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TABLBE OF CONTENT

REPORT EXECUTIVE SUMMARY

This study forms a basis of information for the government educational institutions and international non-governmental organizations to understand the plight of the girl child's education, particularly girls from disadvantaged families such as IDP girls who do not have access to education. It's therefore recommended that, government and learning institutions should be on the forefront advocating for the passing of legislations, policies and laws favouring girl – child's education in Somalia.

The study also enabled parents, guardians, and other caregivers of girls to appreciate the importance and impact of providing the girls with education as this would help remove cultural bias that favours the boy child's education in our community and other barriers facing the girl child's education.

The study's findings would also help educators and non-profit organizations working on educational projects to appreciate the key issues that affect the learning environment of the girl child. This would enable girls to act as role models who are geared toward the encouragement of other girls.

Finally, the study findings would serve as a source of literature for future researchers and scholars who would be undertaking similar topics dealing with girl child education.

Limitations of the Study

The team encountered a number of challenges during the interviews in several selected IDP camps in Baidoa, these were related to security and respondents' perceptions. The IDP respondents are illiterate and have myths and fake perceptions. Time and financial constraints for materials are other challenges faced. It was also impossible to apply some planned research methods. Some of the targeted schools were not in operation during the days of the visits due to academic school closure calendar months.

Study delimitations

i. The study was limited to interviewing parents in some selected IDP camps in Baidoa.

ii. The study team was well experienced with the mode of communication used and the administration of the questionnaires.

iii. The study team utilized an open-ended questionnaire as an instrument of research.

1.0   STUDY INTRODUCTION AND BACKGROUND

Education is a significant foundation for improving the status of women and has also been recognized as a fundamental strategy for development. No sustainable development is possible if women remain uneducated, discriminated against, and disenfranchised. Improving and widening access to education, especially basic education, is not only an objective in itself but also accelerates social and economic advancement (Nmadu et al., 2010). Education is a basic human right and crucial to the individual, society, and achieving every meaningful development in the nation at large; all children, regardless of their gender, deserve quality education that enhances their lives and developmental growth (Umbugadu, 2017).

More than two years have passed since the pandemic began, and despite most schools being reopened now, the challenges in education and the conflicts that continue will have lasting impacts, particularly among marginalized and vulnerable girls around the world. Worldwide, nearly 130 million girls are not enrolled in formal education, and more than half of them are in crisis-affected countries. In Afghanistan, girls are banned to attend school (UN Women, 2022).
Girl-child schooling has then become a major subject of concern in most developing countries of the world today, particularly in sub-Saharan Africa, where many young girls do not attend school because of many factors combined (Tyoakaa et al., 2014).

When Somalia got its independence in 1960, the education sector made significant developments as both civilian and military governments built many schools, Somali National University, and training centers in most of Somalia's regions, and the Somali language was also written (Abdi, 1998). When the civil war was an outbreak in Somalia in the early 1990s, the education system in the country completely collapsed, and all education premises became fortresses and accommodations for the internally displaced people fleeing the civil war (Hussein, 2015). A variety of challenges have disadvantaged girl-child education in Somalia, including economic hardship, political unrest, cultural myths and this has resulted in that boys and girls get education differently (Moyi, 2012).

The challenges facing IDP girls in accessing education opportunities cannot be overcome without investigating socio-cultural practices and beliefs that may likely impede girls schooling.

Therefore, the main problem of this study is to address the challenges facing IDP girls in some selected camps in Baioda district.

2.0   PROBLEM STATEMENT

Gender inequality in education is a global issue that is influenced by a variety of factors, including cultural practices, economic status, government policies, and societal attitudes. Despite progress in addressing gender disparities in access to education, many girls and women around the world still face significant challenges that prevent them from achieving their full potential (Komora, 2013).

The lack of education among girls has far-reaching consequences, including low literacy levels, early marriages, increased maternal mortality rates, and limited economic opportunities. Therefore, addressing the challenges of girl-child education is critical to achieving gender equality, reducing poverty, and promoting sustainable development.

The conflict, natural disasters, or other crises in their home regions have forced them to flee and relocate to other areas within their country, and they often face numerous barriers to education.
The study focused on the specific challenges faced by IDP girls in accessing education, such as limited access to schools, inadequate infrastructure, poverty, early marriage, and cultural norms that prioritize male education. Additionally, the study examined how these challenges affect the girls' educational outcomes and their long-term prospects.

The aim of this research is to identify the key challenges that IDP girls face in accessing education and to propose potential solutions that can be implemented to improve their educational outcomes.

The findings from this study can help policymakers, educators, and other stakeholders develop strategies to address the unique challenges faced by IDP girls and ensure that they have access to quality education, despite their displacement status.

3.0 STUDY PURPOSE AND OBJECTIVES

3.1   Purpose of the Study

The main goal and purpose of this study is to identify the key challenges that IDP girls face in accessing education and to propose potential solutions that can be implemented to improve their educational outcomes.

3.2   Specific objectives of the study

The study is based on the following objectives: -

i)   To investigate the challenges facing IDP girl-child education

ii)   To find out factors causing low enrolment of IDP girl-child education in school

iii)   To examine socio-cultural beliefs on girl-child education

3.3   Scope of the Study

The aim of this study is to report challenges facing IDP girl child education in some selected IDP camps in Baidoa. The study was conducted in Baidoa district. The scope of the study was limited to 376 respondents, including some selected IDP parents and school teachers in Baidoa. The time span of the study was 8 months. The study is a descriptive research study and used purposive sampling due to security, time, and financial challenges.

4.0 STUDY METHODOLOGY AND APPROACH

The study used a descriptive research design, in which interviews and observations were conducted to explain phenomena without manipulating any variables. The research work was carried out in some selected IDP camps in Baidoa district with the purpose of exploring the challenges facing girl-child education and if there are access to education opportunities in the Baidoa IDP camps.

The population target of this study was a group of selected school principals, teachers, IDP parents, and scholars from the Baidoa communities. The sample size of the study was 376 respondents.

4.1   Study Design

The study employed cross-sectional study design. With the purpose of reaping the benefits of exploring range of information and generating data that can be complemented and/or triangulated quantitative data collection method which incorporated qualitative sections in the tool employed. The survey participants were randomly selected.

4.2   Data Collection Tool

The team developed a harmonized Kobo toolbox containing close ended questions that was used during the exercise.

4.3   Research Questions Used

What are the challenges facing IDP girl-child education?

What factors influence the low enrolment of IDP girl children in school?

What are the effects of socio-cultural beliefs challenges on IDP girl children's education?

4.4   Selection of Respondents

A probability sample selection method was used, in which the sample was obtained by selecting every element of the population.

4.5   Ethical Consideration

The data collection team deployed to the field introduced themselves, explain the purpose of the assessment survey and obtain the willingness of respondents. In every engagement / visit with participants, respect was given to local cultures and norms, meeting places was selected as per participants consent, and every participant was kindly requested to provide his/her genuine opinions/ideas. Finally, when respondents finished their points, the data collection team extended their gratitude to respondents for their time and effort in providing data for the assessment survey.

5.0   STUDY FINDINGS AND RESULTS

From the survey data analysis and interpretation, the following findings were arrived at:-

5.1   Importance of Educating Girls

Girl-child education plays a vital role in contributing to societal development and making girls more likely to lead healthy and productive lives by building better futures for themselves and their families, which strengthens economies and reduces inequality (Somani, 2017). An educated girl has a meaningful role in her family's life orientation as a critical player in supporting the well-being of her family and society, reducing illiteracy rates, and preventing poverty throughout the generation of economic growth pathways (Ntiri, 1987). The establishment of many schools in the neediest places, particularly for children from disadvantageous families, will provide more access to education, significantly decrease the illiteracy level of girls, and ensure gender inequality in education in developing countries (Ifeyinwa, et al., 2021). It has been acknowledged that educating girls is one of the most valuable concepts for every society's development around the world, as this encourages self-reliance and brings growth to the entire nation's progress (Singh, 2023).

5.2   Gendered Norms: Boys' and Girls' Education

Many myths and stereotypes about girl-child education have affected learning and education outcomes for girls, lowering the level of girl-child education in most developing countries as boys' education will have more earning potential for the household and girls are also required to support domestic responsibilities (Booth, R. (2022). Broadly speaking, girls and women in Somalia face substantial cultural challenges and economic barriers that prevent equal participation opportunities in society, and these have led to limited access to formal education, jobs, and career paths (Jama and Barre, 2019). It is worth mentioning that the world is making significant progress in girl-child education, particularly in developed countries, but there is still a gender difference in education and the labour market in most of Africa's nations (Vleuten et al., 2016).

5.3   Status of Girl-Child Education in Baidoa IDP Camps

Mohamed Adan stated that IDP girls in the Baidoa camps have experienced a variety of difficulties in accessing educational opportunities because there aren't many schools there and the educational

infrastructure is quite poor (Personal Communication, May 8, 2023). Schools in IDP areas lack adequate basic education infrastructure facilities, teachers, and study materials, resulting in 17% of children living in IDP settlements in Baidoa being enrolled in primary schools (Rural Education and Agriculture Development Organization, 2018).

Table 1- Information of IDP Schools in Baidoa District

S/No	Numbers of IDP Schools	Numbers of Boys Students	Numbers of Girls Students
1	102	13,756	11,893

This was represented graphically as below:-

Graph 1- Information of IDP Schools in Baidoa District
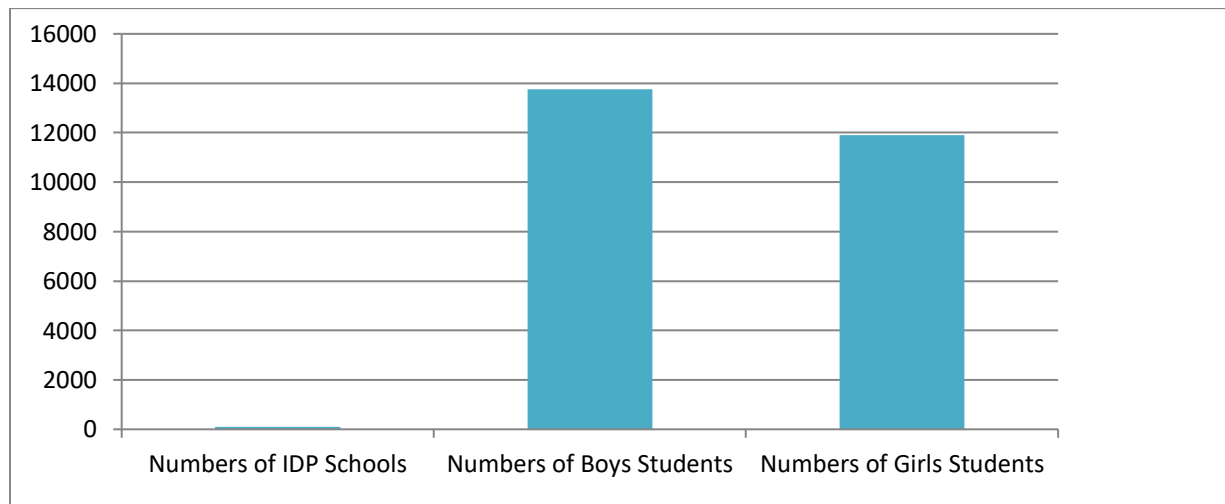
5.4   Acceleration of Girl-Child Education: Campaign for IDP Girls' Education

According to Article 30 of Somalia's federal provisional constitution, it recognizes that education is a basic right for all Somali citizens, and this is premised on free education up to secondary school and protection of the rights of children (girls and boys) and women. Promotion of girls' education campaigns takes an intersectoral approach, particularly focusing on interventions in the areas of health, free education, water, sanitation, and income-generation activities to increase the numbers of girls enrolled in school (Akunga, 2008).

Providing education and fundamental skills to girls and women will enable them to actively participate in making progress in their households and communities and enable them to understand all their rights as female citizens (Haarløv, 2022). Internally displaced girls are particularly

important because they need access to education to go to school, and any kind of education facility will result in changing communities and breaking many stereotypes (Nyström, 2020).

Levels of Education System in Somalia				
Education	School/Level	Grades	Age	Years
Primary	Elementary Cycle	1-4	6-10	4
Middle	Intermediate Cycle	5-8	11-14	4
Secondary	Secondary School	9-12	15-18	4

Source: Ministry of Education, Cultural, and Higher Education, federal government of Somalia

5.5   Somali Education: The Siad Barre Era

Regardless of the criticisms of Siyad Barre's regime, observers have acknowledged that Somali education has made huge positive steps towards advancing the country's education system, including the establishment of an official script for the Somali language in 1972 and the launch of two national literacy campaigns, urban in 1973 and rural in 1974, across the nation (Cassanelli and Abdikadir, 2008). When Mohamed Siad Barre seized power on October 21, 1969, in a bloodless military coup, Somalia's education made significant progress in terms of free and compulsory education for children up to 14-year-old both primary and secondary schools, as many schools were built on a self-reliance scheme (Eno, et al., 2014).

Siad Barre's administration developed the country's education system, established many educational institutions, including the Somali National University and technical colleges, and completely changed the medium of instruction to Somali medium. During the military regime administration, a lot of impactful educational projects have been implemented in the country (Faqih, 2017).

From the survey data analysis and interpretation, the following findings were arrived at:-
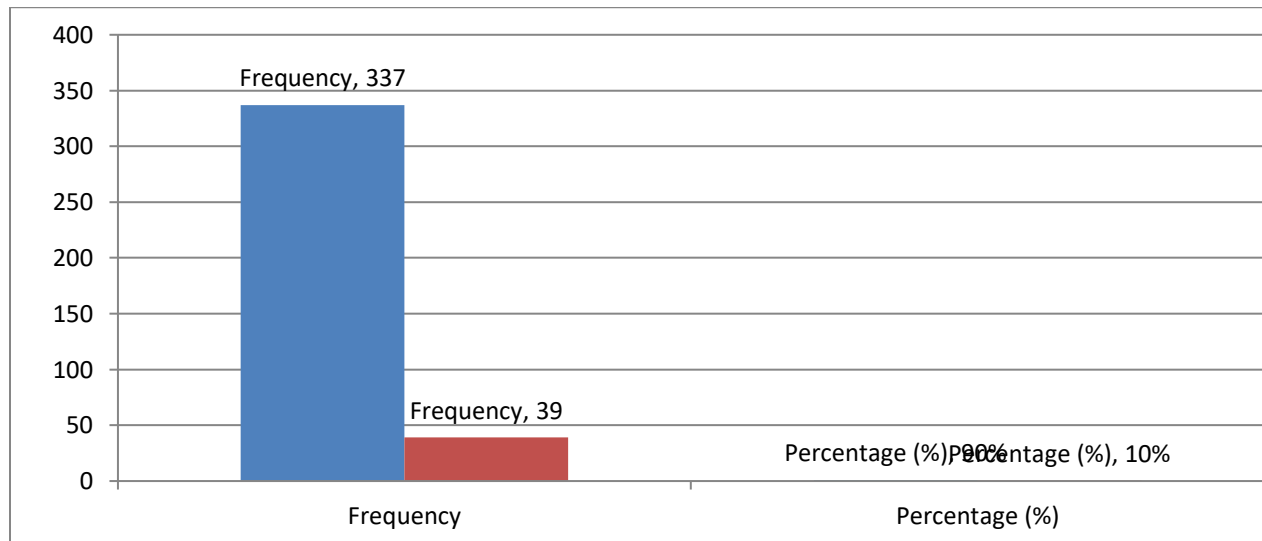
5.6   Response rate

The study targeted 376 participants through questionnaires administrated. Of the study of 376 sample respondents, the recorded response rate was 90% as tabulated below:-

Table 2 - Questionnaire Response Rate

Questionnaire	Frequency	Percentage (%)
Response	337	90%
Non-Response	39	10%
Total	**200**	**100**

Graph 2 - Questionnaire Response Rate

According to *Kothari and Gang, (2014) a response rate of 50%* is adequate for analysis and reporting; a rate of 60% is good and a response rate of 78% and over is excellent; therefore this response rate was adequate for analysis.

5.7 Demographic Characteristics of respondents

The purpose of this background information was to find out the characteristics of the respondents. Furthermore, the respondents have also requested that all the information provided to remain confidential.

In total, 337 respondents participated in the study and they were sampled from selected IDP sites in Baidoa, Somalia. The shape of the questionnaire in the demographic section looked upon in terms of gender, age, marital status, level of education, occupation and residency (Baidoa).

Table 3 - Personal Information of respondents

All categories		Frequency	%
Gender of respondents	Male	285	76%
	Female	52	14%
Age brackets of respondents	20-25	79	21%
	25-30	199	53%
	30-35	48	13
	35-40	11	3
Marital status of respondents	Married	253	68
	Never married	77	21
	Divorced / widowed	7	1
Educational level of respondents	Bachelor degree	261	69
	Masters degree	27	7
	Diploma	22	6
	Secondary level	13	4
	Primary level	14	4
Occupation of the respondents	Humanitarian worker	190	51
	Teacher	80	21
	Self- employed	28	8
	Civil servant	19	5
	Others	20	5

Village of residence for respondents	Berdalle village	125	33
	Horseed village	85	23
	Hawl-wadaag village	80	21
	Isha village	47	13

Chart 1 – Respondents by gender

Respondents by gender and %

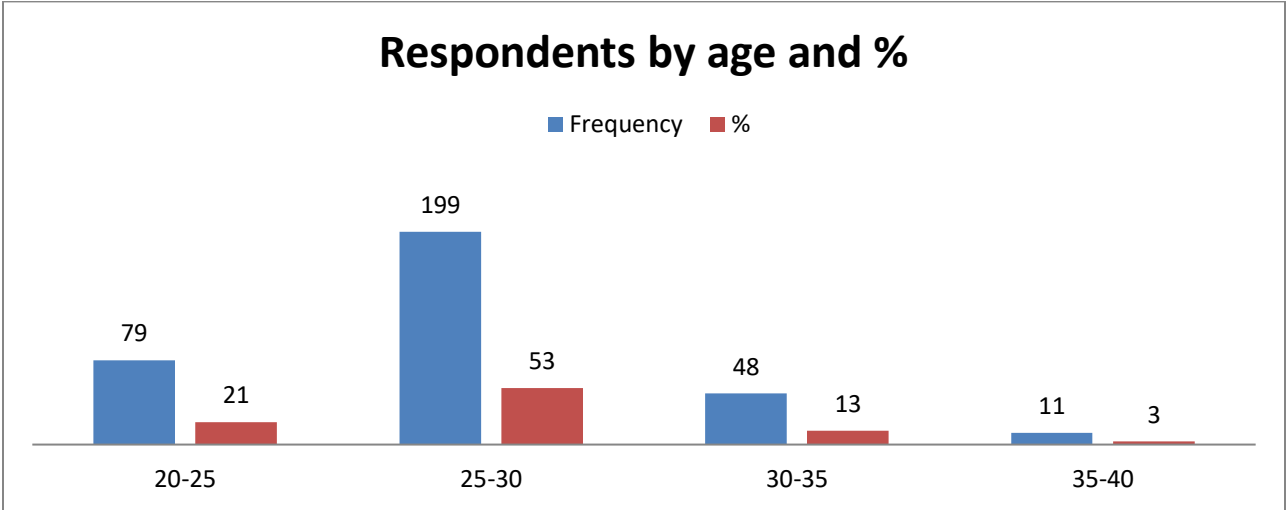Male   Female

52	
285	
	14
	76
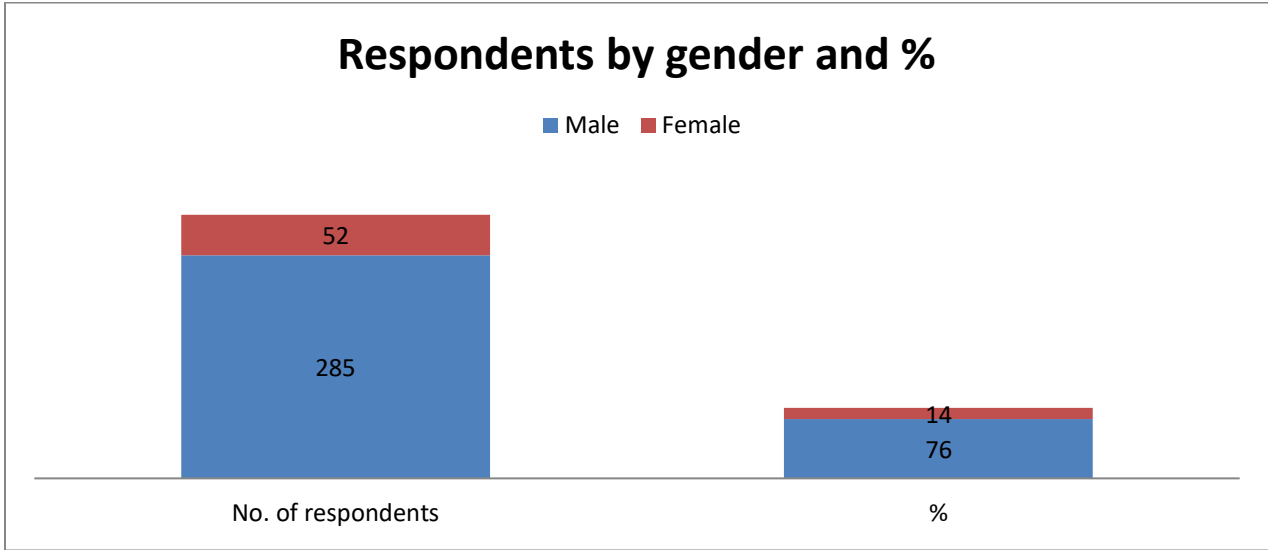
No. of respondents   %

The above chart indicates that according to gender 285 (76%) of respondents were male, while 52 (14%) were female.
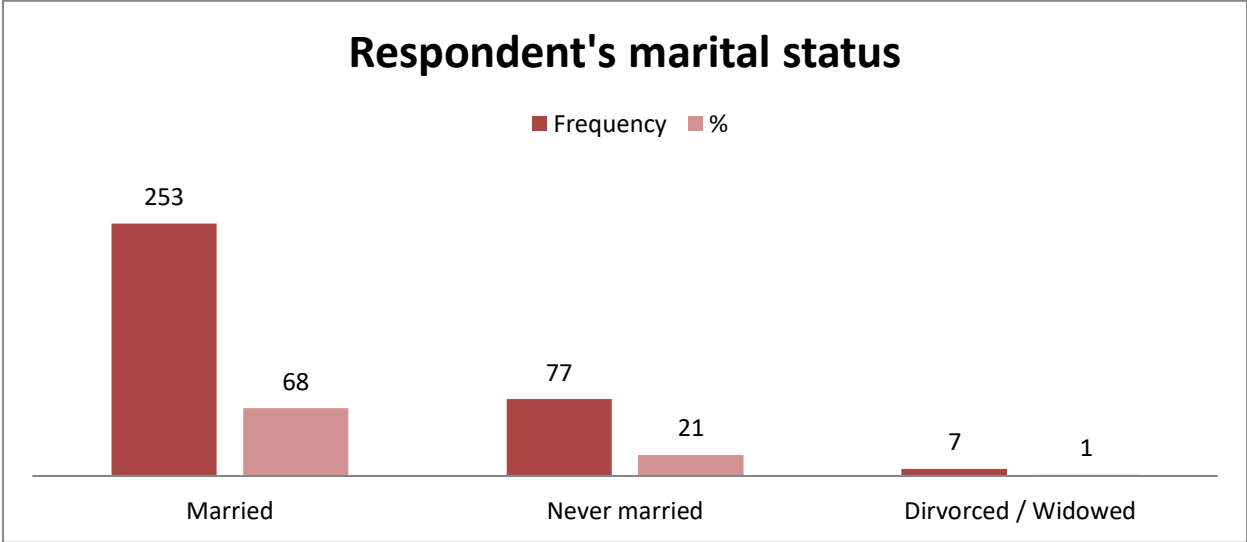
Chart 2 – Respondents by Age

Age wise the study found out that 79 respondents were within age bracket 20-25 (21%), 199 were within age bracket of 25-30 (53%), 48 were within age bracket 30-35 (13%) and 11 were within age-bracket 35-40 (3%).
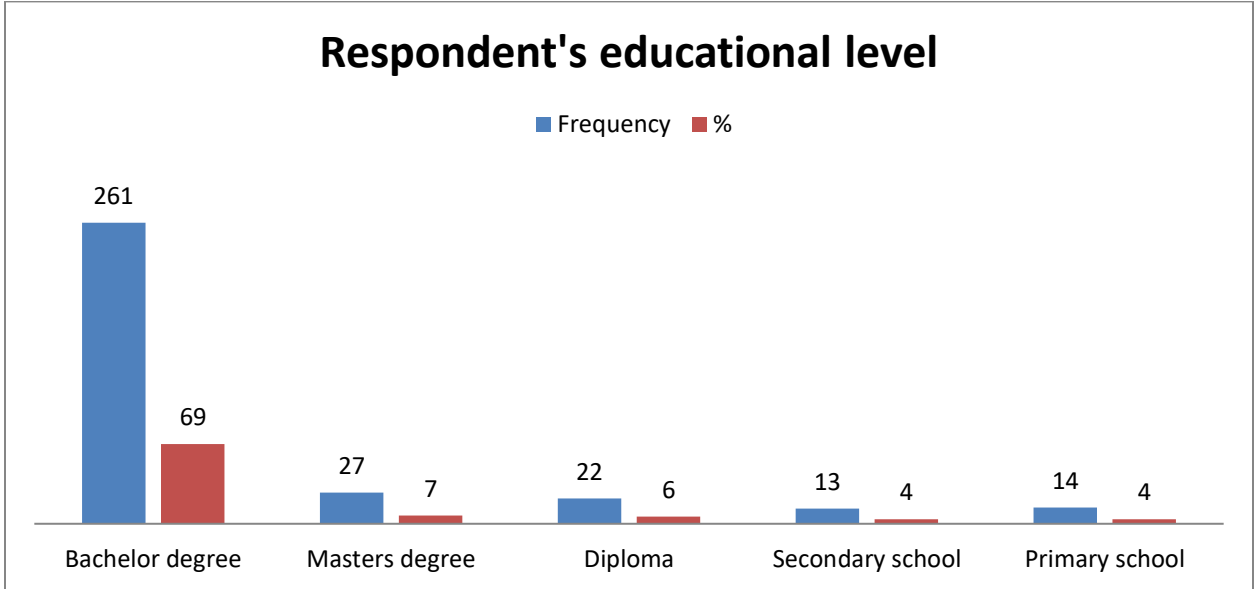
Chart 3 – Marital Status of Respondents

The study shows that 253 respondents (68%) were married, 77 (21%) respondents were never married while 7 (1%) respondents were either divorced or widowed.

Chart 4 – Educational level of Respondents

According to the study, education level of respondents were as follows:- 261 respondents (69%) were having Bachelor degrees, 27 respondents (7%) were having Master degrees, 22 respondents (6%) were of Diploma level while 13 respondents (4%) and 14 respondents (4%) were of Secondary and Primary level respectively.
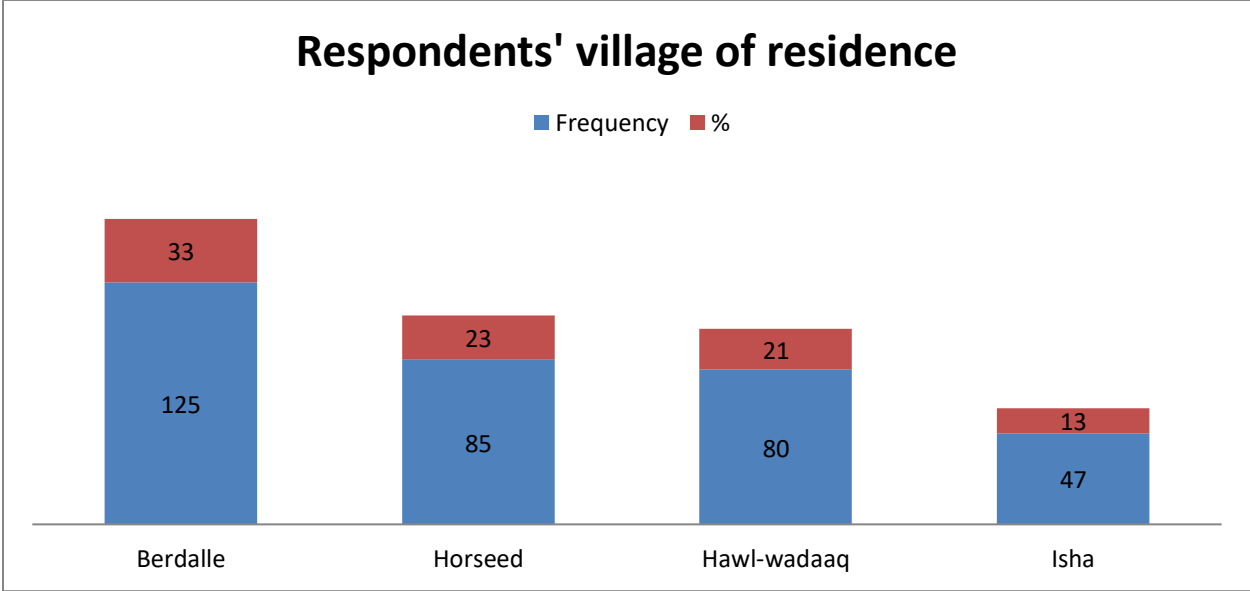
Chart 5 – Occupation of Respondents
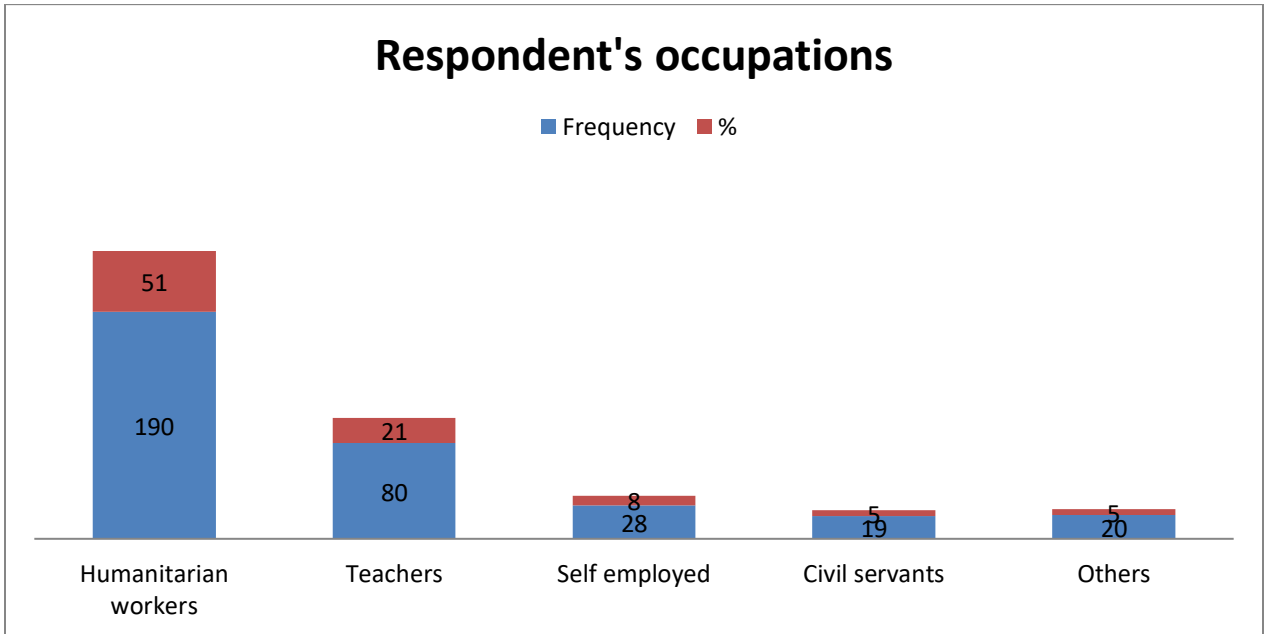
According to the study, a total of 190 respondents (51%) were humanitarian workers, 80 (21%) were teachers, 28 (8%) were self-employed while 19 (5%) and 20 (5%) were civil servants and others respectively.

Chart 6 - Respondent's village of residence

A total of 125 (33%) respondents were from Berdalle village, 85 (23%) were from Horseed village, 80 (21%) from Hawl wadaaq while 47 (13%) were from Isha village of Baidoa.

6.0   OTHER STUDY FINDINGS AND RESULTS

The following are some of the identified challenges facing girl-child education in Baidoa:-

- Gender Discrimination: Girls are often discriminated against in terms of education. They may be denied access to education due to their gender, and may face discrimination in the classroom.

- Poverty: Poverty is a major factor that affects the education of girls. Many families cannot afford to send their daughters to school, and girls may be forced to work instead of attending school.

- Early Marriage: In many cultures, girls are expected to get married at a young age. This can prevent them from continuing their education and pursuing their dreams.

- Lack of Access to Schools: In some areas, schools are not easily accessible for girls. They may have to travel long distances to attend school, which can be dangerous and time-consuming.

- Lack of Quality Education: Even if girls are able to attend school, the quality of education they receive may be poor. This can limit their opportunities for future success.

- Cultural Barriers: Some cultures do not value the education of girls as much as boys. This can make it difficult for girls to pursue their education and achieve their goals.

- Gender-Based Violence: Girls may face gender-based violence in and around schools, which can make it difficult for them to feel safe and comfortable while pursuing their education.

The respondents were asked the following questions and the results were as tabulated below:-

Study questionnaires	Number of respondents and Results				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Are girls more likely to skip school or drop out as parents give attention to boys schooling only?	122	114	52	31	18
Are parents more interested in girls' marriage than schooling?	134	115	52	24	12

Are parents engaging their girls to hawking and to do house chores than schooling in this Community?	118	110	75	23	11
Are internal displaced girls not sent to school to learn due to family financial disadvantages?	147	111	42	25	12
Does the government lacks the political will to implement policies on girl child education in this community?	140	113	54	18	12
Is low rate of girls' enrollment in schools due to their parents' negative attitudes?	122	127	53	25	8
Are parents not allowing their daughters to enroll in schools due to lack of protection measures resulting in rape cases, sexual harassment, and abuse?	119	118	56	28	16
Are IDP parents show more interest in boys' education than girls?	131	122	47	28	14
Do parents believe that girls' key role is to do a lot of chores at home, and only boys are given preference in education?	111	147	48	19	12

Is lack of free schools in the IDPs hindering learning of the girls from marginalized households and families?	135	115	49	27	11
Are girls the future breadwinners of their families?	103	111	69	30	24
Are in agreement with the belief that education for a girl ends in the kitchen and benefits her husband only?	109	117	38	37	36
Is it better to spend on the education of a boy than a girl?	87	113	69	39	29
Should girls be educated up to university level and provide moral support?	143	98	56	30	10
Is it true that school teachers are not encouraging girls to study and commit to tertiary education?	78	133	60	51	15

7.0   PROPOSED RECOMMENDATIONS AND WAYFORWARD

Some of the recommended measures to improve enrolment and retention of girls include establishment of an enabling environment for girls, training of teachers, financial aid to school girls, awareness raising on the importance of educating girls, building confidence of girls in schools, support to education management.

Basing on the findings of this research, the study recommends the following:

(i)   The government of Somalia needs to design and implement subsidized or affordable education for girls in secondary and tertiary levels to cater for high cost of education hindering the girls' education. A relatively lower cost in terms of tuition should be set for girls to encourage their enrolment.

(ii)   More schools and other education institutions should be established and those in place should be strengthened to increase accessibility to education services since long distances to schools and institutions has been constantly raised by study respondents.

(iii)   Deliberate efforts to create awareness and to discourage heavy domestic work, early marriages and forced marriages for girls should be undertaken by government through mass media, social media and government speeches and publications.

(iv)   Increase the number of female teachers in schools and other learning institutions to serve as role models in inspiring and motivating girls' education. Inspiring, motivating and counseling girls should also be added on their professional job duties and responsibilities in schools and institutions.

(v)   Education in assertiveness, self-esteem, selfefficacy and self-concept should be taught in schools to all girls as policy of government so as to improve the confidence and determination of girls in Baidoa, Somalia.

8.0   CONCLUSION

This study provides some insights into Girl Child Education Challenges in Baidoa, Somalia. From these data, this report provides recommendations for short-term and long- term measures to address the identified challenges.

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