contracts, equipment, teacher training and providing textbooks.

In view of this situation, there is need to establish the relationship between the activities of the Non-governmental Organization and the development of the education in selected secondary schools in Hargeisa City, Somaliland.
Purpose of the Study
The purpose of this study was to exam the relationship between the NGOs activities and educational development in selected secondary schools in Hargeisa City, as well as to examine the extent to which NGOs activities are important to the educational development.

Research Objectives
General objectives:
A general objective of this study was to assess the relationship between the Non-governmental Organizations’ activities and educational development in Hargeisa city.
1. To assess the profile of the respondents in terms of age, sex, qualification, and job position.
2. To assess the different activities undertaken by NGOs in relation to educational development.
3. To assess the educational development programmes in selected secondary schools in Hargeisa City.
4. To assess the impact of NGOs activities in educational development of selected secondary schools in Hargeisa City.

Research Questions
The guiding questions of the study were being as follows:
1. What is the profile of the respondents as to
   1.1. Age
   1.2. Gender
   1.3. Marital Status
1.4. Job title
1.5. Qualification

2. What are the activities of the NGOs under study related to educational development?

3. What are the educational development programmes in selected secondary schools in Hargeisa City?

4. What is the impact of NGOs activities in educational development in selected secondary schools in Hargeisa?

**Hypothesis**

Non-governmental Organizations’ activities have no impact on educational development in selected secondary schools in Hargeisa City, so the hypothesis was null hypothesis ($H_0$).

**Scope of the Study**

The subject scope of the study was drawn from the field of socio-development and concerned with how NGOs activities affect the educational development in the area of the study. The study was aimed to find out the relationship between the NGOs activities and educational development.

Geographical scope of the study was conducted in the capital city of Somaliland the study was used descriptive quantitative design to investigate the effect of NGOs activities and educational development of selected secondary schools in Hargeisa, Somaliland.
Theoretically, it was proven or disprove the social constructivist theory comes from Vygotsky (Tracy & Morrow, 2006).

The time scope of the study was carried out between August, 2010 and June, 2011 which concentrated to examine the extent to which the activities of NGOs lead to educational development in selected secondary school in Hargeisa City.

**Significance of the Study**

The findings of the study provided useful information to the Non-governmental Organizations, Somaliland government and the local community to measure the level of educational development and the activities of the NGOs. The study was also provided information regarded the level of the Non-governmental Organizations and the educational development of the Hargeisa city.

Findings and recommendations of the study was useful in decision making of the NGOs and the government of Somaliland towards their projects regarding educational developments.

The study has an interest to individuals, researchers and students that want to know about the activities of Non-governmental Organizations and the educational development of the country.
Operational Definition of Key Terms

Non-governmental Organizations: A non-governmental organization (NGO) is any non-profit, voluntary citizens' group which is organized on a local, national or international level. Task-oriented and driven by people with a common interest, NGOs perform a variety of service and humanitarian functions, bring citizen concerns to Governments, advocate and monitor policies and encourage political participation through provision of information. Some are organized around specific issues, such as human rights, environment or health.

Development: Development is a complex issue, with many different and sometimes contentious definitions in different context. In the study it means the progress of the education in secondary schools in terms of quality of education, increase of number of schools, teachers, students and facilities of the education.

Secondary Schools: is an educational institution where the second stage of the three schooling periods, known as secondary education and usually compulsory up to a specified age takes place. It follows elementary or primary education, and is sometimes followed by university (tertiary) education. The term high school originated in Scotland and is also used particularly in North America and North Western England though the two types of school are far from synonymous.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

Introduction
This chapter provides firstly, the conceptual framework, secondly it provides concept, ideas, and opinions from authors or experts including concept of NGOs, types of NGOs, importance of education and educational development in Somaliland, lastly this chapter provides related literature of the study. It involves secondary data obtained from textbooks, journals and internet.

Concepts, Ideas, Opinions from Authors/ Experts

Concept of NGOs
In its broadest sense, the term “non-governmental organization” refers to organizations that not based in government; and not created to earn profit. On the hand NGOs can be referred as private organizations “characterized primarily by humanitarian or cooperative, rather than commercial, objectives that pursue activities to relieve suffering, promote the interests of the poor, protect the environment, provide basic social services, or undertake community development” in developing countries. NGOs, then, are the subset of the broader nonprofit sector that engages specifically in international development, (Werker, & Ahmed, 2007).

However, the definitions of the NGOs are variedly, depending on the context. The study of (Aloysius, 2006), defined NGOs as “mainly voluntary or Non-profit Organizations that are found in the realm of outside the state and private commercial sectors”. He adds that the NGOs as “groups
and institutions that are entirely or largely independent of government and characterized primarily by humanitarian or cooperative, rather than commercial objectives”.

The steady rise of NGOs has captivated the imagination of some policymakers, activists, and analysts (Fisher, 1997), leading some observers to claim that NGOs are in the midst of a “quiet” revolution (for example, Edwards & Hulme, 1996). From this perspective, NGOs are frequently idealized as organizations committed to “doing good,” while setting aside profit or politics (Zivetz, 1991; Fisher, 1993). In the realm of international development, NGOs have been characterized as the new “favored child” of official development agencies and proclaimed as a “magic bullet” to target and fix the problems that have befallen the development process (Edwards & Hulme, 1996). They are seen as instrumental in changing mindsets and attitudes (Keck & Sikkink, 1998) in addition to being more efficient providers of goods and services (Edwards & Hulme, 1996).

Types of NGOs
The functions of NGOs are varied in accordance with the programmes they undertake. Keeping in view the various activities NGOs may be classified in to the following types:
Charity NGOs
According to the (Bhose, 2003) charity if the earliest function of the NGOs: giving something to others is their primary motto. Example offering food, dress to the orphans and destitute, etc.

Relief and Rehabilitation NGOs
NGOs who are involved in providing relief and rehabilitation programmes fell under this type. Followed by natural calamities like flood, fire or epidemic diseases or by manmade catastrophe like war, genocide etc. (Bhose, 2003). NGOs fall under this category supply of food packets to the flood marooned or to the victims of fire accident, health services to the ailing, rescue operations, etc.

Service Providing NGOs
Service providing NGOs are welfare oriented. These are inspired by welfare concerns and they largely provide services for the poor and marginalized such as mobile clinics, hospitals, schools, training programmes, non-formal education, literacy, etc. they provide these services with great sacrifice, with high efficiency, with low expenses, with commitment and dedication, (Bhose, 2003).

Economic Development
This type of NGOs believes that rise in income of the poor and the marginalized will bring about development for them. Economic gain is the social gain according to them. Hence these NGOs Endeavour to provide employment opportunities to the farmers and women to mitigate poverty.
They implement various income generating projects mobilizing resources from the government and the funding agencies abroad, (Bhose, 2003).

Social Development
This type of NGOs focuses more on social facets of the community. They believe that social awareness and people’s involvement will bring about development. They lay more emphasis on people’s component in the development programmes. They organize communities and impart social education. They sensitise people and enable them to deal with their issues. They enhance people’s management in all the economic development projects and promote people’s leadership, (Bhose, 2003).

Empowerment NGOs
These NGOs enable people to gain power and authority so that they access and control over resources. They directly work on the question of community organization and empowerment through education interventions. These NGOs have begun to address a variety of development concerns like drinking water, economic activities, literacy, adult and non-formal education and social issues against poverty, injustices etc. (Bhose, 2003).

Network NGOs
It is interesting that the 80’s also marked the rise of networks of NGOs, and umbrella or federation type of NGOs. The networks are more informal, with limited purpose and, therefore, time-bound associations of NGOs come together to work on a common issue or concern (like
watershed development, indigenous medicine, drug abuse, women's rights, occupational health, etc.). Umbrella NGOs or federations are more formal attempts of linking NGOs together. Such networks and umbrella NGOs operating at state or national levels have emerged, (Bhose, 2003).

Support NGOs
These are the newly emerging NGOs which provide a variety of support functions to different grass-root NGOs. The support functions vary depending on whether it is related to a sector (like health or education or forestry) or a general support. The work of these support institutions has been to provide inputs that would strengthen the capacities of grass-root NGOs to function more effectively and impact-fully, (Bhose, 2003).

Importance of Education
The importance of education is quite clear. Education is the knowledge of putting one's potentials to maximize use. One can safely say that a human being is not in the proper sense till he/she educated.

According to (Khan, 2004) importance of education is basically for two reasons. The first is that the training of human mind is not complete without education. Education makes human being a right thinker. It sells man how to think and how to make decision. The second reason for the importance of education is that only through the attainment of education, human being are enabled to receive information from the external world, to acquaint themselves with past history and receive all necessary information regarding the present to prepare for the future events.
Without education human being are as though in closed room and with education they find themselves in a room with all its windows open towards outside world.

**Educational Development in Somaliland**

Somaliland has had a long and complex educational history. Prior to outside influence, Somalilanders had an informal mode of education in which the elderly transmitted social and cultural values to the young through examples and storytelling. Somalilanders preserved their histories orally, as each generation committed genealogical, as well as historical, information to memory, (Ahmed, 2000).

Colonization by the Arabs, Italians, French, and British at various points in Somali history would leave their marks on the country’s educational institutions. The origins of Arab influence in Somali territory dated to 700 A.D when group of Muslim Arabs brought their religion into the region and spread it with great fervor, (Ahmed, 2000). By 1300 A.D. nearly all Somalis people had converted to the Islamic faith, and several towns, including Zeila and Berbera, emerged as centers of Islamic cultural and learning. Mosques and theological schools were built to teach Muslims about the Qu’ran (the Islamic holy Book) and the Arabic language, which is the official language of Islam.

Treaties reached by the European countries in 1888 officially partitioned Somali territories among three competing European powers: Britain, Italy, and France. Somaliland (Northern region) controlled by the British. During
the colonial regime, the different powers established different educational systems to suit the economic goals for its region. British needed natives who could help administer colonial policies and maintain law and order. Then elementary and low-level specialized education was offered by the British to meet these needs, (Ahmed, 2000).

According to (Ahmed, 2000). British Somaliland, the school system was also expanded to provide better educational opportunities for the Somalis. By 1960, there were 38 elementary schools, 12 intermediate schools, 3 secondary schools, and 2 vocational schools, with a total enrollment of 3,429 students. A teacher training institute was established to cultivate future teachers.

British Somaliland and Italy Somaliland were united after independences from British and Italy on 1st July, 1960. Educational development of the country was devastated after the civil war was broke out the country in 1988 up to 1991. After that Somaliland started to rebuild the educational sector of the country with helping local community, and NGOs.

Prior to the war, basic services including education were managed by central government and heavily subsidized by foreign aid. War and state collapse have resulted in Somaliland that in the deregulation, privatization and decentralization of all basic services including education sector. Bradbury (2008)
According to Bradbury (2008), in 1991 there were no educational institutions operating in Somaliland. A modest public education system has since been established supported by communities, foreign donors and the government. The public system exists in parallel with a traditional system of Qur’anic school and a large number of private educational establishments offering vocational training. He added, in 2003 there were 354 primary schools, 24 secondary schools, and two universities. The number of primary schools now exceeds the number in the late 1980s. Enrolment has increased steadily from as few as 8,600 primary schools students in 1995 to 96,200 in 2003. That year there were also 9,266 secondary school students, while 497 university students enrolled in 2003.
Theoretical Perspective

There are several theories discussed by different authors associated with education, analyzes of this study was so important to line with a theory. Therefore a theory position – especially social constructivist theory is based on Vygotsky’s idea, “those young generations learn as a result of social interactions with others”. He also believes that “young generation’s knowledge, ideas, attitudes, and values develop through interaction with others”. School fosters the perfect environment to aid in developing social interaction with other young generations while promoting every student’s future success.

A large component of the social constructivist theory is the zone of proximal development which, “refers to the ideal level of task difficulty to facilitate learning which, according to Vygotsky, is the level in which a child can be successful with appropriate support” (Tracy & Morrow, 2006). It is important for educators to evaluate what support is necessary for each individual student to be successful. Teachers must consider each student as an individual to be effective. “Learning results as a function of interacting with others” (Tracy & Morrow, 2006), all teachers should consider how valuable social interaction can be in a classroom. A teacher’s goal should be to teach students how to apply knowledge to their life and not just teach facts. When students are able to put what they have learned into action (social interaction) it holds a stronger significance, therefore they will remember what they were taught and use the information when it pertains to their future.
Educators should create lessons with their individual students needs in mind that will make learning accessible for all students. "The idea of the zone of proximal development is that children should be provided with the opportunity to learn at their own individual level. The same theory guides differentiated instructions" (Tracy & Morrow, 2006). Teachers are presented with children that have a wide variety of needs in any given classroom. Educators must assess what teaching methods are effective for each individual student. It is also necessary that these methods are applied successfully. Teachers must monitor and evaluate their techniques constantly to ensure that their students are flourishing.

**Related Literature**

According to Fred (2007), moral formation in the missionary founded secondary schools was at the core of education. At the end of the education cycle of an individual, not only intellectually sound but also morally upright. He added education in mission schools by far had an objective of producing principled moral upright.

Secondary education is the stage of education following primary school. Secondary education is generally the final stage of compulsory education. However, secondary education in some countries includes a period of compulsory and a period of non-compulsory education. The next stage of education is usually college or university. Secondary education is characterized by transition from the typically compulsory, comprehensive primary education for minors to the optional, selective tertiary, "post-secondary", or "higher" education (e.g., university, vocational school) for
adults. Depending on the system, schools for this period or a part of it may be called secondary schools, high schools, gymnasia, lyceums, middle schools, colleges, vocational schools and preparatory schools, and the exact meaning of any of these varies between the systems. The Free Encyclopedia (2009).

**Liberation Education of NGOs**

NGOs, with radical perspective, educate the people who are caught in a never ending struggle for survival – with unsafe water, too little food, little education, and no voice or power in decision making and sensitize them to get rid of vested interests and systemic forces, Bhose (2003). Development and education are first of all about liberating people from all that hold them back from a full human life. Ultimately development and education are to transform the society. Development, liberation, and transformation are the aspects of the same process. It is not a marginal activity. It is at the core of all creative human beings.

Because the bonds of poverty and oppression make the lives of vast numbers of people increasingly inhuman, it is amongst the poor and oppressed that NGOs carry out liberation education through street plays, dramas simulation and organizing trainings, campaign, rallies, procession, etc. so as to liberate the oppressed.

NGOs demonstrated their experience and expertise in their substantive contributions to the many complex issues included in UNCED, and their irreplaceable advocacy and educational roles in building and enhancing
public attention. Most NGOs activities may fall into various categories: public advocacy, early warning and assistance, or public education and fund-raising _ added a wealth of non-governmental organizations" has developed "outstanding" child-delivery, child-care, protection, education and other programmes, (Mezzalama & Schumm, 1993). Alongside the more familiar roles of service delivery and campaigning NGOs have also become active in a complex range of broader development activities that include democracy building, conflict resolution, human rights work, policy analysis, research/education, and information provision, (Lewis & Mensah, 2006).

According to (Miller-Grandvaux et al, 2002). most major donor agencies have increased the resources allocated through NGOs to implement their education programs. More and more, donors use international and local NGOs for education service-delivery in both formal and non-formal contexts. Most countries in Africa with a donor supported program for the education sector have NGOs playing a significant implementing role. They added also NGOs have not limited their education activities to service-delivery. They are also involved in lobbying and advocating for educational reform, working individually and through networks to participate in policy dialogue in many African countries.

NGOs in education most often encounter government standards in community school activities. However, government standards for teacher recruitment and teacher training, and for selecting the schools to receive support, have influenced NGO programs, (Grandvaux & Welmond, 2002).
The domains where NGOs are most constrained by the government are meeting the standards for school construction, curricula, teacher qualifications, and, less frequently, school committee or parent organization membership. In addition, international NGOs seek to empower communities as a way to strengthen them and to improve access to and quality of education, (Grandvaux & Welmond, 2002).

According to (EU, 2009), SCOTIPS project aims to improve the quality of education through improved quality of teacher training in Somaliland/Somalia. Through the training, the action increase the number of qualified and certified primary/secondary teacher (male and females) and improves the quality of education delivered to children both at primary and secondary levels. Pre-service and in-service training programme approaches are used for training teachers at both primary and secondary levels. At primary level pre-service training is used to train female secondary graduates with the objective of increasing the proportion of female teachers in the teaching force and boost girls’ enrolment. The in-service teachers training is targeted at teachers who are currently in the teaching profession and who had not passed through any professional teachers training programme, it adds under the supplementary funding of the action, a tripartite MoE was signed with Amoud University and construction of four lecture theatres to enhance the capacity of the university and maintain the optimum number of trainees.
Currently, 46% of all the trained primary school teachers in both Somaliland and Puntland are on the government payroll. At the secondary level, 85.9% of teachers trained and certified are on the payroll, (EU, 2009). In similar sense (Government of Somaliland, 2008) secondary pre-service trainees in Amoud University undertook a one month teaching practice in different secondary schools and regions in Somaliland. The teacher trainees taught two subjects each (major and minor). Their performance was assessed and enhanced through classroom observation and projects conducted by mentors from TTIs and Monitors from MoE secondary unit.

**NGOs and State Relations**

There is no doubt that with increasing demands on the state by the citizens, the state can no longer be the sole provider of goods and services. It is also true that the support and interest in NGOs has grown as a result of the failure by state agencies to deliver services. Thus, the state and NGOs need each other. In terms of their relation with the state, (Lekorwe & Mpabanga, 2007), provides a liberalist view in terms of three options; they can complement, reform, and/or oppose the state.

In their role of complementing the state, they act as the implementers of development activities. In this case as argued by (Lekorwe & Mpabanga, 2007). NGOs fill the gaps left by the public service. The role of the state becomes more of an enabler rather than a provider of services. In their reforming role NGOs are seen as agents of advocacy and contribute immensely to policy dialogue. NGOs are able to represent the interests of
the people they work with and in this case can ensure that policies are adaptable to real life situations.

Finally, NGOs can oppose the state. They can do this by acting as watchdogs and holding the state accountable. This can be achieved through several methods including lobbying or even overtly supporting groups which are adversely affected by the policies of the government (Lekorwe & Mpabanga, 2007).

From the foregoing, it is clear that NGO-government relationships are complex and diverse and are likely to affect the management of NGO activities. The relationships are affected by the specific contextual factors which may include the nature of NGOs objectives and strategies, the area of operation of an NGO, the behavior of the donor and the nature and character of the regime (Turner & Hulme, 1997). These relations also differ from country to country. In some countries certain regimes are favorable to NGOs while in others the relations are antagonistic.

However, in cases where the government has a positive social agenda which resonates with the NGOs, there is potential for a strong, collaborative relationship. However, even where there is room for cooperation, jealousies and mistrust between NGOs and governments are deep rooted. Governments always have the fear that NGOs will erode their political power and NGOs also mistrust the motivations of government officials (Lekorwe & Mpabanga, 2007).
CHAPTER THREE
RESEARCH METHODOLOGY

Research Design
The study employed a descriptive correlation research design. The researcher used quantitative approach to quantify the incidence in order to describe the current conditions to investigate relationship between the Non-governmental Organizations' activities and educational development in Hargeisa City.

Such research design is best to establish the relationship between NGOs activities and the educational development in Hargeisa, because the design will enable the researcher to obtain data from the sample population that will represent the entire population of the study. In this respect questionnaires and interviews will clearly formulate within this study to obtain data from the respondents.

Research Population
A population is the aggregate or totality of objects or individuals, having one or more characteristics in common that are of interest to the researcher and where inferences are to be made Amin (2005). The study was carried out 15 NGOs working in Hargeisa City, 10 Secondary Schools, and 15 educational Officers from the Ministry of education of Somaliland. So, the total targeted population of the study comprised of 100 subjects as described in table 1.
Table 3.1: Respondents of the Study

<table>
<thead>
<tr>
<th>S/No</th>
<th>Category</th>
<th>Population</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>NGOs (15)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Senior Staff</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>2. Field Staff</td>
<td>30</td>
<td>28</td>
</tr>
<tr>
<td>2</td>
<td><strong>Secondary Schools (10)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Head Teachers</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>2. Teachers (4 each one)</td>
<td>30</td>
<td>28</td>
</tr>
<tr>
<td>3</td>
<td><strong>Educational Officers</strong></td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td><strong>Grand Total</strong></td>
<td><strong>100</strong></td>
<td><strong>94</strong></td>
</tr>
</tbody>
</table>

Sample Size
This study used a total of 94 respondents, whom 42 of them were from NGOs (14 respondents were Senior Staff-manager and executives involved in decision making, and 28 were Field Staff-supervisors), 38 from Secondary Schools (10 were head teachers and 28 were teachers), and 15 Officers were from the Ministry of Education of Somaliland based on Krejcie and Morgan (1970) sampling guideline.

Sampling Procedure
This study employed simple random sampling and purposive sampling techniques. Simple random sampling was used to teacher of the secondary schools to decide who to include in the sample, because Simple random sampling is a sample obtained from the population in such a way that samples of the same size have equal chance of being selected.
Purposive sampling was used to the respondents like mangers, director, executive, project coordinator, admin and finance officers, supervisors, and engineers from the NGOs, and the Officers from the Ministry of Education in Somaliland like General Director, director of secondary schools of the Ministry, educational director of Hargeisa City and supervisors. The study selected those people because they have more experience and knowledge about the role of NGOs activities on educational development in this area, and even they are carrying out the day to day activities. Purposive sampling is suitable for the respondents because information or data collected from those people were conveniently available and they were willing to co-operate and give the needed information.

**Research Instrument**

In order to collect the data form respondents, the researcher designed questionnaires and interview guides. The nature of the study guided to use these tools to collect data from the respondents of the study especially senior staff and field staff of the NGOs involved in educational development, and Officers of Ministry of Education of Somaliland. Questionnaires was used since the study concerned with variables that cannot be directly observed such as views, opinions, perceptions and feelings of the respondents such information are best collected through questionnaires. The target population was also largely literate and is unlikely to have difficulties responding to questionnaire items.
The interview intended to collect data from head teacher and teachers of the secondary schools. This structured interview guide used in the study develops a schedule in which the questions, their wording and their sequences are fixed and are identical for every same category of respondent. The interview guide is one the most used techniques of obtaining information, it is a way of obtaining data about a person, the interview guide of this study was served for a two purpose: firstly, it translated research objectives into specific questions whose answers was provided the necessary information, secondly, it aided the interviewer in motivating the respondents. Interview guide was used in order to ensure the validity and the reliability of the questionnaires.

The research instrument were designed by the researcher was questionnaires and interview. These instruments have three sections. Section one deals with the profile of the respondents with questions age, gender, job position and qualification, Section two deals with the level of different activities of NGOs on educational development, Section three deals with the level of development in selected secondary schools.

**Validity and Reliability of the Instrument**

To keep the validity of the instrument the researcher assured through two expert judgments to evaluate the relevance of each item in the instrument to the objectives. The experts were rated each item on the scale: very relevant, quiet relevant somehow relevant, not relevant so the content validity index (CVI) was 0.833. The formula that was used to calculate Content Validity Index (CVI) = No of items declared valid / Total No of items.
On the other hand reliability is a measure of the degree to which a research instrument yields content results or data after repeated trials (Mugenda & Mugendan, 2003) and according to the (Bell, 2009) reliability is the extent to which a test or procedure produces similar results under constant conditions on all occasions. So the reliability of the instrument established through a test-retest technique. Then the researcher conducted a pre-test of the instrument on group of subjects that was not included in the sample and waited one week, then was administered the same test to the same subjects a second time and modified to improve their validity and reliability coefficients to at least 0.70.

**Data Gathering procedure**

Preliminary, the study was embarked after secured an introductory letter from the School of Postgraduate Studies and Research Center of Kampala International University. After that a copy of introductory letter was presented to the respondents of institutions like NGOs which involved educational activities in Hargeisa, Officers of the Ministry of Education of Somaliland and head teachers and teachers of selected secondary schools in Hargeisa city to assure that the research information obtained was serve purely academic purposes. The researcher introduced himself to the beneficiaries and employees of the NGOs and due their acceptance; started collecting for research. After receiving the questionnaires back, the researcher analyzed the collected data by using SPSS package.
Date Analysis

After gathered the data, the study used cross tabulation (frequencies and percentages) to analyze the profile of the respondents. Mean was used to analyze the level of different activities of NGOs on educational development, the level of development in education in selected secondary schools, and correlation analysis using Spearman's correlation values was used to analyze the relationship between the distribution profile of NGO's activities and level of educational development in selected secondary schools in Hargeisa city.

The following mean range was used to arrive at the mean of the individual indicators and interpretation:

<table>
<thead>
<tr>
<th>Mean Range</th>
<th>Response Mode</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.26 - 4.00</td>
<td>Strongly agree</td>
<td>Strongly agree with no doubt</td>
</tr>
<tr>
<td>2.51 - 3.25</td>
<td>Agree</td>
<td>Agree with some doubt</td>
</tr>
<tr>
<td>1.76 - 2.50</td>
<td>Disagree</td>
<td>Disagree with some doubts</td>
</tr>
<tr>
<td>1.00 - 1.75</td>
<td>Strongly disagree</td>
<td>Strongly disagree with no doubt</td>
</tr>
</tbody>
</table>

Ethical Consideration

Bearing in mind the ethical issues, the major ethical considerations of this study were the privacy and the confidentiality of the respondents. Obtaining a valid sample was entailed gaining access to specific lists and files which itself is an infringement on the privacy and the confidentiality of the respondents. However the respondents had the freedom to ignore items that they do not wish to respond to.
Due to the nature of this study confidentiality, nonjudgmental principle and individualism was given due to consideration plus any other form of anonymity among respondents was attended to. An introduction letter from the school of post graduate studies backed by the identity card was used for identification throughout the research.

**Limitation of the Study**
The researcher faced some problems while conducting the gathering of research information from the respondents and some them are: firstly, there was time limit because Non-governmental Organizations staffs were engaged their day-to-day activities and the researcher didn’t much time from them as anticipated, This challenge was solved by seeking appointments with them at their convenient places and time.

Secondly, some respondents was reluctant to give the crucial information needed by the researcher due to carelessness and some of them might get difficult with the English language, and translating the instruments from English to Somali consumed more time than expected.
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Introduction
This chapter presents data analysis, presentation, and interpretation. The data analysis and interpretation was based on the research questions as well as the research objectives, the presentation is divided into three parts. The first part presents the respondents' profile or demographic information, while the second part deals with the level of different activities of NGOs on educational development, and the third part deals with the level of development in selected secondary schools. Below are the data presentations and analysis of research findings.

Profile Information of the Respondents
This part presents the profile information of the respondents who took part in the study. The purpose of this profile information was to find out the characteristics of the respondents and how the distribution of the population in the study. Their distribution is shown as it follows in table 4.1

Research Question One: To determine the profile of the respondent in terms of: Age, Gender, Marital Status, Position and Education level were subjected to a number of questions to provide answers to research question.
Table 4.1: Demographic Characteristics of the Respondents

<table>
<thead>
<tr>
<th>Profile of the respondents</th>
<th>Frequency (f)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>66</td>
<td>70</td>
</tr>
<tr>
<td>Female</td>
<td>28</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>94</td>
<td>100</td>
</tr>
<tr>
<td><strong>B. Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 – 30</td>
<td>13</td>
<td>13.8</td>
</tr>
<tr>
<td>31 – 40</td>
<td>45</td>
<td>47.8</td>
</tr>
<tr>
<td>41 and Above</td>
<td>36</td>
<td>38.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>94</td>
<td>100</td>
</tr>
<tr>
<td><strong>C. Marital Status</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td>73</td>
<td>77.7</td>
</tr>
<tr>
<td>Single</td>
<td>14</td>
<td>14.52</td>
</tr>
<tr>
<td>Widow/er</td>
<td>7</td>
<td>7.78</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>94</td>
<td>100</td>
</tr>
<tr>
<td><strong>D. Qualification</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PhD</td>
<td>1</td>
<td>1.10</td>
</tr>
<tr>
<td>Master</td>
<td>9</td>
<td>9.47</td>
</tr>
<tr>
<td>Bachelor</td>
<td>50</td>
<td>53.27</td>
</tr>
<tr>
<td>Diploma</td>
<td>24</td>
<td>25.53</td>
</tr>
<tr>
<td>Secondary level</td>
<td>10</td>
<td>10.63</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>94</td>
<td>100</td>
</tr>
<tr>
<td><strong>E. Position</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Profile of the respondents

<table>
<thead>
<tr>
<th>Profile of the respondents</th>
<th>Frequency (f)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme Manager</td>
<td>15</td>
<td>15.95</td>
</tr>
<tr>
<td>Project Officers</td>
<td>27</td>
<td>28.72</td>
</tr>
<tr>
<td>General Director of MoE</td>
<td>1</td>
<td>1.06</td>
</tr>
<tr>
<td>Hargeisa regional Office of Education</td>
<td>6</td>
<td>6.40</td>
</tr>
<tr>
<td>Secondary Department of MoE</td>
<td>7</td>
<td>7.44</td>
</tr>
<tr>
<td>Head teacher</td>
<td>10</td>
<td>10.63</td>
</tr>
<tr>
<td>Teachers</td>
<td>28</td>
<td>29.80</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>94</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Findings from the first objective of the research question one found as illustrated in table 4.1 that different categories were drawn in the study; the first section of this question was asked by the respondents their sex. So, 70% of the respondents were male and 30% of the respondents also were female.

The second section was asked the respondents their age, so as based on the table 4.1 13.8% of the respondents were at age of 20–30, 47.8% of the respondents were also at age of 31-40, and the remaining 38.4% of the respondents were at age of 41 and above of age.

The third section of the question deals with the marital status of the respondents, as based on the table 4.1, 77.7% of the respondents were married while 14.52% of the respondents were single, and 7.78 of the respondents were widow/widower.
The fourth section of the question concerned qualification of the respondents. As shown in table 4.1, 1.1% of the respondents were PhD holder, 9.47% of the respondents were master degree holders, 53.27% of the respondents were bachelor degree holders, 25.53% of the respondents were diploma, and 10.63% of the respondents were secondary level.

The fifth section of the question one deals with the positions of the respondents in their institutions, 15.95% of the respondents were Program Managers, 28.72% of the respondents were Project Officers, 1.06% of the respondents were General Director of Ministry of Education, 6.40% of the respondents were from Hargeisa City Office of Education, 7.44% of the respondents were from Secondary Department of the Ministry of Education, 10.63% of the respondents were Head teacher of selected Secondary Schools and 29.8 of the respondents were teachers in secondary schools.
Research Question Two

What is the level of activities of NGOs to the Educational Development?

The Second research question of the study was derived from the second objective of the study. Mean values of the level of activities of NGOs to the educational development are shown in table 4.2.

This Second research question was aimed to administered and investigate the respondent’s response towards the stated research objective. The question include: the provision of contracts, provision of trainings, provision of textbooks, provision of equipments like furniture, lab and educational equipment, and sport materials to the secondary schools, provision of scholarships, provision of salaries, other actors that have involving educational development include local community, government institutions and private sector, the activities of NGOs involving educational development improved the quality of the education, the strengthening of the NGOs towards the skills of teacher in secondary schools improved the performance of the teachers, the strengthening of the NGOs towards the quality of education increases the number of students and teachers in secondary schools, educational level of development increases year by year, and lastly the challenges that face NGOs include fund shortage, unqualified staff, and weak in terms of co-ordination, M&E, and relationship between government and NGOs. the results are presented in table 4.2
Table 4.2: NGOs Activities

<table>
<thead>
<tr>
<th>#</th>
<th>Areas rated</th>
<th>Mean</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Our NGO provides secondary schools to contracts in Hargeisa city</td>
<td>3.89</td>
<td>Strongly agree with no doubt</td>
</tr>
<tr>
<td>2</td>
<td>Our NGO provides trainings to strengthening the capacity of teachers in secondary schools in Hargeisa city</td>
<td>3.39</td>
<td>Strongly agree with no doubt</td>
</tr>
<tr>
<td>3</td>
<td>Our NGO contributes textbooks to the secondary schools in Hargeisa</td>
<td>3.14</td>
<td>Agree with some doubt</td>
</tr>
<tr>
<td>4</td>
<td>Provision of equipments like furniture, Lab equipment, educational equipments, and sports.</td>
<td>2.86</td>
<td>Agree with some doubt</td>
</tr>
<tr>
<td>5</td>
<td>Our NGO provides scholarships to the students in secondary schools.</td>
<td>2.14</td>
<td>Disagree with some doubt</td>
</tr>
<tr>
<td>6</td>
<td>Our NGO provides salaries to the teacher in secondary schools</td>
<td>2.17</td>
<td>Disagree with some doubt</td>
</tr>
<tr>
<td>7</td>
<td>Other actors that are involving educational development include: local community, government institutions, and private sector.</td>
<td>2.46</td>
<td>Disagree With some Doubt</td>
</tr>
<tr>
<td>8</td>
<td>Until our NGO involved the activities of the educational development the quality of the education has been improved</td>
<td>3.60</td>
<td>Strongly agree with no doubt</td>
</tr>
</tbody>
</table>
After our NGO strengthened the skills of teachers in secondary schools the performance of the teachers has been increased. 3.73 | Strongly agree with no doubt
---|---
When our NGO strengthening the quality of the education in secondary schools the number of students and teachers have been improved. 2.73 | Agree with some doubt
Educational level of development increases year by year 3.40 | Strongly agree with no doubt
Challenges that face our NGO include: fund shortage, unqualified staff, weak co-ordination and M&E, and weak relationship between government and NGOs. 2.47 | Disagree with some doubt

| Over all Mean | 2.99 | Agree with some doubt |

Based on table 4.2 shows that the mean values of the level of activities of NGOs to the educational development of selected secondary schools in Hargeisa ranked between 3.46 and 2.14

Table 4.2 shows that majority of the respondent strongly agree with no doubt that NGOs provide contracts to the secondary schools (mean value of 3.89). Also majority of the respondents strongly agree with no doubt that NGOs provide training to strengthening the capacity of teacher in...
secondary schools (mean value of 3.39). Also the table 4.2 indicates that majority of the respondents agree with some doubt that NOGs contributes textbooks to the secondary schools in Hargeisa (mean value of 3.14).

On the other hand majority of the respondents disagree with some doubt that NGOs Provision of equipments like furniture, Lab equipment, educational equipments, and sports (mean value of 2.86). Also the table 4.2 shows that majority of the respondents disagree with some doubt that NGOs provides scholarships to the students in secondary schools (mean value of 2.14). On other side majority of the respondents disagree with some doubt that NGOs provides salaries to the teacher in secondary schools (mean value of 2.17).

On the other hand as shown table 4.2 majority of the respondents disagree with some doubt that there are other actors that are involving educational developments are local community, government institutions, and private sector (mean value of 2.46).

Also as shows table 4.2 the majority of the respondents strongly agree with no doubt that NGOs activities has improved the quality of educational development (mean value of 3.6). Also the table 4.2 shows that majority of the respondents strongly agree with no doubt that the teachers in secondary schools in Hargeisa increased their skills and performance while NGOs strengthening their skills (mean value of 3.73). On the other hand the majority of the respondents agree with some doubt that the number
of students and teacher in secondary schools in Hargeisa increased after the NGOs improved the quality of the education (mean value of 2.73).

Above table 4.2 shows the majority of the respondents strongly agree with no doubt that the educational level of development increases year by year (mean value of 3.4). On the other hand majority of the respondents disagree with some doubt that the challenges faces the NGOs include shortage of fund, weak co-ordination, and weak relationship between NGOs and Government of Somaliland (mean value of 2.47).

Lastly, the sum up of overall mean value of the level of activities of NGOs to educational development was 2.99, which verified that the majority of the respondents fairly agree with some doubt the level of activities of NGOs to educational development exists.
Research Question Three

What is the level of developments in selected secondary schools?

Research question three was derived from the third objective of the study. The third objective of this study was to identify the level of developments in selected secondary schools in Hargeisa, to achieve these objective respondents were subjected to a number of questions arranged in two sections (first section faced Ministry of Education and the second section faced Head teacher and teacher of secondary schools) to provide answers to research question Two.

The questionnaire administered to the respondents was aimed in the first section to the officers of ministry of education at investigating the respondent’s response towards the stated research objective. The questionnaires include: NGOs have a big role on educational development in secondary schools; the activities of NGOs towards secondary schools is effective; quality and quantity of secondary schools have increased by the activities of NGOs; skills of the staff of ministry of education strengthened by the NGOs; and lastly NGOs contribute to the secondary school by provision of contracts, textbooks, equipments and teacher training.
### Table (a) 4.3: Educational Developments (Ministry of Education Officer)

<table>
<thead>
<tr>
<th>#</th>
<th>Areas rated</th>
<th>Mean</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The NGOs have big role on educational development in secondary schools</td>
<td>3.40</td>
<td>Strongly agree with no doubt</td>
</tr>
<tr>
<td>2</td>
<td>The scale of effectiveness of the activities of NGOs towards the educational development is very effective</td>
<td>3.00</td>
<td>Agree with some doubt</td>
</tr>
<tr>
<td>3</td>
<td>The quality and quantity of the secondary schools have been increased after the activities of the NGOs towards the development of education</td>
<td>3.70</td>
<td>Strongly agree with no doubt</td>
</tr>
<tr>
<td>4</td>
<td>NGOs strengthening the skills of the staff of the Ministry of Education.</td>
<td>2.50</td>
<td>Disagree with some doubt</td>
</tr>
<tr>
<td>5</td>
<td>NGOs contribute the educational development of the secondary schools: contract, provision of textbooks, provision of equipments, and the provision of teacher training</td>
<td>3.80</td>
<td>Strongly agree with no doubt</td>
</tr>
</tbody>
</table>

**Over All Mean** 3.32 | Strongly agree with no doubt

As illustrates table (a) 4.3 majority of the respondents strongly agree with no doubt that NGOs have a big role on educational development in
secondary schools (mean value of 3.4). On the other hand majority of the respondents agree with some doubt that NGO’s activities are effective on educational development (mean value of 3.0).

Table (a) 4.3 shows majority of the respondents strongly agree with no doubt that the quality and quantity of secondary schools have been increased after the activities of the NGOs on educational development (mean value of 3.7). On the other hand majority o the respondents disagree with some doubt that NGOs strengthening the skills of the staffs of the Ministry of Education in Somaliland (mean value of 2.5).

Based on table (a) 4.3 majority of the respondents strongly agree with no doubt that NGOs contribute to the secondary schools by provision of contracts, provision of textbooks, and provision of equipments (mean value of 3.8).

Lastly, the sum up of overall mean value of the level of development in selected secondary schools in Hargeisa City in the first section of research question Two was 3.32, which verified that the majority of the respondents strongly agree with no doubt the level of educational development is improving.

The second section of the research question Three deals with both head teacher and teacher in secondary school in Hargeisa City, the research question of the head teachers and teachers includes: equipments and the conditions of the is very good; textbooks, library and labs are enough for
the students; and lastly students and teachers performance have increased with the activities of the NGOs.

Table (b) 4.3: Educational Development (head teachers and teachers).

<table>
<thead>
<tr>
<th>#</th>
<th>Areas rated</th>
<th>Mean</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The equipment and the condition of the school is very good</td>
<td>2.80</td>
<td>Agree with some doubt</td>
</tr>
<tr>
<td>2</td>
<td>The students of the school have enough textbooks, library, and lab</td>
<td>2.6</td>
<td>Agree with some doubt</td>
</tr>
<tr>
<td>3</td>
<td>Activities of the NGOs increased the performance of the students and teachers</td>
<td>3.70</td>
<td>strongly agree with no doubt</td>
</tr>
<tr>
<td>4</td>
<td>Most teacher work in the school are qualified teacher</td>
<td>3.30</td>
<td>Strongly agree with no doubt</td>
</tr>
<tr>
<td>5</td>
<td>NGOs provide incentives to the teacher in secondary schools</td>
<td>2.07</td>
<td>Disagree with some doubt</td>
</tr>
<tr>
<td>6</td>
<td>Training from NGOs improve the skills of teachers in secondary schools</td>
<td>3.32</td>
<td>Strongly agree with no doubt</td>
</tr>
<tr>
<td>7</td>
<td>Teachers in secondary schools have enough qualification and skills towards their teaching subjects.</td>
<td>3.07</td>
<td>Agree with some doubt</td>
</tr>
</tbody>
</table>

As indicated table (b) 4.3 majorities of the respondents agree with some doubt that the equipment and the condition of the schools are very good
(mean value of 2.8). On the other hand majorities of the respondents strongly agree with some doubt that students of the schools have enough textbooks library and labs (mean value of 2.6).

As shows table (b) 4.3 majorities of the respondents strongly agree with no doubt that the performance of the students and teachers has been increased after the activities of the NGOs (mean value of 3.7). Also majorities of the respondents strongly agree with no doubt that most teachers in secondary schools are qualified (mean value of 3.3).

As based on Table (b) 4.3 majorities of the respondents disagree with some doubt that NGOs provide to the teachers in secondary schools in incentive (mean value of 2.07). On the other hand majorities of the respondents agree with some doubt that the training from the NGOs improves the skills of teachers in secondary schools (mean value of 3.32).

As shows table (b) 4.3 majorities of the respondents agree with some doubt that the teachers in secondary schools have enough qualification and skills (mean value of 3.07).

Lastly, the sum up of overall mean value of the level of development in selected secondary schools in Hargeisa City in the second section of research question Two was 2.97, which verified that the majority of the respondents agree with some doubt the level of educational development is improving.
This research question Three interprets that the activities of NGOs in Hargeisa City have a big role in educational development in selected secondary schools.
**Research Question Four**

Relationship between the Activities of NGOs and Educational Development in Secondary Schools

The Fourth objective of the study was to investigate the relationship between the NGOs activities and educational development in selected secondary schools in Hargeisa City. The relationship between the two variable are presented by table 4.4

**Table 4.4 Pearson’s correlations**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Mean</th>
<th>Computed r-value</th>
<th>Critical value</th>
<th>Decision</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>NGOs activities and Educational development in selected secondary schools</td>
<td>2.99</td>
<td>0.33</td>
<td>0.207</td>
<td>Reject the hypothesis</td>
<td>Significant</td>
</tr>
<tr>
<td></td>
<td>3.18</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From table 4.4 according to Pearson’s coefficient, the relationship between NGOs activities and educational development is exists at value of 0.33

Computed r-value is generated from mean scores of NGOs activities and educational development of selected secondary schools in Hargeisa City. Critical value was generated from books of statistics/r-values
The above table 4.4 gives the nature and type of relationship between NGOs activities and Educational development of selected secondary schools, the discrepancy between the computed value and the critical value reveals that there is significant relationship between NGOs activities and Educational development of selected secondary schools. Thus the hypothesis is rejected. This implies that as long as the NGOs activities are being implemented, the educational development rate will improve.
CHAPTER FIVE
DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

Introduction
This chapter presents the discussion of the findings, conclusions and recommendations.

DISCUSSION OF THE RESEARCH FINDINGS

The Profile of the Respondents
The first objective of this study was to establish the profile of the respondents, for example gender, age, marital status, qualification, and job position of the respondents. Based on the analysis of these statements, the majority of the respondents were male, while most of the respondents were between the age of 31 and 40, also majority of the respondents were married where some of them were single and widowers were few.

In expressions of qualification most of the respondents were bachelor degree, followed by diploma graduates and secondary level where as some of them were master degree where one of the respondents was PhD holder. On the other hand the job position of the respondents was different according to their institutions, but majority of them were educational officers and teachers.
The Level of Activities of NGOs

The second objective of this study was the level of contributions of NGOs activities on educational development in selected secondary schools in Hargeisa. Data analysis and interpretation revealed following findings under this objective based on analysis of chapter four, majority of respondents reported that the activities on NGOs on educational development include provision of contracts of school buildings, trainings and capacity building of teachers, textbooks, schools equipments like furniture, educational equipment, lab equipment, sport facilities, increasing the quality of the education, increasing of performance of teachers and students, increase the number of students and teachers, and educational development.

Therefore, the findings are in line with (Mezzalama & Schumm, 1993). That stated most NGOs activities may fall into various categories: public advocacy, early warning and assistance, or public education and fund-raising. They added a wealth of non-governmental organizations" has developed "outstanding" child-delivery, child-care, protection, education and other programmes,

Mean while this also in line with (Miller-Grandvaux et al, 2002). that stated The domains where NGOs are most constrained by the government are meeting the standards for school construction, curricula, teacher qualifications, and, less frequently, school committee or parent organization membership. In addition, international NGOs seek to
empower communities as a way to strengthen them and to improve access to and quality of education.

On the other hand, the findings of the study are in line with (EU, 2009), that states SCOTTPS project aims to improve the quality of education through improved quality of teacher training in Somaliland/Somalia. Through the training, the action increase the number of qualified and certified primary/secondary teacher (male and females) and improves the quality of education delivered to children both at primary and secondary levels.

Also, this is in line with (Bhose, 2003), stated that social development NGOs focuses more on social facets of the community. They believe that social awareness and people's involvement will bring about development. They lay more emphasis on people's component in the development programmes. They organize communities and impart social education. They sensitize people and enable them to deal with their issues. They enhance people's management in all the economic development projects and promote people's leadership.

However, it is fact that the NGOs activities are have vital role in education development according to the finding of the study. These activities provided by the NGOs to the educational development taking part the community development and well being.
Educational Development in Selected Secondary Schools

The third objective of this study was to find out educational development in selected secondary schools. Data analysis and interpretation revealed the following findings under this objective based on analysis of chapter four, majority of the respondents reported that the NGOs have a big role on educational development, NGO's activities are effective in educational development, quality and quantity of secondary schools have been increased, provision of contract, textbooks, educational equipments and teacher training.

Also the respondents reported equipment and the condition of secondary schools was good, student and teacher had enough textbooks, library, and labs, also the performance of the students and teacher had being increased, most of the teacher in secondary schools are qualified, and training from NGOs improves the skills of the teacher.

This is in line with (EU, 2009), which says that Pre-service and in-service training programme approaches are used for training teachers at both primary and secondary levels. At primary level pre-service training is used to train female secondary graduates with the objective of increasing the proportion of female teaches in the teaching force and boost girls’ enrolment. The service teachers training is targeted at teachers who are currently in the teaching profession and who had not passed through any professional teachers training programme.
On the other hand the findings of the study also in line with (Government of Somaliland, 2008) which says secondary pre-service trainees in Amoud University undertook a one month teaching practice in different secondary schools and regions in Somaliland. The teacher trainees taught two subjects each (major and minor). Their performance was assessed and enhanced through classroom observation and projects conducted by mentors from TTIIs and Monitors from MoE secondary unit.

Also the finding of the study in line with (EU, 2009) which says a tripartite Save the Children and MoE was signed with Amoud University and construction of four lecture theatres to enhance the capacity of the university and maintain the optimum number of trainees. In similar the findings of this study are in line with (Bhose, 2003) that stated Development and education are first of all about liberating people from all that hold them back from a full human life. Ultimately development and education are to transform the society. Development, liberation, and transformation are the aspects of the same process. It is not a marginal activity. It is at the core of all creative human beings.

Education development is the key of the improvement of the well being of the society because it decreases the illiterate of the people. So, in the view the finding of the study showed educational development of selected secondary schools in Hargeisa was good.
Relationship between the Activities of NGOs & Educational Development in Secondary Schools

The fourth objective of this study was to establish the relationship between the different activities of NGOs and the level of educational development of selected secondary schools in Hargeisa, Somaliland. Data analysis and interpretation revealed the following major findings under this objective; it revealed that there is a significant relationship between the Non-governmental Organization’s activities and educational development in selected secondary schools. Therefore the null hypothesis was rejected.

This finding in line with (Miller-Grandvaux et al, 2002), which stated donors use international and local NGOs for education service-delivery in both formal and non-formal contexts. Most countries in Africa with a donor supported program for the education sector have NGOs playing a significant implementing role. They added also NGOs in education most often encounter government standards in community school activities. However, government standards for teacher recruitment and teacher training, and for selecting the schools to receive support, have influenced NGO programs.

The Spearman’s correlation analysis revealed that there is a significant relationship between Non-governmental Organizations’ activities and educational development in selected secondary schools in Hargeisa. This implies that as long as the NGO’s activities are being implemented, the level of educational development will increase.
CONCLUSIONS

The study investigated the relationship between Nongovernmental Organization’s activities and educational development in selected secondary schools in Hargeisa.

It was intended to find out the kind of relationship between NGOs activities and educational development in using Spearman’s correlations. This was in relation to the weak and in-efficient public sector, which was not functioning properly as it was intended because of the government, was unwilling to cover these gabs in lack of funds. The study specifically sought to establish relationship between Non-Governmental Organization’s activities and educational development in selected secondary schools in Hargeisa city, Somaliland.

The results obtained in this study showed that NGOs contribute different activities in terms of provision contracts, trainings to enhancing skills of teachers, educational equipments, and textbooks. On the other hand these activities took part the educational development in selected secondary schools in Hargeisa city.

Finally the results obtained from this study showed that there is a significant relationship between NGOs’ activities on educational development in selected secondary schools in Hargeisa city.
RECOMMENDATIONS

Based on the findings from the study, the following recommendations have been made by the researcher:

- Before fulfillment of the activities of the NGOs to the educational development it is needed to make assessment, and implement their projects where it is needed.
- NGOs that are involving educational development may make networking to avoid duplicating of their activities.
- Government of Somaliland must make a strong relationship to the NGOs that are involving educational development to utilize their activities in best way to the students in the country.
- Other actors involving educational development like local community, government, and Diaspora must align their activities to the activities of the NGOs to strengthening the development of education in the country.
- NGOs involving educational development should strengthen their activities by finding other sources of funding and presenting accountability to the donors and effective proposals after good assessments towards their programmes and encourage community fundraising.
- Government of Somaliland, NGOs and other partnerships involving educational development must work together in setting priorities, suggesting budget allocations and service delivery models and assessing progress.
Suggestion for Further Studies

1. NGOs Activities and Somaliland Government in Educational development.

2. Perception of local Community and NGOs activities to educational development
REFERENCES


Clark J. (1990), Democratizing Development, the Role of Voluntary Organization. Washington D.C: Clark J.


Vakil, A. C., (1997). *Confronting the Classification Problem: Toward a Taxonomy of NGOs,* World Development,

North Sydney, NSW: Allen & Unwin.
APPENDICES

APPENDIX I: TRANSMITTAL LETTER

OFFICE OF THE DEPUTY DIRECTOR ACADEMICS
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH

22nd July, 2010

Dear Sir/Madam,

RE: REQUEST FOR MOHAMED ALI AABJ, REG. NON. MDS/40305/91/DF
TO CONDUCT RESEARCH IN YOUR INSTITUTION.

The above mentioned is a bonafide student of Kampala International University pursuing a Masters of Arts in Development Studies.

He is currently conducting a field research the title of which is "Non-governmental Organizations' Activities and Educational Development in Selected Secondary Schools in Hargeisa Region, Somaliland". As part of his research work he has to collect relevant information through questionnaires, interviews and other relevant reading materials.

Your institution has been identified as a valuable source of information pertaining to his research project. The purpose of this letter is to request you to avail him with the pertinent information he may need.

Any information shared with him will be used for academic purposes only and we promise to share our findings with your institution. Rest assured the data you provide shall be kept with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

Dr. Roseann Myoniki
Associate Dean Postgraduate Studies
Faculty of Social Sciences.
APPENDIX II
CLEARANCE FROM ETHICS COMMITTEE

Date

Candidate’s Data
Name
Reg. #
Course
Title of Study

Ethical Review Checklist
The study reviewed considered the following:
___ Physical Safety of Human Subjects
___ Psychological Safety
___ Emotional Security
___ Privacy
___ Written Request for Author of Standardized Instrument
___ Coding of Questionnaires/Anonymity/Confidentiality
___ Permission to Conduct the Study
___ Informed Consent
___ Citations/Authors Recognized

Results of Ethical Review
___ Approved
___ Conditional (to provide the Ethics Committee with corrections)
___ Disapproved/ Resubmit Proposal

Ethics Committee (Name and Signature)
Chairperson ________________________________
Members _________________________________
APPENDIX III
INFORMED CONSENT

I am giving my consent to be part of the research study of Mr. Mohamed Ali Aabi that will focus on The None-government Organization’s Activities and Educational Development on Selected Secondary Schools in Hargeisa District.

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials: ______________________________

Date______________________________
APPENDIX IV
Research Instruments

I am conducting a study titled Non-governmental Organizations’ Activity and Educational Development in selected Secondary Schools in Hargeisa City, Somaliland. In view of this research may I request that you answer my questionnaire? I will appreciate it very much if you can return the questionnaires as soon as possible. Please assure that the data that you provide will be use for academic purpose only and should be kept with utmost confidentiality.

Thank you very much in advance

Yours Truly
Mohamed Ali Aabi
Candidate of Master of Development Studies
Kampala International University (KIU)
Uganda, Kampala
A. Questionnaires

Section I: Questionnaire about the Profile of the Respondents (QPR)

Kindly tick (✓) in the blanks space before each category as your response

1. Age of the respondent
   - 20 - 30
   - 31 - 40
   - 41 and above

2. Gender of the respondent
   - Female
   - Male

3. Marital Status
   - Married
   - Single

4. Job Title: .................................................................

5. Qualification
   - PhD
   - Master
   - Bachelor
   - Diploma
Section II: Questionnaires about the level of Activities of NGOs to the Educational Development (QLANGOsED) for NOGs

**Direction:** Please respond the statement below and Kindly use the written guide as follows:
(4) Strongly Agree, you agree with no doubt at all
(3) Agree, you agree with some doubt
(2) Disagree, you disagree with some doubt
(1) Strongly Disagree, you disagree with no doubt at all

**Respond Mode:** SA=4, A=3, DA=2, SDA=1

<table>
<thead>
<tr>
<th>Tick</th>
<th>No</th>
<th>Scale</th>
<th>SA</th>
<th>A</th>
<th>DA</th>
<th>SDA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Field Staff Questionnaires</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>Our NGO provides secondary schools to contracts in Hargeisa city</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Our NGO provides trainings to strengthening the capacity of teachers in secondary schools in Hargeisa city</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Our NGO contributes textbooks to the secondary schools in Hargeisa</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Our NGO provides equipment like furniture, Lab equipment, educational equipments, and sports.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Our NGO provides scholarships to the students in secondary schools.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tick</td>
<td>No</td>
<td>Scale</td>
<td>SA</td>
<td>A</td>
<td>DA</td>
<td>SDA</td>
</tr>
<tr>
<td>------</td>
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<td>----------------------------------------------------------------------</td>
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<td>-----</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>Our NGO provides salaries to the teacher in secondary schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>Other actors that have been involved educational development include: local community, government institutions, private sector and diasporas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>Until our NGO involved the activities of the educational development the quality of the education has been improved</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>After our NGO strengthened the skills of teachers in secondary schools the performance of the teachers has been increased.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>When our NGO strengthening the quality of the education in secondary schools the number of students and teachers have been improved.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>11</td>
<td>Educational level of development increases year by year.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>Challenges that face our NGO include: fund shortage, unqualified staff, weak co-ordination and M&amp;E, and weak relationship between government and NGOs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section III (A): Questionnaires to Officers of the Ministry of Education

Direction: Please respond the statement below and Kindly use the written guide as follows:

(4) Strongly Agree, you agree with no doubt at all
(3) Agree, you agree with some doubt
(2) Disagree, you disagree with some doubt
(1) Strongly Disagree, you disagree with no doubt at all

Respond Mode: SA=4, A=3, DA=2, SDA=1

<table>
<thead>
<tr>
<th>Tick</th>
<th>No</th>
<th>Scale</th>
<th>SA</th>
<th>A</th>
<th>DA</th>
<th>SDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>The NGOs have big role on educational development in secondary schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>The scale of effectiveness of the activities of NGOs towards the educational development is very effective</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>The quality and quantity of the secondary schools have been increased after the activities of the NGOs towards the development of education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>NGOs strengthening the skills of the staff of the Ministry of Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>NGOs contribute the educational development of the secondary schools: contract, provision of textbooks, provision of equipments, and the provision of teacher training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section III (B): Questionnaires Guided to Head Teachers and Teachers

**Direction:** Please respond the statement below and Kindly use the written guide as follows:

1. (4) Strongly Agree, you agree with no doubt at all
2. (3) Agree, you agree with some doubt
3. (2) Disagree, you disagree with some doubt
4. (1) Strongly Disagree, you disagree with no doubt at all

**Respond Mode:** SA=4, A=3, DA=2, SDA=1

<table>
<thead>
<tr>
<th>Tick</th>
<th>No</th>
<th>Scale</th>
<th>SA</th>
<th>A</th>
<th>DA</th>
<th>SDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td>Interview Guide for Head teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>The equipment and the condition of the school is very good</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>The students of the school have enough textbooks, library and labs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>The performance of the students have been increased after activities of NGOs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Most teacher work in the school are qualified teacher</td>
<td></td>
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</tr>
</tbody>
</table>

B. **Interview guide for the Teachers**

<table>
<thead>
<tr>
<th>Tick</th>
<th>No</th>
<th>Scale</th>
<th>SA</th>
<th>A</th>
<th>DA</th>
<th>SDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td>NGOs helping to the teacher in secondary schools payments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Training from NGOs improve the skills of teachers in secondary schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tick</td>
<td>No</td>
<td>Scale</td>
<td>SA</td>
<td>A</td>
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</tr>
<tr>
<td>7</td>
<td></td>
<td>Teachers in secondary schools have enough qualification and skills towards their teaching subjects.</td>
<td></td>
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</table>

Thank You for Your Cooperation
## APPENDIX V

### INTERPRETATION OF MEANS

<table>
<thead>
<tr>
<th>Range</th>
<th>Interpretation</th>
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<tr>
<td>3.41- 4.00</td>
<td>strongly agree with no doubt</td>
</tr>
<tr>
<td>2.81- 3.40</td>
<td>agree with some doubt</td>
</tr>
<tr>
<td>1.66- 2.80</td>
<td>disagree with some doubt</td>
</tr>
<tr>
<td>1.00- 1.60</td>
<td>strongly disagree with no doubt</td>
</tr>
</tbody>
</table>
APPENDIX VII
RESEARCHER'S CURRICULUM VITAE

Personal Information:

Name: Mohamed Ali Aabi  
Nationality: Somalilander  
Date of Birth: 1980  
Marital Status: Married  
Residence: Hargeisa  
Tel Address: +252 634 447 777  
E-mail: mccaabi@hotmail.com

Educational Background

1. Kampala International University, pursuing Master in Development Studies from August 2009 to November 2011. Research conducted on Non-governmental organizations’ activities and educational development in selected secondary schools in Hargeisa city, Somaliland.

2. University of Hargeisa, completed four years of Bachelor of Business Administration from October 2003 to August 2007.


5. Diploma of English Course at Aflah Institute, from May 2000 to April 2002.

6. Certificate of Secretariat Course at AIDAM Institute.
7. Certificate of Typing Course at AIDAM Institute, from October 1998 to January 1999

Workshops and Training Conducted

✓ Diploma of English Course at Aflah Institute, from May 2000 to April 2002.

✓ Certificate of Secretariat Course at AIDAM Institute

✓ Certificate of Typing Course at AIDAM Institute, from October 1998 to January 1999.

✓ Certificate of Completion in One Day training of a Training of Trainers (TOT) Course at Makerere University in Kampala, Uganda, facilitated by AFRICAN POPULATION INSTITUTE on June 26, 2010.

✓ Certificate of Completion in One Day workshop of Project Planning and Management Course at Makerere University in Kampala, Uganda facilitated by AFRICA POPULATION CONSULT on May 15, 2010.

✓ Certificate of Completion of One Day Data Management and Analysis Course at Makerere University in Kampala, Uganda facilitated by AFRICA POPULATION CONSULT on May 14, 2010.

✓ Certificate of Research Methodology at Kampala International University (KIU), facilitated by PEACE & JUSTICE ASSOCIATION in Conjunction with SOCIETY CONCERN UGANDA from 22nd Feb to 1st March 2010.

✓ Certificate of Completion in One Week Training Workshop in HIV/AIDS Counseling and Guidance Course at Kampala
International University (KIU), facilitated by VISION COUNSELLING AND SUPPORT CENTRE on October 18 to 24, 2009

Professional Experience:

- Adm/finance Officer at Berbera Maritime and Fisheries Academy, Sep 2012 up to now
- Part-time Lecturer both University of Hargeisa and Gollis University of Berbera Branch (Sep 2010 up to now)
- Finance Officer at SRCS Somaliland, Feb 2006 to Dec 2008
- Administration at Dalsan Health Center June 2004 to Jan 2006
- Project Officer at DAMAL Voluntary Organization August 2003 to August 2004
- Accountant Global Trading Company Jan 2001 to July 2003

Computer Skills

- Windows 2007
- Office Programs: Microsoft Office Word, Microsoft Office Excel, Microsoft Office Access, Microsoft Office Power Point, Microsoft Office Publisher, Microsoft Office Outlook.
- Accounting Programs: Peachtree, and Quick Book.
- Data Analysis Programs: SPSS
- Internet and Internet Searching Engines.
Languages:

- Somali language: As a mother tongue
- English language: very good
- Arabic language: Good

General References

1. Dr. Roseann Mwaniki, Head of Social Science, College of Higher Degrees and Research Studies, Kampala International University. Kampala, Uganda Tel: 0056700881848
2. Capt. Abdirahman Ahmed Ismail, President of Berbera Maritime and Fisheries Academy, Berbera Somaliland. Tel: 00252634449931
3. Eng. Nasir H. Ali Shire, President of Gollis University of Berbera, Somaliland. Tel: 00252634428182