

Role of Formal Education in Poverty Alleviation at Hargeisa: Somalia



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**This thesis presented in the partial fulfillment of the requirements for the master degree of
development studies**

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DEDICATION

I dedicated this thesis to my beloved mother **Mrs. Hawa Abdi Mohamoud**, and my honoured father **Mr. Ahmed Yousuf Ali** for their boundless participation and contribution to my academic progression and advancement and they have stimulated me extremely and logically and they have been my basis of vigor in my academic career.

ABSTRACT

The main purpose of this study was to identify the role of formal education in poverty alleviation at Hargeisa –Somalia. It also examines how formal education is a viable way to eradicating poverty. The researcher interviewed and distributed questionnaires among the students who studied in the following universities: Hargeisa University, Golis University, and Admas University. Meanwhile, the respondents of this study agreed that the role of formal education contributes to the reduction and elimination of people’s poverty. The study used and relied on an explanatory type of research design and focusing on the facts, views, sensitivity as well as the experiences of the respondents.

The study used both qualitative and quantitative methods focusing on primary and secondary data likewise the data was collected through questionnaires and interviews. The sample of the study covered 80 people who were representative of both gender and different categories. Descriptive statistics were used in quantitative data analysis. Responses from closed-ended and open-ended questions were moved into a summary sheet.

The data were analyzed using SPSS and Excel Microsoft. The findings were presented using tables and graphs. There were time limitations which are a constraint to collect huge data and even to go fields like some universities to conduct information related to the study which is very limited time compared to the weight of the study. The financial constraint is also major obstacles which researcher faced, However, the use of the questionnaire helped in gathering a lot of information within a short time. The study illustrates the role of formal education in poverty reduction, mostly students were answered the reduction of poverty, and development strategies. Both are commonly affected by formal education, we can understand that the role of formal education in poverty alleviation is more important.

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CHAPTER ONE

INTRODUCTION

1.1 Background

According to UNESCO, it is valued that 1.3 billion individuals stay on much less than US\$ 1.25 per day. This variety is upward gradually as civil wars, loss of employment and enhancement of societies are organizing newly bad groups (Kamruzzaman, 2015). Regard for human rights, conference critical human desires and further equitable delivery of wealth, are more necessary for the alleviation of poverty. The United Nations Decade for Poverty eradication was once a regular endeavour to confront the trouble of human degradation brought on with the aid of abject poverty. In its situation, formal training performs a big position in the method of poverty alleviation, however, the question arises (Howard & Madison, 2011).

The Millennium Development Goals (MDGs), adopted in 2000, are the world's quantitative ambitions for addressing intense human deprivation in its many dimensions which should be done via 2015. Education is an element of this MDG framework as aim wide variety two. There are relations between education and poverty reduction. Education can contribute to sustainable management to decorate livelihoods, expand financial security and make income opportunities for the poor. Education is applicable and purposeful has the facility to transform people's lives. Education for sustainable improvement has the viable to equip people with skills wished to beautify their livelihoods and by way of constructing a proficient workforce, education can promote a country from one monetary bracket to the next. If all college students in low-income nations left faculty with primary reading skills, we may want to eradicate 12% of world poverty and intrinsically, it is an essential investment (Sachs, 2015).

Skills are the keyway throughout which training reduces poverty. Education makes it more likely for men and girls not just to be used, however, to elevate jobs that are safer and furnish accurate working stipulations and first-rate pay. In so doing, education cannot solely assist elevate households out of poverty however additionally shield them against falling lower back to poverty. And, even as training performs its role in helping alleviate poverty, growth in fighting poverty is inextricably linked with growth in attaining schooling for all. The direct prices of sending young people to high school, additionally because the indirect costs of losing a source of labour, are often

bold for terrible parents and as a consequence, not only are terrible adolescents less possibly to sign up in grade school, but these who do so are greater possibilities to drop out. This disadvantage outcomes in teenagers from bad households being over three times greater likelihood to be out of faculty than youth from prosperous households. Low-quality education reinforces this problem, as dad and mom are less inclined to endure those expenses if they can't see the benefits of training and there is no higher moment to realize education's role in supporting households escape poverty than these days (Omoniyi, 2013). This paper seeks to locate the relationship between education and poverty alleviation with a precise focus on Kenya as a case study using stated literature and experiences from the Kenyan education institutions/scene as narrated via the authors.

The authors desire to convey the reality that there is a link between schooling and poverty alleviation. Education has been demonstrated to determine in many situations and there's empirical evidence within the literature on an equivalent, but in Kenya, this hyperlink looks to be missing. This relationship in some cases would not seem in contact with the unique fruits and now and then its results are blurred. For example, in Kenya poverty ranges continue to be high. From the HDR report of 2013, Kenya is ranked at 145 which was once identified as the rank of 2012, with an HDI of 0.519 which has been rated as low human development (Peercy, 2016).

This is a clear indication that no matter the efforts that have been put in region to extend the fee of getting entry to education and with over ten years of free most important faculty training (FPE), this is often not translating to poverty discount measures as would be predicted and hundreds of thousands nonetheless suffer and live under the poverty level. We will be seeking to answer the question; what's the ape-man and Why is not this high charge of college enrolment mainly from FPE not translating to financial boom and empowerment or poverty reduction. According to Somalia More than 1 in 3 people in rural Somalia and more than 1 in 4 human beings in city Somalia are dwelling in poverty (Dahir, 2015). The amount of money required for a household to meet their basic wishes is estimated at 207,300 Shillings per adult per month in city Somalia and 180,900 Shillings per adult per month in rural Somalia. Households residing on less than this are counted as poor, which effects a poverty headcount of 37.0% in rural Somalia and 29.7% in urban Somalia.

1.2 Statement of the problem

Low Levels of instructional enrolment, especially for main education, are very low—the lowest in the area and one of the lowest in the world—suggesting that except the action is taken in any other case the literacy charge in Somalia will continue to be very low. Only one in two primary school-aged youth is enrolled in foremost school, While the secondary faculty enrollment in city areas fares on par with the regional average, rural areas have 12 percentage factors lower attendance compared to city Somalia (Aref,2011). Education may directly influence rural agricultural productivity through one or extra of the routes described above. Education may additionally enlarge the chance of success in every one of these endeavours and, in so doing, diversify household earnings sources to reduce risk and improve economic security.

Since farming is that the major pastime in rural Iran, this paper will specialize in the phase played using education in poverty discount. World Bank research also displays training raises the meeting of farmers A rural community cannot foster improvement barring informed people. Businesses, giant or small, are unlikely to pick out to invest in rural areas if professional or trainable human sources are unavailable. Similarly, a community cannot maintain educated human beings without a beautiful monetary environment (Hegtvedt-Wilson 1984).

Education in rural development can assist and uphold local culture, tradition, knowledge, and skill, and take pride in neighbourhood heritage (Atchoarena & Gasperini, 2003). The paper stresses that schooling in rural areas in Hargeisa is the basis for both poverty reduction. Although schooling has economic and noneconomic advantages to educated people and the society as a whole, this study intended to focal point on the thing of the financial benefit of education to rural areas for poverty reduction. It reviews some essential problems that are associated with training in the context of poverty discount in Hargeisa. The primary cause of the study used to be to look at the perceived contributions of formal schooling to poverty reduction.

1.3 Purpose of the study

Following are the specific objectives of this study

- I. To identify the role of formal education in poverty alleviation
- II. To examine if formal education is a viable way of eradicating poverty

1.4 Research question

The following were the research questions that guided the study

- I. What is the role of formal education in poverty alleviation?
- II. Is formal education a viable way of poverty alleviation?

1.5 Significance of the study

This current study will help the government to recognize the importance of education and above all to solve the problems related on education, the study also will help NGOs who are deeply interesting this issues, this present study also will help every international and intergovernmental organization including United Nations who have different plans to tackle every challenge related on education particularly formal education, finally the study will help other researchers who want to do another study that concern on this issues.

1.6 Scope of the Research

This study has both geographical and time scope which will be:

1.6.1 Geographical scope

The geographical scope of this study is Hargeisa, Somalia.

1.6.2 Time scope

The time scope of this study is from September 2019 to December 2019.

1.7 Operational Definition

Although words may take different meanings, the definitions given below are proposed to be understood as the purpose of this study.

Formal: is something standard and it's opposite informal.

Education is the system or the way to teach or learn knowledge.

Poverty: is the state that the person can't afford the basic needs.

Alleviation: is the process of eradicating the problem that exists.

1.8 Overview of methodology

The study used the mixed-method approach to create more broad data and provide a well understanding of the research problem. It was conducted at Hargeisa, Somalia. Especially universities through social media to determine the role of formal education in poverty alleviation a survey was conducted from an email and interview in the survey a questionnaire was used to

collect data from the students. In the questionnaire closed-ended questions asked from the target population.

1.9 Organization of the Thesis

The study contains five chapters. Chapter one presents the introduction and background of the study, statement of the problem, research objectives, purpose of the study, objectives of the study, research questions, Significance of the study, the scope of the study, definition of key terms, conceptual framework and organization of the study. Chapter two presents a literature review that consists of the introduction of the chapter, concept role of formal education and impacts poverty reduction theories related to the study, conceptual framework and summary of the study. Chapter three provides the research design and methods. Chapter four provides a data presentation, analysis, and discussion. Chapter five discourses the summary, conclusion, and recommendations of the study. The last part of the document provides a list of references.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

As recognized education is significant for financial advancement and decrease of poverty. During the 1970s and 1980s was an improvement in the education of East Asian nations Singapore, Hong Kong, Republic of Korea and Taiwan. In the mid-1990s these nations made economic enhancement. Education and poverty are contrariwise associated in this way when the expanded degree of training of the population diminished the number of poor people since education gives us information and abilities which is useful to get it advanced earnings (Awan, Malik, Sarwar, & Waqas, 2011). Education with an immediate impact decrease on mankind's neediness, growing the salaries, and progress the expectation for everyday comforts of fundamental necessities of life. The education in a circuitous way supports the satisfaction of essential needs such as water, sanitation, usage of wellbeing offices, housing, and it additionally influences the fertility of family arranging choices. It is comprehended that such a fundamental thing's essence develops the profitability and income, in this way, individuals converted over the poverty line.

2.1 Concept of Formal Education

Formal education relatives or refers to an organized and completed in accordance with a given set up of recommendations and standards, use a curriculum as reflecting on consideration on purposes, and procedure also formal education is generally getting to comprehend that guides to certification. It can be part-time or full-time, however, it is continuously institutionally founded and the structure of formal education involves a category of degrees, primary, secondary college, and then college or university. Really, the formation of Formal education groups is wished from university college students the least learn about room attendance, to emerge as an over-all foundation and development of the schooling process. Educational organization gives us training, skills, and experience this sort of education is typically identified in a qualification or certificate. When the university students failed their education performance, institutions generate policy inspires college

students to supply for their vigorous participation in the class and non-stop career (Ali & Idrees, 2015).

2.1.2 Stages of Formal Education

Education is a method of serving learning, or the success of knowledge, skills, and ideas. The learn about formal education is one of these regularly famous subjects that have consistently fashioned larger warmth than mild among social scientists. Most theory, about education, sincerely wants thinking of society as a total and of how social strategies form education. A principle of formal education moreover involves a concept of how getting learning and thinking abilities enhancement in each and every member of society, and how educational methods make helps to the influencing of these skills (Scribner & Cole, 1973). Formal education is usually divided into a wide variety of education phases, for instance, childhood education, primary education, secondary education, and university education. Early childhood training is generally mentioned to as kindergarten, Primary education is regularly noted to as basic school, Secondary training is generally referred to as high school. Higher education is typically designated as university or college education.

In some countries, youth undertake twelve years of formal education plus kindergarten. The years of education commonly commence at age five or six and ending at age seventeen or eighteen and they are numbered from two-alive months one to year two-alive or grade one to grade two-alive Post-secondary education is generally at a college or university which might also supply an academic degree (La Belle, 1982).

It is associated with a precise or step and is permitting that underneath a positive set of policies and regulations. Students participate in undergraduate study, which consists of nice university and type requirements to collect a bachelor's diploma in a place of cognizance regarded as a major. Some college students register in twin majors or minors in every other challenge of study. The most common strategy consists of four years of study major to a Bachelors's degree. Completely, formal education is given via mainly licensed instructors they are made-up to be environment-friendly in the artwork of instruction. It also sees stern discipline the leaner and the instructor both are conscious of the proofs and involve themselves in the method of education (Botha, 2010).

2.3 Relationship Between Formal Education and Poverty Alleviation

The linking between education and poverty mostly you can be viewed in two ways, Firstly, funding in education will develop the skills and output of terrible households. It improves the income level moreover the regular normal fashionable of dwelling human development. Secondly, poverty is additionally massive trouble in educational attainment. Poverty impacts academic accomplishment in three dimensions. The first one is from resource-side studying and economic resources, the second one is the technological know-how of such social pressures which mutilates the mindset of terrible scholar and sooner or later when poverty grabs any institution it weakens the teaching necessities At macro level, we can usually seem at that terrible countries have low degrees of training and micro-level adolescence of bad households do now not attend schools (Awan, Malik, Sarwar, & Waqas, 2011).

Adult education is about authorization, and finally, poverty alleviation as properly as about empowerment. Both incorporate problems of sustainability, participatory control, the use of original knowledge constructions neighbourhood governance and enhancement as a participatory achievement. According to the Swiss Agency for Development Co-operation, Empowerment consists of giving authority or proper to people, helping human beings obtain abilities or qualifications, starting process which lets in humans and businesses to have more regulator over options that have an effect on them, giving people a voice and capabilities to get admission to make use of what they are entitled to. This study discoveries the influence of changed stages of education on poverty. Education is an energetic instrument due to the truth its have an effect on poverty alleviation, can't be undervalued as no nation has efficiently removed poverty besides teaching its people (Bandala, & Andrade, 2017). As one of the most nice contraptions for poverty reduction, education can be a warranty for improvement in each society and to every household. Its centrality is no longer entirely for poverty bargain but it can also make a contribution to reducing inequality.

For primary education as a driver of large social welfare, in Somalia nevertheless, there is no government funding for education. Because of trust in Somalia that education performs a great deal much less section in poverty decreases, the worldwide development regional has stimulated the Somali governments' relative forget about of larger education (Ssewanyana, & Kasirye 2013).

After in addition to two many years of civil war, the Somali young children lacking the risk for formal education and other advantages of a constant childhood. Somalia has one of the world's lowest enrollment fees for primary school-aged younger humans – uniquely thirty percentage of young adults are in faculty and just forty percent of these are girls. Further, only 18 percentage of children in rural households are in school. Very excessive costs of poverty in communities in the course of Somalia make it challenging for moms and fathers to find the money for college fees. In many parts, mother and father are crucial to pay for their youngsters' education, and poverty stays the most necessary purpose they provide for not sending their childhood to school (Cummings & Van Tonningen, 2003). Somaliland declared free vital public education in 2011 though has had a fantastic assignment in preserving teachers at the salaries the authorities can come up with the money to pay. With dad and mother and communities no extended paying for public primary education, schools have virtually no money to cowl their taking walks costs.

Girls' contribution to training is continuously diminished than that for boys. Fewer than 50 percent of female attend important school, and the ultimate countrywide survey from 2006 demonstrated that simply 25 percent of women aged 15 to 24 have been literate. The little accessibility of sanitation facilities particularly separate latrines for girls, a lack of girl instructors much less than 20 percentage of primary-school teachers in Somalia are women, safety worries and social norms that choose boys' training are referred to as factors obstructing mother and father from registering their daughters in school (Hedefalk, Almqvist & Östman, 2015).

In Somalia, many children joining primary-college begin school a lot later than the advised opening age of six. As the 2011 MICS4 for Somaliland and Puntland illustrations, there are massive numbers of secondary age children between 14-17 years old, performing most important school. recommends that education takes par to enchancement at as soon as due to the truth of its relevance to the health and freedom of human beings and in a roundabout way through operating social choice and economic production for this purpose turning into a fundamental instrument for poverty reduction. Poverty alleviation has concluded up a fundamental intention growth agenda in many creating countries. This is moreover the agenda of a range of worldwide improvement corporations which contain UNDP, World Bank, and UNICEF (Dilip, 2017).

2.4 Educational Learning Theories or Theories of Educational Learning

Many people agree that all the requirements are to be an ideal instructor who has qualified information in his state of affairs and potential to link with teenagers. Typically, amazing teachers making use of the class getting to know theories and turn out to be experts, included in each teacher's education program. While examining to grow to be a teacher, whether, in a bachelor's diploma or choice certificates program, you will examine about getting to recognize theories. There are five most frequent representations of instructional analyzing theories currently used via the use of famous educators. Behaviourism, cognitivism, constructivism, design/brain-based, humanism, and, Connectivism (Schunk, 2012).

Behaviourism

Behaviourism mentions the idea of getting to know that efforts on adjustments in individuals' great behaviours-changes in what human beings do. At some argument, we all exercise this perspective, whether or not or now not we name it behaviourism or something other. For example, one regularly relevant to new teachers when I commenced my first year of teaching, I used to be extra based on doing the job of teaching on day-to-day survival than on ending to replicate what I was once doing. This denotes each natural penalties and these applied with the aid of each different person (Rachlin, 1999).

In the situation of academic learning, teachers use behaviourism in the form of grades, lecture room habits economies, time-outs, suggestion letters, and parent-teacher conferences, clearly to name a few. (The unique penalties are decided via way of the age of the students. Behaviourism includes gaining know-how of how to most efficiently observe and guide college students to develop interior consequences, such as self-importance in one's work. Behaviourism began its upward push to end up the fundamental psychological discipline typically careful to be the creator and champion of present-day behaviourism, believed that schools of thinking and lookup techniques that dealt with the wondering had been unscientific (Murray, Kilgour, & Wasylikiw, 2000). If psychology had been to turn out to be a science, it had to construction itself alongside the traces of the bodily sciences, which studied seen and calculable phenomena. Behavior used to be the gorgeous material for psychologists to find out about

Self-examination used to be unreliable, aware experiences had been no longer evident, and human beings having such experiences ought to no longer be relied on to file them precisely.

Cognitivism

Cognition states to the man strategies of thoughtful. It is grounded in the work of Jean Piaget, who advanced a notion of cognitive development at some point in the lifecycle. This idea includes four levels of cognitive development which includes sensorimotor, preoperational, concrete operational, formal operations. The sensorimotor step lasts from birth to two years of age. Infants and younger human beings attain grasp carried out motor skills and the five attentions. The preoperational duration lasts from two to seven years. Children take a look at to make networks centered absolutely on symbols with the aid of taking phase in pretend, connecting letters to sounds and faster or later to words. The concrete operational factor lasts from seven to twelve years. This is when childhood and preadolescents develop logic (Ertmer, & Newby, 1993).

The formal systems factor starts offevolved around age twelve and lasts by means of adulthood. This includes the capability to apprehend and discuss about summary ideas, and students expand essential wondering skills. The role of a teacher is to adapt the syllabus to students' levels and advertisement and address cognitive shortages. (thepeakperformancecenter.com) Cognitive reading logicians agree with analyzing takes place by using the interior processing of information. The Cognitive Approach to gaining knowledge of concept can pay more interest to what goes on inner the college students and emphasizes mental method. Instances and requests of cognitive gaining information of notion categorizing data, connecting thoughts, presenting structure and debates (Ertmer, & Newby, 1993).

Constructivism

Constructive theorists create that citizenry is unique in their capacity to concept unique understandings of their abrupt environments and then the world beyond them. Every individual experiences life differently founded on an immeasurable number of physiological and sensitive factors. What this suggests for teachers is that students can't be expected to soak up and apply the fabric within the same way (Null, 2003). The main idea of psychological constructivism is that an individual learns by mentally organizing and reorganizing new information or experiences. The organization happens partly by relating new experiences to prior knowledge that's already meaningful and well understood. Stated during this general

form, individual constructivism is usually related to a well-known educational philosopher of the first twentieth century.

Humanism

Closely associated with constructivism is humanism, which concerns the idea of self-actualization. All people job under a hierarchy of needs, start with the foremost basic physiological survival needs and culminating in self-actualization. Self-actualization denotes these short but good-looking moments when one feels as if all of their physical, cognitive, and emotional needs are met, and one is that the absolute best version of oneself. This is a state that all humans are always motivated for but the massive majority of people do not remain in for long periods. People influence each other's places on the hierarchy, so it is important that teacher's construction their syllabus and classroom environments to help students move towards self-actualization (Aubrey & Riley 2018).

Connectivism

Connectivism is the newest educational learning theory. As the name implies, it's grounded within the notion that folks learn and grow by forming connections. This includes connections with one another and connections between their increasing number of roles, obligations, hobbies, and other aspects of life. The rise of technology presents both challenges and opportunities for connection. Teachers must find out how to encourage students to form the proper sorts of connections and utilize educational technology within the best ways. Teachers are liable for instructing their students about life the maximum amount as their individual subjects.

These five educational learning to understand theories inform teachers about each of the similarities and differences between their college students in terms of their improvement and understanding. Teachers are responsible for instructing their students about life the maximum amount as their person subjects. These five theories structure their basis for engaging in this (Mattar, 2018).

2.5 Conceptual Framework

Since was wanted the conceptual framework of the study according to the researcher of this contemporary study. The aim of this existing study is to be aware of the role of formal

education in poverty alleviation in Hargeisa, Somalia. Nevertheless, the investigation of this study finds that the acknowledged role of formal education in poverty alleviation has an effect on their reduction. There are two kinds of variables, the first one is the independent variable whilst the second one is an independent variable. The dependent variables in this find out about are skills and human capital whilst another side, independent variables is the factors that affect the dependent variables.

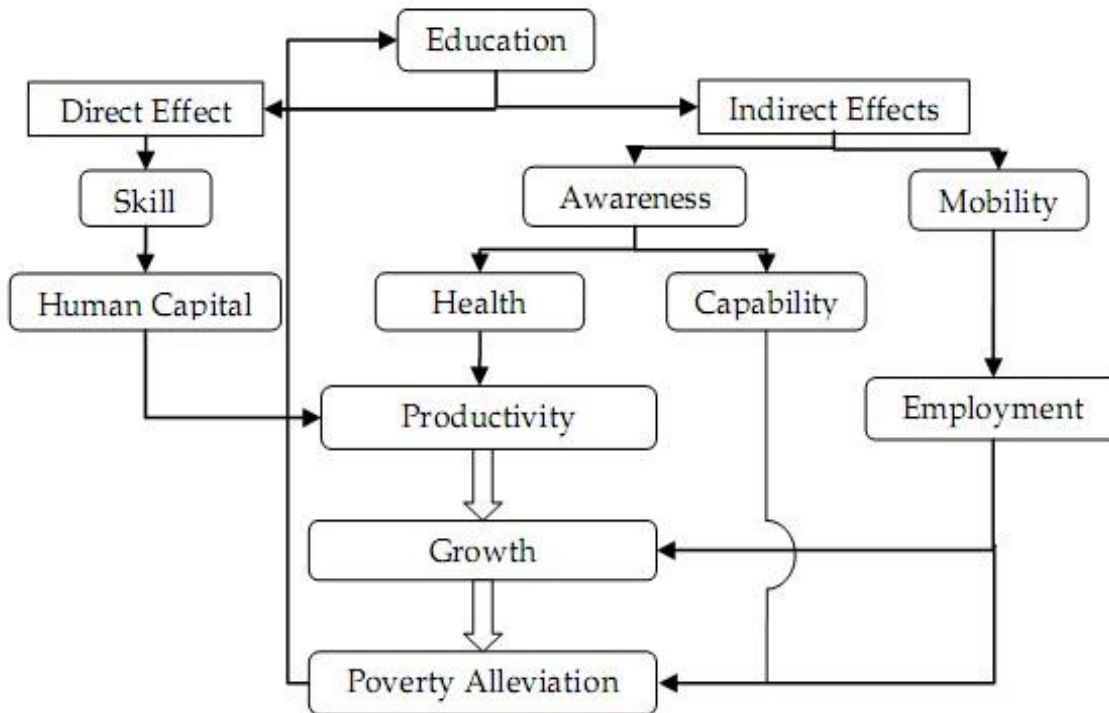


Figure 1. Theoretical formal Education to Poverty Alleviation

2.6 Summary of The Literature Review

This chapter focuses and explained in detail the role of formal education in poverty alleviation in their study. As many studies show us during their study, formal education reduces the level of poverty, increases income and contribute to building social capital. The absence of sufficient education or skills caused society disabled to create employment opportunities and remained under development.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

The study used to be once carried out in Hargeisa, Somalia. The research design used to be a descriptive form. The student researcher used descriptive design due to the fact it is convenient to design to conduct a survey on the feature of formal education in poverty alleviation.

3.2 Methods of The Research

The approaches used in this study have been both quantitative and qualitative approaches. The researcher used a mixed-method style due to the fact combined techniques research is a methodology for conducting an investigation that encompasses collecting, analyzing and integrating quantitative and qualitative (interviews) These methods to study are used when this aggregate gives a greater draw close of the research trouble than both of each alone. They can accompaniment every different by using taking width and depth into the research, the quantitative technique affords quantifiable statistics and this information can be decreased into effortless statistical. Similarly, the qualitative approach was approved as it lets in for a distinctive examination of transcripts gathered from the interviews.

3.3 Sources of Data

In this study, both the most primary and secondary data sources were used. The major facts have been collected through the distribution of questionnaires to a chosen sample of population and groups which include close-ended questions. The secondary statistics have been collected from the literature review, documents, and reports from the internet.

3.3.1 Primary Data

Involves a gathering of original primary data accumulated through the researchers. It is frequently undertaken after the researcher has received some grasp into the issue by reviewing secondary research means of using analyzing earlier gathered primary data. It can be performed through various approaches, including questionnaires and interviews, observations and others.

3.3.2 Secondary Data

Data used to be accumulated through any person other than the user; shared sources of secondary facts for social science contain censuses, organizational records, and information collected through qualitative and quantitative methods. Primary data, through difference, have been accumulated with the aid of the investigator conducting the research. Secondary data analysis saves time that might rather be consumed collecting data and, especially within the case of quantitative data, gives you greater and higher-quality databases that might be not possible for any person researcher to gather on their own. In adding, analysts of social and monetary exchange think about secondary facts crucial, considering it is not possible to conduct a new survey that can effectively capture previous change and developments.

3.4 Population of The Study

The Target Population of This Study is the total population is 100 respondents.

$$N=N/(1+N(e^2))$$

$$N=100/ (1+100*0.05^2)$$

$$N=80$$

3.5 Sampling Methods

The student researcher chooses a sample measurement of eighty participators or respondents from the whole population. The student researcher selected sampling by means of using probability stratified random sampling because the student researcher's target population has one-of-a-kind characters so there is no similarity here. In spite of the student, the researcher will take all three degrees of income. In this case, stratified random sampling techniques preferred the researcher have been got mixed records from the target population.

3.6 Data Collection Tools

in this research paper, both fundamental and secondary information sources have been used. The primary data were amassed from sampled respondents through document reviews, interviews, and questionnaires. The questionnaire encompassed both open-ended and close-ended questions.

Interviews were quizzed some of the participators. The secondary facts had been gotten from reports, books, and files associated with the literature.

3.6.1 Questionnaire Design

For the determination of this research study, the questionnaire is managed to measure and verify the manipulating aspects and role formal education in poverty alleviation in Hargeisa, Somalia. Selecting the studying parts for research is of fantastic importance for the result of this study. In thinking about the elements to adopt for this study, former researches have been observed. The influencing features chosen in this study are from a number of earlier studies, which had been completely studied. This allowed the research study to accommodate a wider view of the current literature. Therefore, it is needed at this factor to rationalize alternatives for adopting some factors for this paper and now not others.

The questions in a survey can be gathered into two one of a kind parts: open-ended closed-ended and questions. Open-ended questions need the respondents are anticipated to answer in their personal words whilst closed-ended questions require the respondents to select answers from a set of changes (Creswel, 2009). The questionnaire for this study is planned with a demographic question, dichotomous, more than one choice, ranking scale, and Likert rating scales are the most frequently used forms used for questionnaires. They existing the respondents with a set of reports and the respondents are required to indicate if they strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree (Lietz, 2010). The respondents had been asked to reply in accordance with their view on the statements touching on to motivational elements and the effect of these elements on their job performance.

3.7 Methods of Data Analysis

Data analysis is an exercise boarded upon with an opinion to relating, organizing, and discovering the relationship Data processing begins with the modifying and coding of the information (Kumar, 2019). Hence, as soon as the suitability of the questionnaires gathered used to be determined, the questionnaires had been then coded with numbers assigned to each question. After information was accrued on all the aspects, the excel computer programmed was used to process and current the outcome. The collective rank order was decided by means of coming into the ranking given to every one of the various elements in the survey questionnaire. After entering the rankings given

to each factor by each respondent, the sum of all the rankings for that factor was totalled. The factor with the least or lowest sum was once ranked a wide variety five or the final factor while the aspect with the best sum was ranked variety one or first. This gadget of data evaluation used to be observed to be the simplest and greater appropriate as distinctive individuals gave one-of-a-kind rankings for the identical factor. In order to interpret the analyzed data, this research employed some descriptive statistical tools: the statistical tools contain tables, percentages, and frequencies. While conclusions are drawn from every question analyzed to give an explanation for the responses of the respondents.

3.8 Limitations and Challenges of The Study

The researcher faced special limitations which may also have an effect on the researcher's presentation and capability. The limitations confronted were; time due to the hugeness and seriousness of the lack of the task the time certain for the achievement of detail study about is inadequate and delaines like a length of appointment to get the compulsory data and information.

CHAPTER FOUR

DATA PRESENTATION, FINDINGS, AND DISCUSSIONS

4.1 Introduction

This chapter discusses and separates data analysis and the presentation of data collected from the different respondents who participated in this study which is about the role of formal education in poverty alleviation in Somalia. The data results have been presented by using tables and figures to figure out the major findings of this study. It has been presented and analyzed with regard to the research questions. A statistical study was done by using percentage and other statistical methods. This study was analyzed and presented into four different sections; demographic information about the respondents, presentation, interpretation, and analysis of research questions and objectives by presenting in graphs.

The researcher distributed a questionnaire to different respondents both male and female in different universities in Hargeisa, Somalia. This chapter introduced the results and the discussions of the information collected from 80 respondents from Somali students in the universities of Hargeisa city especially Hargeisa university, Golis University, and Admas University. The study presented, although the role of formal education.

4.2. Demographical Profile of the Respondents

The survey was collected from Somali students in the universities of Hargeisa University, Golis University, and Admas University. These three universities are the majority of Somali students are learning. The results from the survey shows that 25% of the student respondents are from the department of public health in Golis University, 14% from the department of electronic telecommunication engineering Golis university, 14% from CSE department in Admas university, 16% from the department of business administration in Hargeisa University, 17% from the department of civil engineering in Hargeisa university, 14% from the department development studies Admas University. Most students who responded to the survey are from the department of public health and the reason is that: the department of public health has the maximum number of students from Somalia.

This figure (1) clarifies the departments consist of the respondents who contributed to this study.

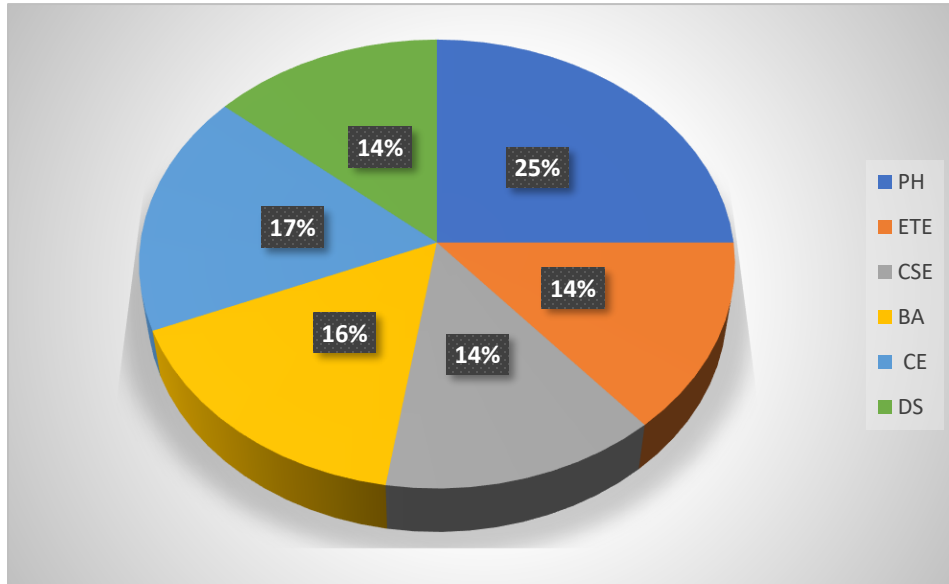


figure (1) Department of the students

Table 1. Gender, status, age, and background of the respondents

This table (1) enlightens all of the demographical Profiles of the Respondents by table.

	Frequency	Percent
male	61	76.25
female	19	23.75
Total	80	100
single	63	78.75
married	17	21.25
total	80	100
20-25	38	47.5
25-30	42	52.5
total	80	100
master	45	56.25
bachelor	33	41.25
total	80	100

4.3 Contribution of formal education to alleviate poverty

This figure (2) explains the contribution of formal education alleviation of poverty and the relationships between them. 67% of the respondents were said yes, while 14% of the respondents were said no, and the remainder of the respondents 19% were said maybe. It's clear that formal education contributes reduction of poverty both long-term and short-term.

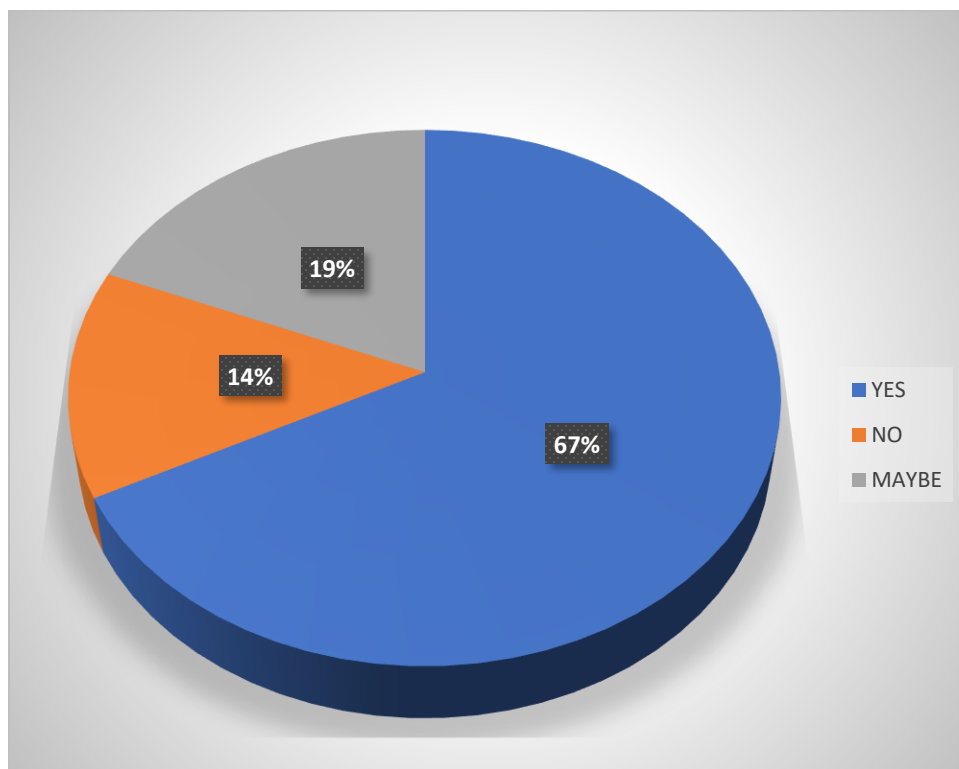


Figure 2 Contribution formal education alleviation of poverty

4.4 Formal education is a viable way of poverty reduction

Figure (3) shows us that Formal education is a viable way of poverty reduction and decreases the level of poor people. 55% of the respondents were said yes, while 20% of the respondents were said no, and the remaining parts of the respondents which is 25% were said maybe. This study indicates the majority of the respondents were said yes because of the context of Somalia, is very applicable to focus on formal education to reduce poverty alleviation.

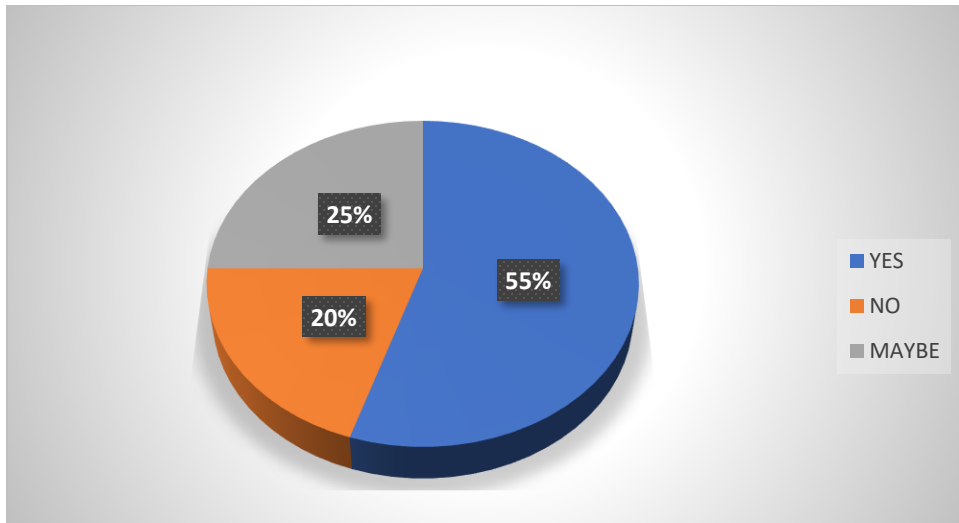


Figure 3 Formal education is a viable way of poverty reduction

4.4 Role of Formal education in poverty Alleviation

This figure (4) illustrates the role of formal education in poverty reduction, 9% of the respondents were answered wealth creation, 31% of the respondents were answered reduction of poverty, 41% of the respondents have answered development strategies, 13% of the respondents were answered increase individual earning, 1% wealth creation and development strategies and the remainder of the respondents 5% were answered all of the factors . in this figure we can understand that the role of formal education in poverty alleviation is more important.

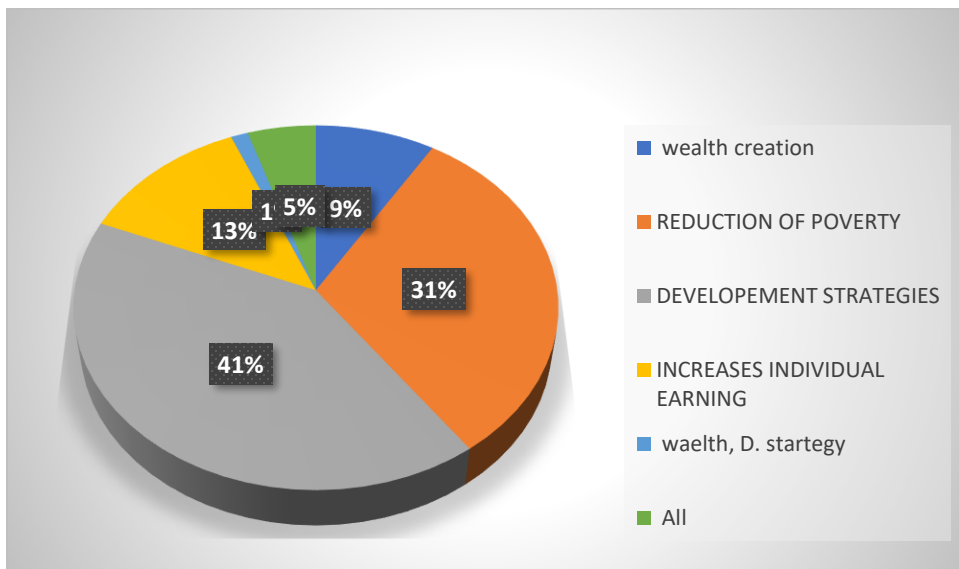


Figure 4 Role of Formal education in poverty Alleviation

4.5 Education contributes to economic development

This figure (5) demonstrates education takes part improvement economic development 21% of the respondents were answered education is an investment, 37% of the respondents were answered expand opportunities, 28% of the respondents were answered increases productivity, 10% of the respondents were answered income creation, 1% of the respondents were answered education is an investment and increase productivity, 3% of the respondents were answered all the factors.

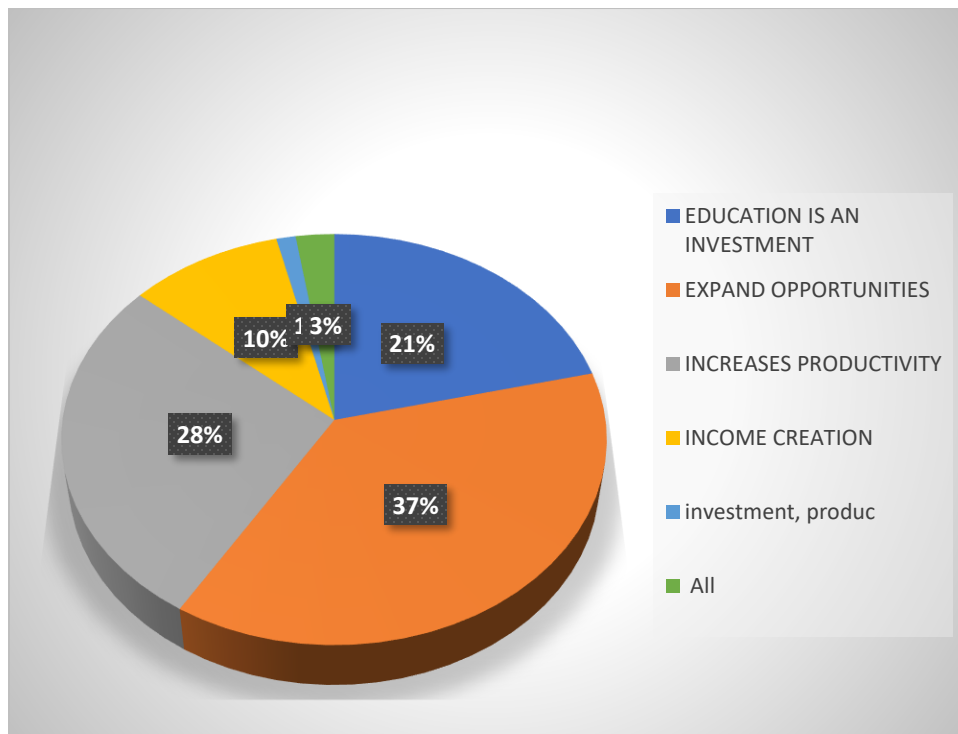


Figure 5 Education contributes to economic development

4.6 Highlighting of formal education for reducing poverty

This figure (6) proves without formal education can't be possible to decrease poverty so that it must develop the quality of formal education and reduction of poor conditions faced societies. 27% of the respondents were said yes, 45% of the respondents were said no and 28% of the respondents were said maybe. In this figure, we can recognize the goal of poverty alleviation can reach improvements quality of our formal education.

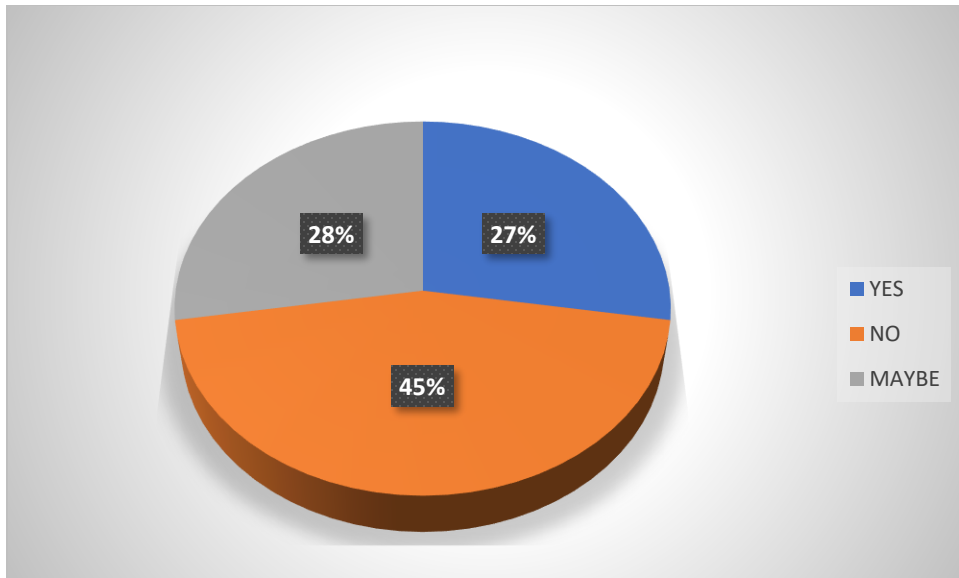


Figure 6 lack of formal education can't possible to reduce poverty

4.7 Affect of poverty on formal education

This figure (7) evidences how poverty affects of formal education and influenced the life of the society 27% of the respondents were answered lack of literacy skills, 50% of the respondents were answered lack of resources and facilities, 23% of the respondents were answered lack of support from the government. The majority of the people have answered poverty has reduced all facilities of the society, therefore poverty affects multidimensional our life.

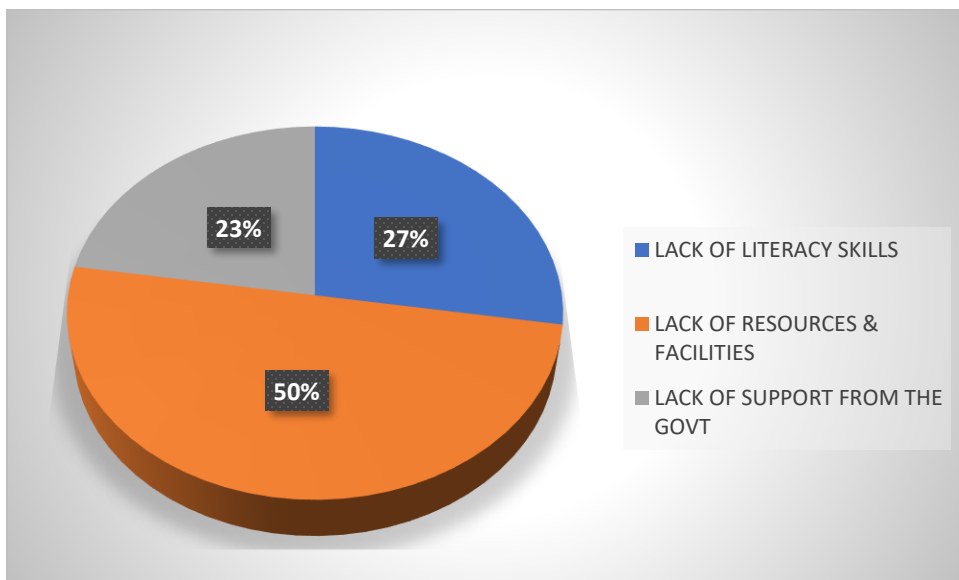


Figure (7) Affect the poverty of formal education

4.8 Government funding for formal education

This figure (8) indicates the number of funds provided by the government of formal education, the government of Somalia recently made improvement education to achieve free primary education. 30% of the respondents were said yes, 40% of the respondents were said no, 30% of the respondents were said maybe. Therefore the government of Somalia still providing enough funds for formal education to reach a high quality of education.

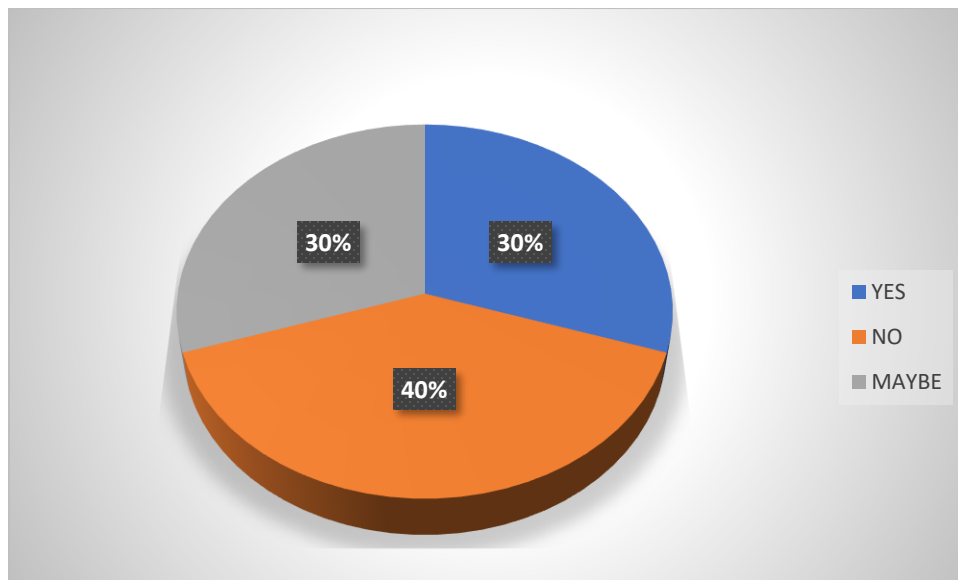


Figure (8) government funding for formal education

In the last parts of the questionnaire, I have asked the respondents two important interrogatives where I believe it will contribute to analyze this topic in a possible way. The first question asks the respondents about the problems of the formal education sector in Somalia where the respondents answered in different ways. Let us see question Mention the key problems of the formal education sector in Somalia and how each and every one of the respondents answered; 65% of the respondents told the problems of the formal education sector of in Somalia to arise from the Lack of resources and lack of skilled teachers who teach u quality education from the kindergarten to the secondary schools which need to be developed.

School enrollment and attendance as well as higher gender, geographic and disparities continue to pose huge challenges to development in Somalia. One of the most difficult problems is that lack of funds, resources, and facilities if the country suffers poverty cannot afford and get enough funds,

resources, and facilities the formal education sector. Because it reacts with other difficulties in the country. The second question Give your suggestions for the development role of formal education to alleviate poverty which I asked the respondents in order to suggest their proposal and views about how the government of Somalia can and the role of formal education as well can be boosted and developed its formal education to alleviate and reduce poverty. A good number of respondents replied that to develop the formal education; new curriculum and quality education should be Invented and it can eliminate or reduce the poverty they also inserted the education system in Somalia, school are regularly semi-financed by parent that makes it even harder for poor children to join the schools which means only those who afford should benefit from the opportunities.

They also argued and suggested; providing a good formal education for the citizens needs more skilled people. For sure the skilled people will provide and contribute to the national growth and the economy of a country. The formal education helps a lot of people to innovate and create useful business ideas, and can come up with innovative skills; formal education fosters self-understanding. Promotes entrepreneurship and technological advances secure economic, improves income distribution, builds the creativity of thinking. Getting all these pillars surely, they can reduce and alleviate poverty.

CHAPTER FIVE

FINDINGS, CONCLUSION, AND RECOMMENDATION

5.1 Introduction

This chapter examines the findings and discussions in the previous chapters and relates to the literature which was reviewed and discussed in chapter two and the objectives of the study as well, as to qualify the researcher make some important summaries and adorable recommendations for future studies as to help those who conduct research about the topic in the future. The main motive of this study was to explore and investigate the role of formal education in poverty alleviation which was conducted in Hargeisa, Somalia. The sample of the population used for this was 80 of Somali students in the Universities of Hargeisa city. A well-structured method and well-planned questionnaire were used in order to obtain the required information from the respondents regarding the objectives of the study.

5.2 Summary of the Studies

The findings of this study will be discussed regarding the objectives and the literature review of the study. The first objective was to examine identify the role of formal education in poverty alleviation. Role of formal education in poverty alleviation 41% of the students were said development strategies and 31% of the students were said reduction poverty these two factors are the most students answered, therefore, formal education has a positive role in poverty alleviation. The study presented formal education contributes to poverty reduction and increases the income of the people. The study also showed that 67% of the respondents of this study indicate formal education contributes to poverty alleviation. The second objective of this study was examining up to what if formal education is a viable way of eradicating poverty. as the study shows 55% of the students responded that they are saying it is applicable formal education to decrease poverty and they are emphasized that formal education is viable to reduce poverty.

5.3 Conclusion

This study related formal education impacts in poverty alleviation in Hargeisa, Somalia. for instance, education increases individual incomes and sudden reduced absolute poverty, in additionally growing the salaries and advancement of the expectation for everyday comforts of essential necessities of life. The contribution of formal education in poverty alleviation and the

relationships between them is most of the respondents agreed and responded formal education decreases economic inequalities, If employees from poor and rich became the same education, the difference among the two is employed poverty could decrease and promote economic growth It's clear that formal education contributes reduction of poverty both long-term and short-term.

The study also discovered that a good number of respondents were asked to know their opinions on the role of formal education is a viable way of poverty reduction and decreases the level of poor people. This study indicates the majority of the respondents were agree has many positive aspects because of the context of Somalia, is very applicable to focus on formal education to reduce poverty alleviation. The study recommended that reducing poverty and funds formal education through doing positive things like enrolment schools, studying and getting positive activities.

5.4 Recommendations

Based on the findings of this study, the following recommendations have been made:

- ❖ Traditional education systems don't provide students with the necessary knowledge and skills and fulfil performance expectations so that we need to improve the quality of education, especially formal education.
- ❖ Make funding schools a priority to access primary education hard reaches society especially street children, orphans, and al disadvantaged people.
- ❖ Government and NGOs provide free primary education to reduce the level of poverty and promote the creation of income.
- ❖ Raise standards for teachers to get well- educated students to challenge development and contribute to poverty alleviation.

5.5 Suggestion for further Studies

This study recommends further research on the role of formal education in poverty alleviation in Hargeisa Somalia. that will create more findings and knowledge about how formal education contribution reduction of poverty, to improve their level of education and necessary activities that are helpful and not harmful for their future.

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APPENDIX I

Daffodil International University

Faculty of Humanities and Social Science, Department of Development Studies

Dear participants,

The data I am collecting through this questionnaire will be used only for research purposes and to understand the role of formal education in poverty alleviation. Please read carefully and use (✓) to answer the questions, you can select one or more. All information gathered will be private and kept confidential and will not disclose to anyone.

Sex	Marital Status	Age	Degree/Master	Department

1. Does Formal education contribute to alleviate poverty?

Yes

No

Maybe

2. Is Formal education the viable way of poverty alleviation?

Yes

No

Maybe

3. What is the role of Formal education in poverty Alleviation?

Wealth creation

Reduction of poverty

Development strategies

Increases individual earning

4. How Formal education reduces economic inequalities:

Fights with gender equality

Increases young people's self-confidence,

Eliminates discriminatory views

5. How education contributes to economic development?

Education is an investment

Expand opportunities

Increases productivity

Creation income

6. Is Poverty alleviation possible without formal education?

Yes

No

Maybe

7. How does the formal education can improve the socio-economic status?

Academic skills

Higher-quality education

Human capital

8. How does poverty affect formal education?

Lack of literacy skills

lack of resources & facilities

lack of support from the govt

9. Does formal education only sufficient poverty alleviation?

Yes

No

Maybe

10. Do you think government provide enough fund for formal education?

Yes

No

Maybe

11. Mention the key problem of the formal education sector in Somalia? _____

12. Give your suggestions for the development role of formal education to alleviate poverty?
