



**EDUCATION IN EMERGENCIES
EVIDENCE-BASED ADVOCACY RESEARCH ON THE
DISADVANTAGED CHILDREN LIVING IN
INTERNALLY DISPLACED CAMPS IN MOGADISHU
(JUNE 2022)**





AN EVIDENCE BASED-ADVOCACY RESEARCH STUDY RELATED TO DISADVANTAGED CHILDREN IN MOGADISHU IDPS WHO DO NOT HAVE AN APPROPRIATE EDUCATION OPPORTUNITIES

**EDUCATION FOR ALL SOMALIA COALITION (EFASOM)
AND IFTIN FOUNDATION (COALITION MEMBER)**

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Mogadishu – Somalia



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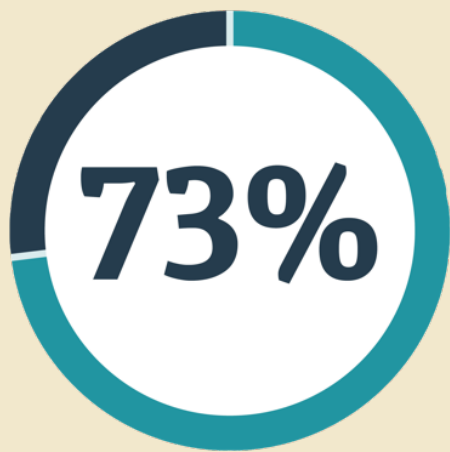


OVERVIEW



Over three decades, Somalia has been intense fighting, population displacement, humanitarian crisis and generalized lack of centralized public institutions provide with social services. Somalia civil war and droughts went through different phases and caused the death of hundreds of thousands of Somalis in different ways, while many others left the country to get peace and life in other countries and other great number of people displaced internal of the country as IDP families who are living very abject situations.

The lack or narrow of social services delivery by Somali public institutions mainly resulted that hundreds of thousands of Somali families living in IDP camps in the country are lacking education opportunities for their children. The general objective of this study was to conduct evidence based research study on disadvantaged children who don't have an appropriate education opportunities living Mogadishu IDP camps. During this used descriptive statistics research design both in qualitative and quantitative. The target population of this study were the families with children aged 6 years and over who live in 16 IDP camps in 9 districts in Mogadishu and selected 121 families in different IDP camps in districts as sample size. Data was collected through questionnaire and finally processed and analyzed the result using computer SPSS 26 version.



The study found that 73.1% of families participated in this study answered that their children completely don't go to school, where 14.3% were answered that few of their children go to school and 12.6% answered that their children go to school normally. In other side, the total children that study reached were 486 and study noted that only 85 out of 486 children go to school. This study realized that 17.5% of total children in the sample size go to school, where other 82.5% don't go to school because of different circumstances. It was

obtained, if children don't go to school and don't find education opportunities have a negative influence on community inclusion and national development as well as social and political stability.

Interpretation is to mean that education for all children is very important to social cohesion, national development and promoting social and political stability in the country. This study recommends that children in IDP camps are needed to be included national education plans to find them an education rights by the government. It also recommends to engage more advocacy campaigns on disadvantaged children in IDP camps to find education facilities in particular by civil society organizations working education programs.

1. INTRODUCTION

EFASOM in collaboration with Iftin Foundation which supports advocacy campaigns, influence public perception of marginalized children through awareness campaigns and public engagement meetings. On behalf of EFASOM, Iftin Foundation which social development organization working in Somalia while particularly focusing education development and advocacy campaigns conducted **an evidence based-advocacy research study** related to disadvantaged children in Mogadishu IDPs who lack of an appropriate education opportunities at 16 IDP camps of 9 districts in Mogadishu, from 19th May – 24th June 2022.

1.1 Background

Iftin Foundation (IF) is a member of EFASOM education coalition and is an independent, private, social entrepreneurship organization founded to positively change the lives of Somali people through enhancing the access and quality of education and career opportunities through provision of services to the quality research, education, capacity building and training programs, business incubation, civic education and access for justices to increase access and quality to education and to set good collaboration environment among the relevant field stakeholders.

IF Launched February, 2012 and came into being after realized that there is no other such local organization was providing the services IF provides. Our initiatives have multiplier effects because they touch several segments of the society at the same time. IF's unique social entrepreneurship model is to sustain its operations without regularly depending on external funding. As such all our initiatives are planned in such a way they outlive beyond their initial funding.

1.2 Problem of the statement

In today's world, education is primary needs for all the people in every society. Somalia recovers longer gap of social delivery services including education. Although there are formal education making progress, there are disadvantaged children who do not have appropriate education opportunities and still need to have education facilities and opportunities as in line with their basic rights. For national education coalitions like EFASOM, the engagement of education awareness campaigns through research and evidence-based advocacy has become a necessity to advocate for

children's rights to education. Somalia civil war and droughts went through different phases and caused the death of hundreds of thousands of Somalis in different ways, while many others left the country to get peace and life in other countries and other great number of people displaced internal of the country as IDP families who are living very abject situations. The lack or narrow of social services delivery by Somali public institutions mainly resulted that hundreds of thousands of Somali families living in IDP camps in the country are lacking education opportunities for their children.

1.3 Objectives of the study

The general objective of this study is to find data on disadvantaged children in Mogadishu IDPs who reached the age of school and do not have education opportunities.

1.3.1 Specific objectives

Somali children need to have education rights and facilities, therefore data findings on disadvantaged children in Somalia will help with education advocacy campaign activities by education stakeholders including EFASOM and its coalition members and the education decision making process both federal and federal member state levels and international partners as well by giving;

1. Estimation numeric of children don't go to school
2. Reasons behind they don't go to school
3. Their particular circumstances and perceptions on education
4. Possible consequences can be created by this issue
5. Relevant recommendations and suggestions

2. STUDY METHODOLOGY

This study conducted Iftin Foundation in collaborating with EFASOM Coalition and selected 16 IDP camps in 9 districts in Mogadishu. The selected districts are Hodan, Howlwadag, Waberi, Hamarjajab, Warta-nabadda, Wadajir, Kahda, Daynile and Yaqshid as a sample size.

To insure data assurance, Iftin Foundation organized two days strategic data collection workshop for study data collection enumerators, who supposed to collect data from the selected field locations. The training attended 11 well skilled enumerators who had executed data collection during five consecutive days and learned ways of data collection particularly interacting discipline with IDP families as well as questionnaire management, while focusing study targets and objectives. The study supervisors assured that enumerators were well equipped with conducting data collection both professional and ethical manners. The enumerators were distributed to study questionnaires and other supported materials in placed for mapped IDP camps in the selected districts in Mogadishu as teams leading by study supervisors and they had started data collection work accordingly. Data used to analysis computer software of SPSS version 26, while used qualitative descriptive analysis.

Table 1: Sample frame

S/N	District	Number of IDP camps	Number of families per IDP	Total families
1	Hodan	4 IDP camps	7 families	29 families
2	Howlwadag	2 IDP camps	7 families	14 families
3	Daynile	2 IDP camps	7 families	14 families
4	Waberi	2 IDP camps	9 families	18 families
5	Hamar-Jajab	1 IDP camp	8 families	8 families
6	Kahda	2 IDP camps	7 families	14 families
7	Wadajir	1 IDP camp	8 families	8 families
8	Yaqshid	1 IDP camp	8 families	8 families
9	Warta-nabada	1 IDP camp	8 families	8 families
Total		16 IDP camps		121 families

3. DATA ANALYSIS AND REPORTING

This findings introduces the demographic data of the respondents, data presentation and analysis, major findings of the study, and discussions.

3.1 Response Rate

In this research study that focused on the disadvantaged children who not have an appropriate education opportunities who live IDP camps in Mogadishu and was distributed 121 usable questionnaires and received 119 properly filled questionnaires. During the research study, the respondents were asked all questions of the research study and their feedback was validated as illustrated the below table.

Table 2: Response rate

S/N	Questionnaire	Frequency	Percentage
1	Returned	119	98.35%
2	Unreturned	2	1.65%
Total		121	100

3.2 Districts

This section shows the 10 districts and the names of the districts were selected to conduct the study.

Table 3: districts rates

S/N	District	Frequency	Percentage
1	Hodan	28	23.5
2	Howlwadag	13	10.9
3	Kahda	14	11.8
4	Daynile	14	11.8
5	Wadajir	8	6.7
6	Waberi	21	17.6
7	Hamar Jajab	6	5.0
8	Yaqshid	7	5.9
9	Warta Nabada	8	6.7
Total	9	119	100.0

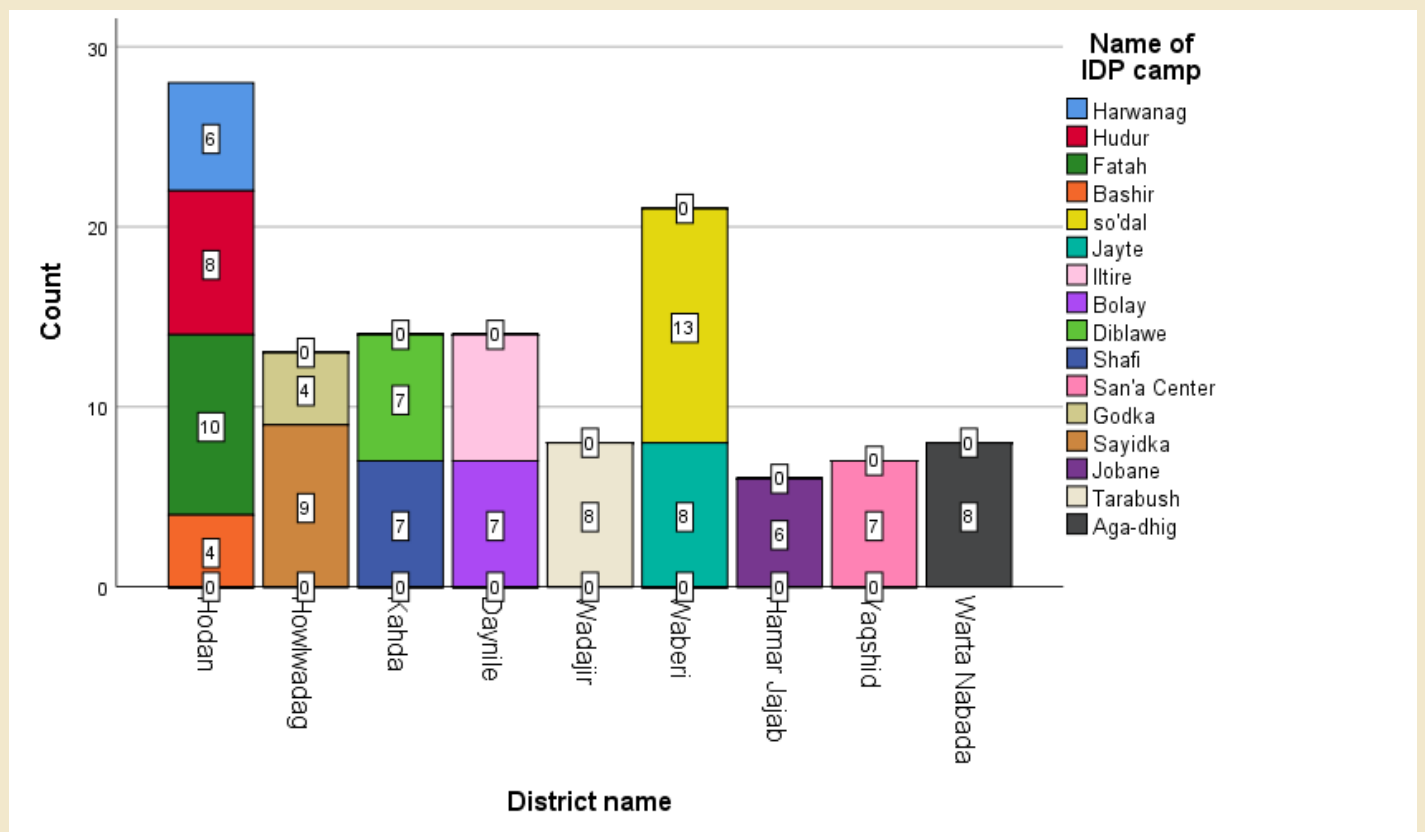
3.3 IDP camps were selected

As the study methodologies, 16 IDP camps in 9 districts in Mogadishu were selected to carry out the study as sample size and sample frame. The illustrated table below shows IDP name, families reached and its respective percentages.

Table 4: IDPs selected

S/N	IDP camps	Families per IDP	Percentage
1	Harwanag	6	5.0
2	Hudur	8	6.7
3	Fatah	10	8.4
4	Bashir	4	3.4
5	So'dal	13	10.9
6	Jayte	8	6.7
7	Iltire	7	5.9
8	Bolay	7	5.9
9	Diblawe	7	5.9
10	Shafi	7	5.9
11	San'a Center	7	5.9
12	Godka	4	3.4
13	Sayidka	9	7.6
14	Jobane	6	5.0
15	Tarabush	8	6.7
16	Aga-dhig	8	6.7
Total	16	119	100.0

Figure 1: Districts and IDPs percentages



3.4 Types of respondents

This study focused families instead of children because reliability and data assurance. During planning experts suggested since target of the study is children, main respondents should be families' responsible (parents). The below table illustrates respondents' types as either parents and Youth and their respective percentages.

Table 5: Types of respondents

S/N	Type of respondent	Frequency	Percentage
1	Parents	114	95.8
2	Youth	5	4.2
Total		119	100.0

3.5 Gender segregation of study respondents

According to study, 93 out of 119 of the respondents those equivalent 78.2% are female while 26 out of 119 of the respondents those equivalent 21.8% are male. The study was conducted day time and data shows you that most respondent parents were women and number of men parents participated with this study were few compared to the women.

Table 6: Respondents gender segregation

S/N	Gender	Frequency	Percentage
1	Male	26	21.8
2	Female	93	78.2
Total		119	100.0

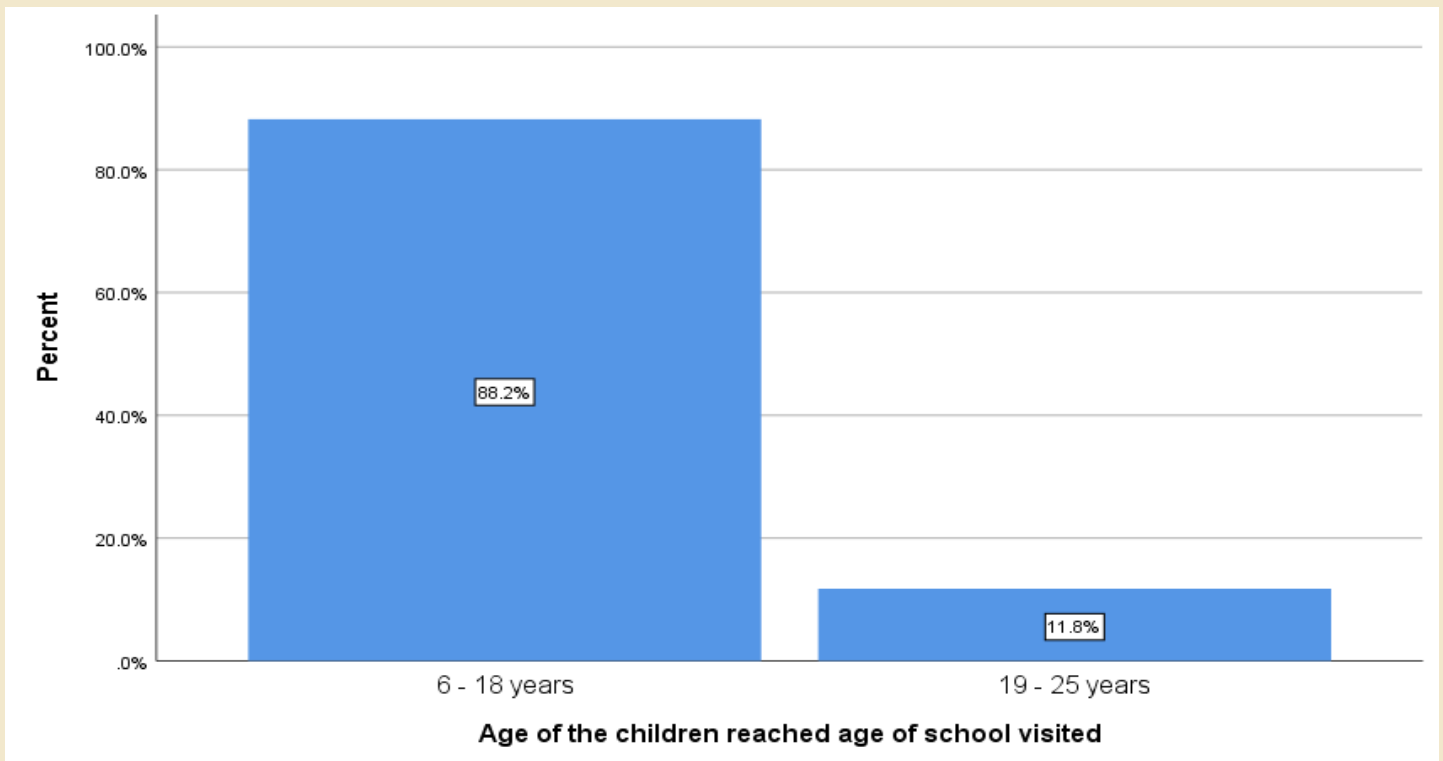
3.6 Age of children in the study

This section discusses the age of registered children in the study questionnaire. Why concentrated the age of children was to keep data credibility and present children reached the age of school who don't go school and the reasons behind to miss the school by interviewing their parents instead of children directly. Data shows that 100% of children's age between 6-18 years.

Table 7: Age validation of children in the study

S/N	Age	Frequency	Percentage
1	6 - 18 years	119	100.0
2	Over 18 years	0	0.0
Total		119	100.0

Figure 2: Age validation of children



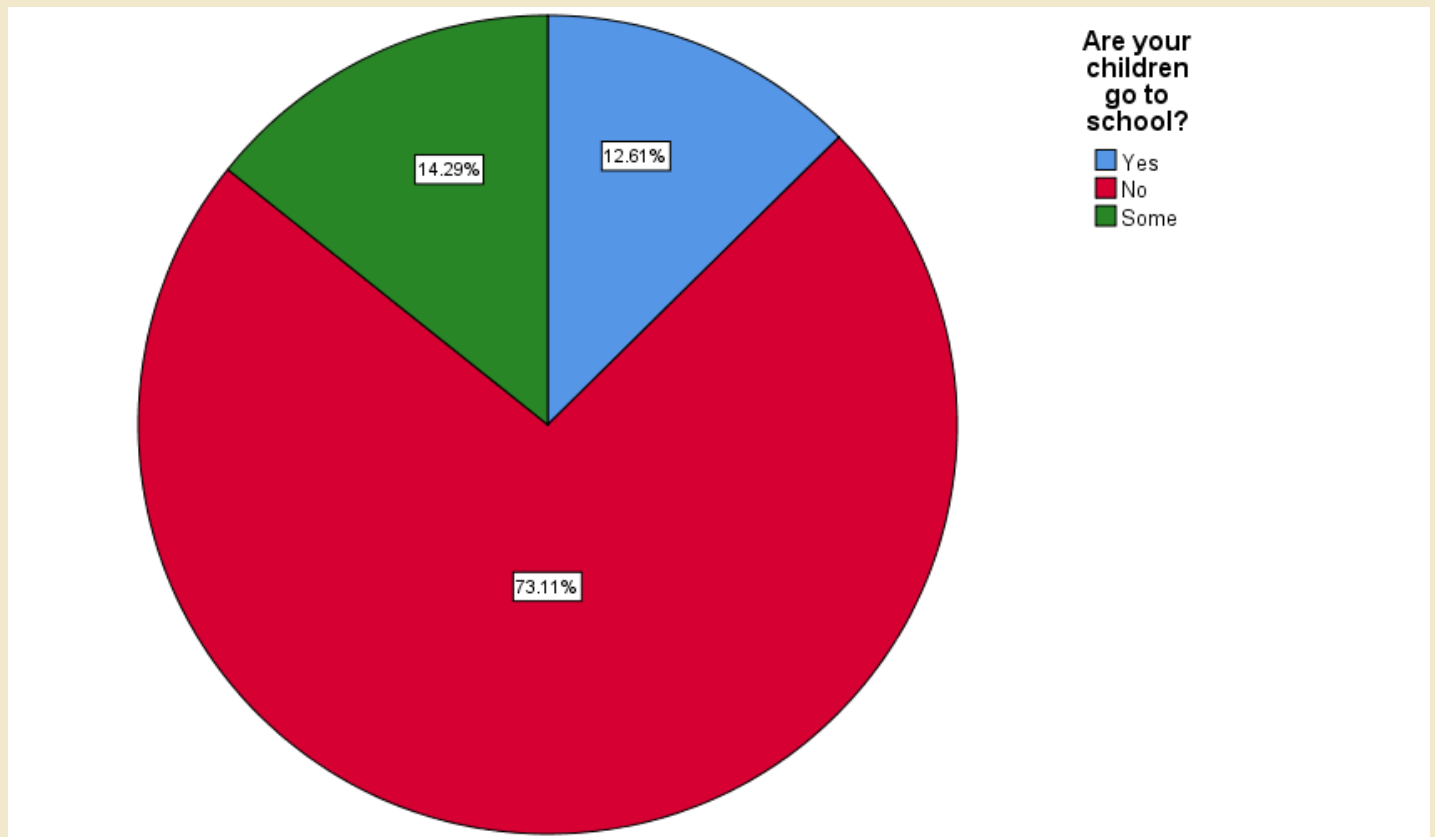
3.7 The number families who their children go to school

The main purpose of this study was to examine the situation of the children who live in IDP camps in Mogadishu and their chances for proper education opportunities. The below table and figure shows how families responded the study questions and percentage of families responded that their children don't have education completely, those responded that some of their children go to school while some others' children are still missing school and the number families answered that their children go to school.

Table 8: children go to school

S/N	Rate	Frequency	Percentage
1	Yes	15	12.6
2	No	87	73.1
3	Some	17	14.3
Total		119	100.0

Figure 3: Children go to school



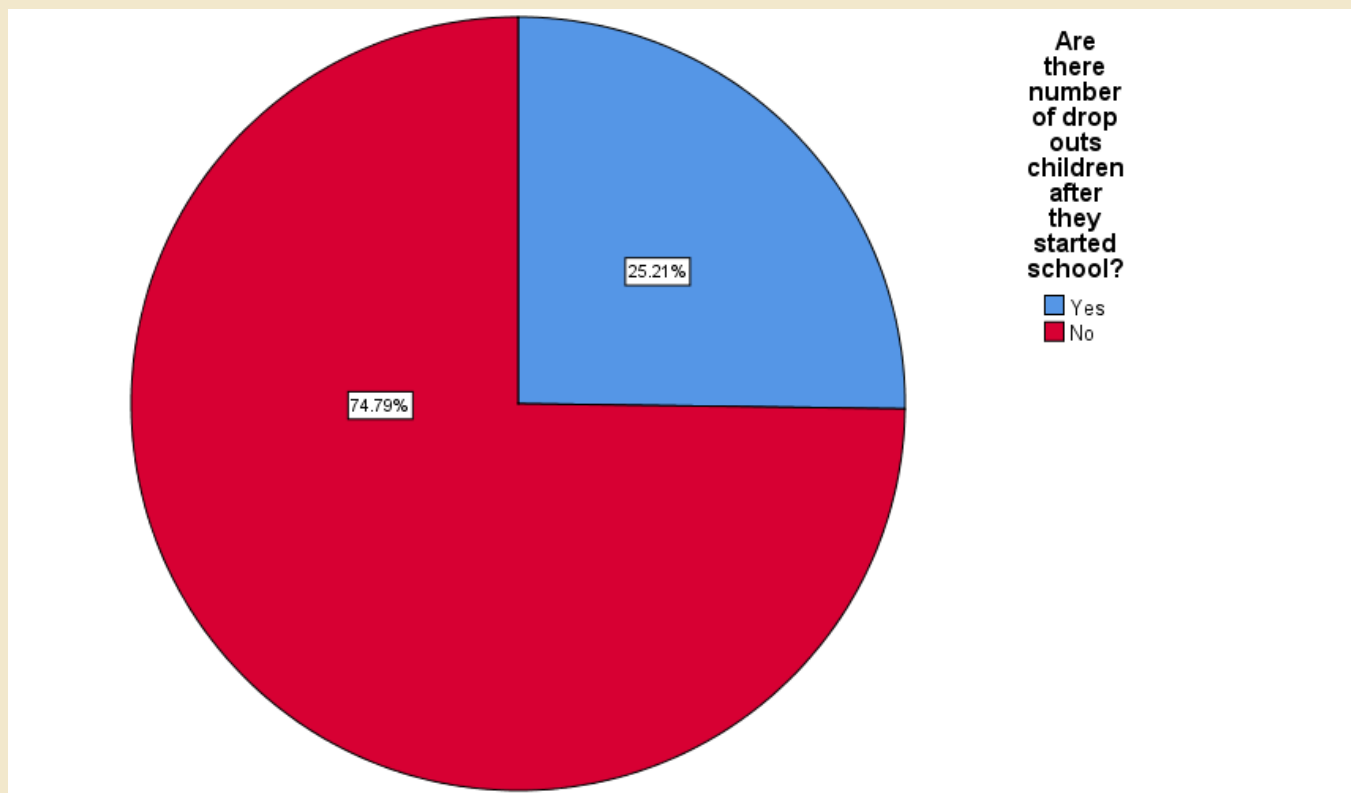
3.8 Number of IDP families with drop out children

This study shows the number of IDP families who their children who started school previously but were dropped because of some different circumstances. The main reasons noted in this study that these children dropped from the school about financial problem of the families and displacement where these people displaced from somewhere to other location looking for better life.

Table 9: school drop outs

S/N	Rate	Frequency	percentage
1	Yes	30	25.2
2	No	89	74.8
Total		119	100.0

Figure 4: School drop outs



3.9 Reasons behind children don't go to school

The most important thing that realized in this study is that most research respondents answered that their children lack school for the sake of financial burdens faced to the families. Some children started school but they finally dropped because of mainly financial barriers although there other minor issues reported in the study.

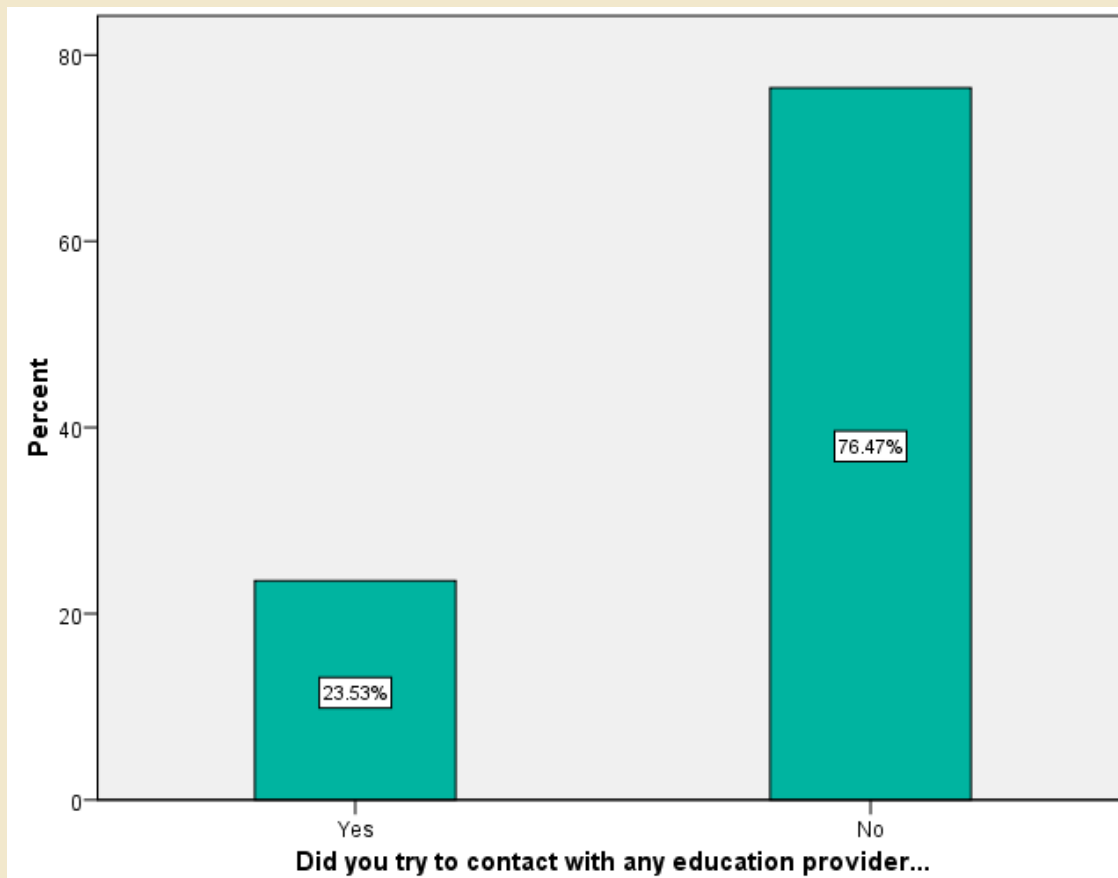
Table 10: reasons effected children don't go to school

S/N	Reason	Frequency	Percentage
1	Financial problem	98	82.4
2	Displaced	10	8.4
3	Other problem	11	9.2
Total		119	100.0

3.10 Do IDP families tried to contact education providers?

During the study, Iftin Foundation asked very family who participated this study, if they tried to contact with any education provider in order to find education facilities for their children. According to the responses from the participated families, 23.5% of respondents answered that they have contacted with education provider entities where other 76.5% responded they have not contacted with any education entities. The below table illustrates data of families who tried to search and find education their children and other who don't try that issues.

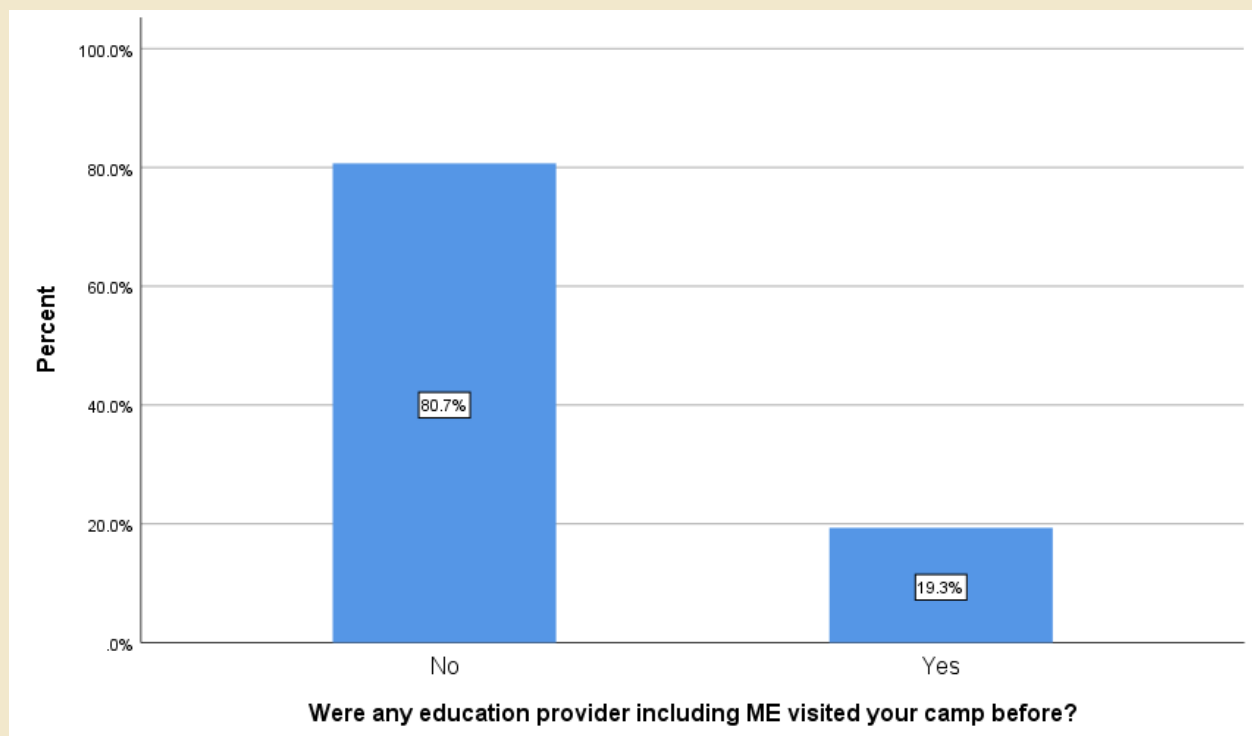
Figure 5: IDP families who tried to contact education providers



3.11 Do education provider and Ministry of education visited to IDP children?

As based on the study questions, any family who participated were asked if they received any organization, school and even people from ministry of education of Somalia who are going to know about if IDP children have education facilities. According to the data result, 19.3% of the study respondents answered they saw people try to know about IDP children's education status, where other 80.7% of the respondents answered they didn't see any external people who asked if they their children have an education opportunities. The below figure illustrates the percentage of families responded yes and others who answered no.

Figure 6: Do education provider and Ministry of education visited to IDP children?



3.12 Qur'an and IDP children

As part of the study questions, IDP families participated in this study were asked if their children go to Qur'an school which has particular importance to Somali people. The study noted that 82 out of 119 families who equivalent 68.9% percent responded that their children go to Qur'an school. Only 37 out of 119 families participated with the study who equivalent 31.1% answered that children don't go to Qur'an school. The table below shows the number and percentage of families whose their children have Qur'an education and others who don't have.

Table 11: Qur'an and IDP children

S/N	Rate	Frequency	Percentage
1	Yes	82	68.9
2	No	37	31.1
Total		119	100.0

3.13 IDP children and use drugs

During the data collection, families have been asking that their children use any kind of drugs and the reasons they think was caused. As the study analysis result, 29 out 119 families who equivalent 24.4% responded that some of their children use drugs. Families summarized reasons behind their children use drugs for two reasons 1) they don't go school and 2) they don't work. This message has great negative impact to Somali children's future and Somali people at large.

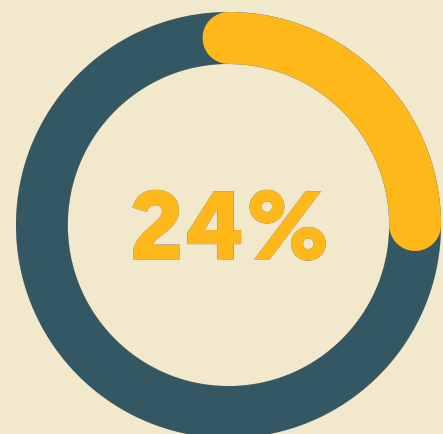


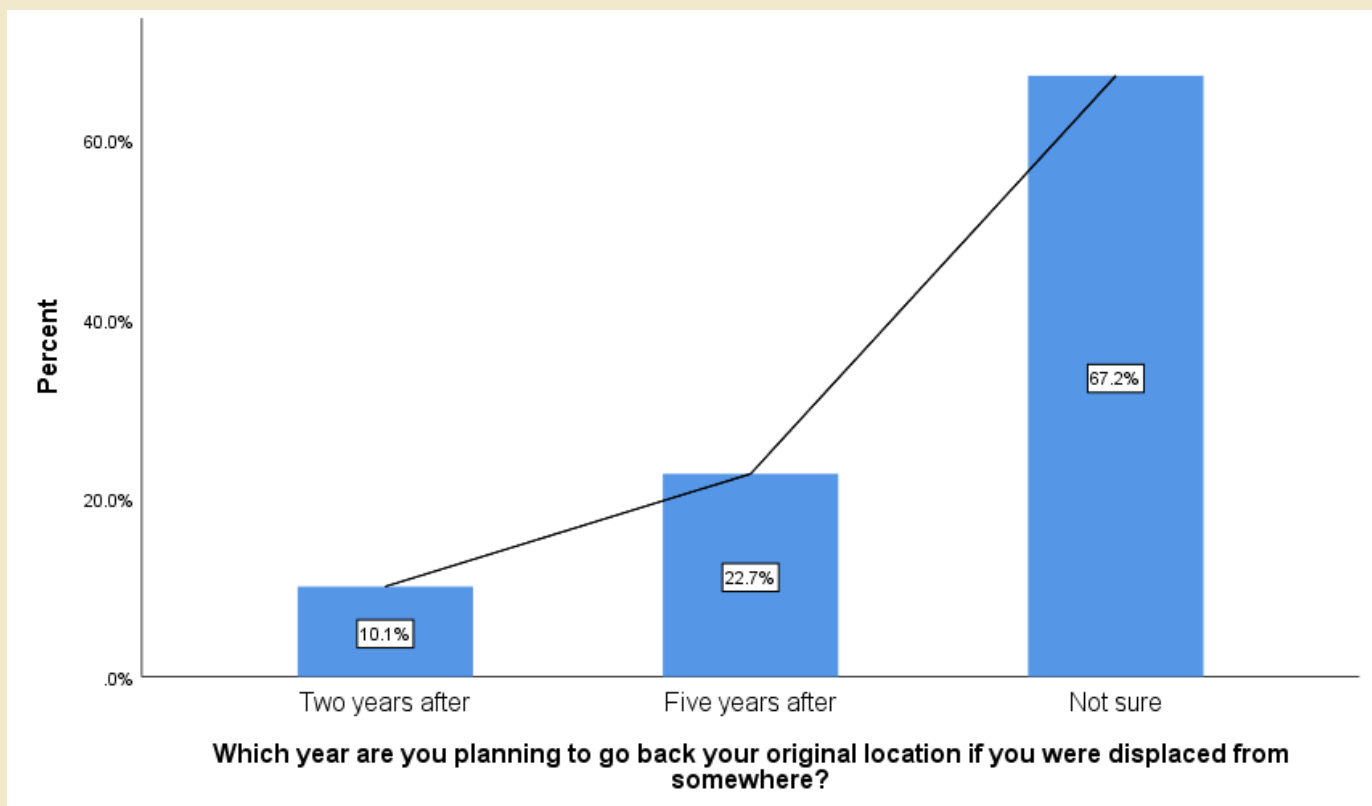
Table 12: IDP children and drugs

S/N	Rate	Frequency	Percentage
1	Yes	29	24.4
2	No	90	75.6
Total		119	100.0

3.14 Are the IDP families planning to go back where they displaced from before?

In the study, IDP families were asked if they are planning to return to the location they have displaced from previously. According to the data, 32.8% out of 119 families participated in this study responded they are thinking to go back the areas have displaced before during 2-5 years, where 67.2% answered they are not sure if they don't go back. The below figure shows this families responded about their returning respectively.

Figure 7: Are the IDP families planning to go back where they displaced from before?



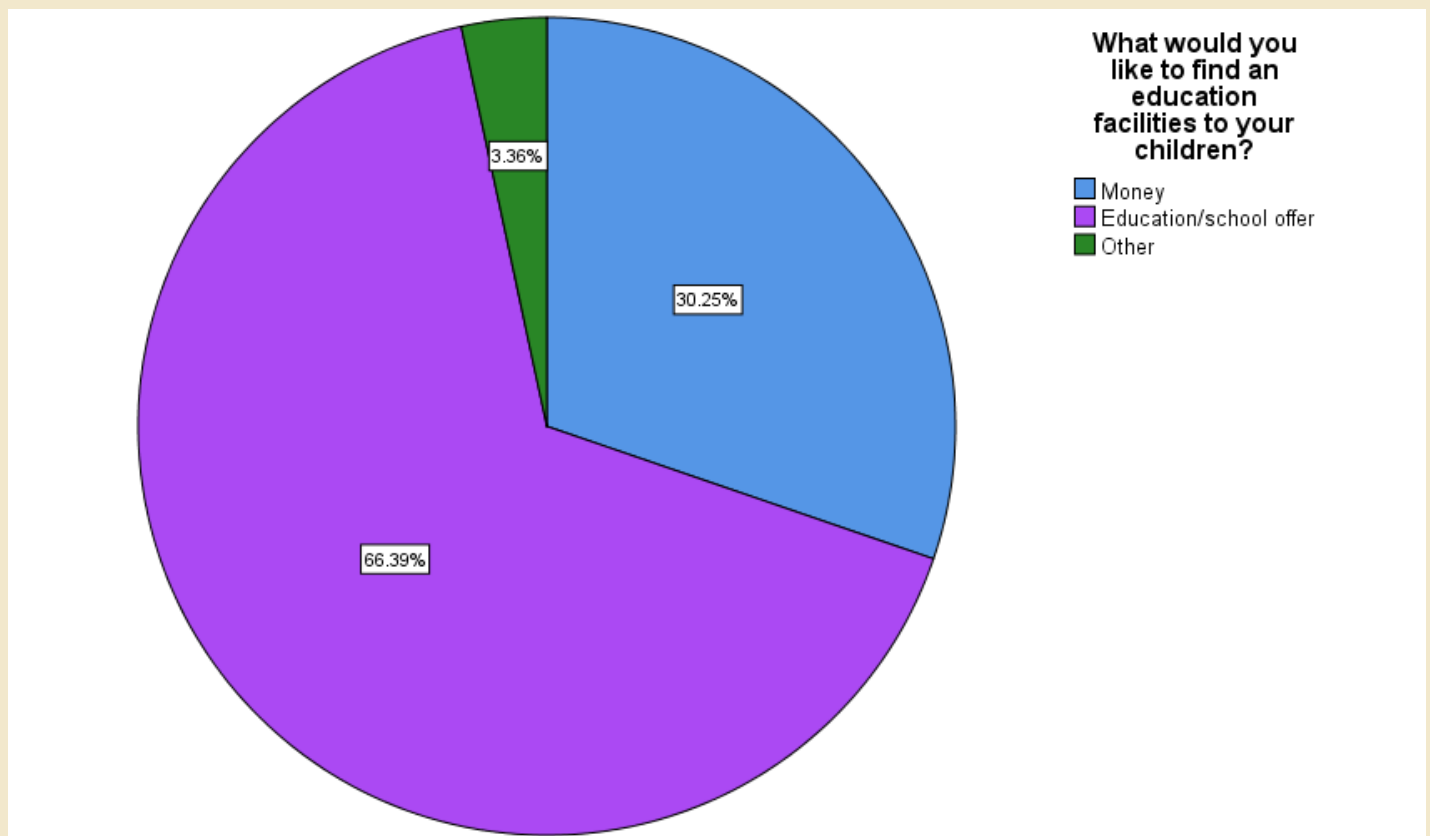
3.15 How about the education consideration of IDP families?

As in the study questions, IDP families who their children don't have an education opportunities were asked what they would like to have in order to find education facilities for their children. In report analysis noted that 66.4% responded they would like to have education or school offer for their children, 30.2% responded they would prefer money instead of education facilities, where 3.4% answered they would like other things instead of money and education.

Table 13: How about the education consideration of IDP families?

S/N	Rate	Frequency	percentage
1	Money	36	30.3
2	Education/school offer	79	66.4
3	Other	4	3.4
Total		119	100.0

Figure 8: How about the education consideration of IDP families?



3.16 IDP families with disability children in the study

During the study found that 4 out of 119 families have disabilities children. Another important thing is these four families are residing 1 IDP camp which disabilities occupied as in particular which is meant that disabilities families have unique issues and their locations may be unique. The below table rates the number of families have disability children.

Table 15: Disabilities

S/N	Rate	Frequency	Percentage
1	Yes	4	3.4
2	No	115	96.6
Total		119	100.0

3.17 Children reached this study and their education involvement

As in the below table, this study reached 486 children who are 119 families participated in this study as sample size. These number of children are living 16 camps of the 9 districts in Mogadishu. Study counted the number of children who go to school and others who don't go to school and realized that 85 (17.5%) out of 486 go to school, where 401 (82.5%) don't have education. 262 (54%) of these children are male, where 224 (46%) are female. The below table illustrates the information of the IDP children this study reached.

Table 14: Children reached this study and their education involvement

No	Districts	Total children	Go to school	Don't go to school	Male	Female
1	Hodan	3	0	3	1	2
2	Hodan	6	0	6	4	2
3	Hodan	3	1	2	1	2
4	Hodan	4	0	4	4	0
5	Hodan	2	0	2	0	2
6	Hodan	2	0	2	0	2
7	Hodan	3	0	3	1	2
8	Hodan	7	0	7	4	3
9	Hodan	4	0	4	4	0
10	Hodan	5	0	5	3	2
11	Hodan	1	0	1	1	0

12	Hodan	1	0	1	1	0
13	Hodan	1	0	1	1	0
14	Hodan	3	0	3	1	2
15	Hodan	5	1	4	1	4
16	Hoan	1	0	1	0	1
17	Hodan	1	0	1	1	0
18	Hodan	7	2	5	4	3
19	Hodan	6	0	6	1	5
20	Hodan	5	2	3	2	3
21	Hodan	10	2	8	6	4
22	Hodan	7	1	6	4	3
23	Hodan	10	2	8	6	4
24	Hodan	4	0	4	3	1
25	Hodan	4	1	3	1	3
26	Hodan	3	0	3	2	1
27	Hodan	5	1	4	2	3
28	Hodan	5	2	3	2	3
29	Hodan	1	0	1	1	0
30	Howlwadag	6	0	6	5	1
31	Howlwadag	5	0	5	3	2
32	Howlwadag	6	1	5	4	2
33	Howlwadag	5	2	3	4	1
34	Howlwadag	10	2	8	5	5
35	Howlwadag	13	3	10	7	6
36	Howlwadag	8	2	6	5	3
37	Howlwadag	7	2	5	4	3
38	Howlwadag	6	1	5	0	6
39	Howlwadag	7	2	5	3	4
40	Howlwadag	5	1	4	1	4
41	Howlwadag	3	1	2	2	1
42	Howlwadag	2	0	2	1	1
43	Kahda	1	0	1	1	0
44	Kahda	6	2	4	3	3
45	Kahda	3	1	2	2	1
46	Kahda	2	0	2	1	1
47	Kahda	7	0	7	4	3
48	Kahda	10	2	8	5	5
49	Kahda	4	1	3	1	3
50	Kahda	2	0	2	1	1

51	Kahda	4	0	4	3	1
52	Kahda	1	0	1	1	0
53	Kahda	5	2	3	1	4
54	Kahda	2	1	1	1	1
55	Kahda	2	0	2	1	1
56	Kahda	4	2	2	4	0
57	Wadajir	4	1	3	1	3
58	Wadajir	5	0	5	2	3
59	Wadajir	4	1	3	1	3
60	Wadajir	6	1	5	1	5
61	Wadajir	6	0	6	2	4
62	Wadajir	4	0	4	1	3
63	Wadajir	8	2	6	5	3
64	Wadajir	4	2	2	4	0
65	Hamar-jajab	5	1	4	2	3
66	Hamar-jajab	4	1	3	4	0
67	Hamar-jajab	8	3	5	6	2
68	Hamar-jajab	8	2	6	7	1
69	Hamar-jajab	3	1	2	2	1
70	Hamar-jajab	4	0	4	1	3
71	Yaqshid	6	1	5	2	4
72	Yaqshid	6	1	5	1	5
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76	Yaqshid	6	1	5	4	2
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79	Waberi	2	1	1	0	2
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88	Waberi	3	0	3	2	1
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93	Waberi	3	1	2	3	0
94	Waberi	2	1	1	2	0
95	Waberi	3	0	3	1	2
96	Waberi	4	1	3	2	2
97	Waberi	4	1	3	2	2
98	Daynile	6	0	6	3	3
99	Daynile	1	0	1	0	1
100	Daynile	1	0	1	1	0
101	Daynile	5	0	5	3	2
102	Daynile	3	0	3	1	2
103	Daynile	3	0	3	2	1
104	Daynile	3	0	3	3	0
105	Daynile	3	0	3	1	2
106	Daynile	4	0	4	2	2
107	Daynile	2	0	2	1	1
108	Daynile	2	1	1	1	1
109	Daynile	2	0	2	1	1
110	Daynile	1	1	0	0	1
111	Daynile	1	0	1	1	0
112	Warta-nabada	2	0	2	2	0
113	Warta-nabada	3	1	2	2	1
114	Warta-nabada	5	0	5	3	2
115	Warta-nabada	6	2	4	3	3
116	Warta-nabada	5	1	4	2	3
117	Warta-nabada	4	0	4	2	2
118	Warta-nabada	3	0	3	1	2
119	Warta-nabada	2	0	2	1	1
Total		486	85 (17.5%)	401 (82.5%)	262 (54%)	224 (46%)
Grand total		486	486		486	

4. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

In general, this important and relevant study revolves and discusses disadvantaged children who live in Mogadishu IDP camps who don't have an education facilities and opportunities. The study were selected 16 IDP camps in 9 districts in Mogadishu as a sample size and sample frame. This study reached to 119 families who live in selected 16 IDP camps and were asked about the study questions while they have gradually responded. The focused respondent of the study were mainly parents instead of children because of data quality, reliability and credibility.

In the study was analyzed two ways, 1) knowing the number of families who their children go to school all or in partial and 2) knowing the number of children in the 119 families who participated in the study and the number of children have an education compared to the total number which study reached. In the study was noted that 73.1% out 119 family's children don't go school completely, where 14.3% out of 119 families' some of their children go school when some others don't and 12.6% out 119 families who participated in the study answered that their children have and normal education opportunities. In other side, the study reached 486 children who are in these 119 families and noted that 85 children out of 486 who equivalent 17.5% have an education opportunities, where 401 children out 486, who equivalent 82.5% don't go to school.

In the study, 82.4% of the families participated this said the reasons behind their children to miss an education is about financial problem which means that IDP families who don't have enough income sources could not pay school fee which caused their children to be lack of education and miss the schools. In the study, IDP respondents told they had never tried before to contact any education provider for finding education facilities to their children. 80.7% of the respondents also responded they saw any education provider which visited to their IDP camps and asked if they have education. The shock message noted in this study was that 24.4% of study family respondents told that their children use drugs while they emphasized reasons behind is they didn't get future guide path. During the study, respondents were when they will go back to their displaced location before if they were displaced from somewhere and 67.2% of the families answered they don't sure they will be back. Other side, study participants were asked what they would like in order to find education for their children and 66.4% of the respondents said they will would like education or

school offer to their children, 30.3% of the respondents said they would prefer money instead of education, while other rest 3.4% said they would like other things instead of education and money.

The below table summarizes the data over view.

Table 15: conclusion summary

Title	Rate	Frequency	Percentage	Total
Age of children study reached	6 – 18 years	119	100.0	100%
	Over 18 years	0	0.0	
Gender segregation of the study participants	Male	93	78.2	100%
	Female	26	21.8	
Types of study respondents	Parents	114	95.8	100%
	Youth	5	4.2	
Children and school relationship	Yes	15	12.6	100%
	Some	17	14.3	
	No	87	73.1	
Reasons behind children to be lack of education	Financial problem	98	82.4	100%
	Displacement	10	8.4	
	Other	11	9.2	
Families tried to find education for their children	Tried	28	23.5	100%
	Not tried	91	76.5	
Children go to Qur'an school	Go to Qur'an	82	68.9	100%
	Don't go	37	31.1	
Children use drugs	Use drugs	29	24.4	100%
	Don't use	90	75.6	
When do they go back to their displaced locations?	Two year after	12	10.2	100%
	Five years after	27	22.7	
	Not sure	80	67.2	
Education consideration of IDP families	Education/school offer	79	66.3	100%
	Money	36	30.3	
	Other	4	3.4	

4.2 Recommendations

This study recommends;

1. Children in IDP camps are needed to be included national education plans to find them their education rights by the Somali government.
2. To engage more advocacy campaigns on disadvantaged children in IDP camps to find education facilities in particular by civil society organizations working education programs, government and other private education sector.
3. To establish collective and inclusive strategies by all stakeholders regarding how these disadvantaged people to be valued ones, focusing providing education services and moral cultivation.
4. To consider for finding further funding sources to minimize this abject situation on Somali disadvantaged children and their families' future.



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(JUNE 2022)**

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