ASSESSING   THE CAUSES OF STUDENT DROPOUT IN MY'AYNI REFUGEE PRIMARY SCHOOL, TIGRAY, ETHIOPIA

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DECLARATION

I hereby declare that the dissertation entitled ASSESSING THE CAUSES OF STUDENT DROPOUT IN MY'AYNI REFUGEE PRIMARY SCHOOL, TIGRAY, ETHIOPIA submitted by me for the partial fulfillment of the MSW to Indira Gandhi National Open University (IGNOU), New Delhi is my own original work and has not been submitted earlier, either to IGNOU or to any other institution for the fulfillment of the requirement for any other program of the study. I also declare that no chapter of this manuscript in whole or in part is lifted and incorporated in this report from any earlier work done by me or others.

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CERTIFICATE

This is to certify that Ms. Shewaye Tike Kacha student of MSW from Indira Gandhi National Open University, New Delhi was working under my supervision and guidance for her Project work for the course **MSWP-001.** Her project work entitled, ASSESSING THE CAUSES OF STUDENT DROPOUT IN MY'AYNI REFUGEE PRIMARY SCHOOL, TIGRAY, ETHIOPIA which she is submitting, is her genuine and original work.

Place: Addis Ababa, Ethiopia

Signature_____

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ACKNOWLEDGEMENT

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ACRONYMS

ARRA: Administration for Refugee Returnee Affairs

CREATE: Consortium for Research on Educational Access, Transitions and Equity

DICAC: Department and Inter-Church Aid Commission

ECCE: Early Childhood Care and Education

EFA: Education for All

FGD: Focus Group Discussion

IRC: International Rescue Committee

JRS: Jesuit Refugee Service

KII: Key Informant Interview

MDG: Millennium Development Goals

MOE: Ministry of Education

PTA: Parent Teacher Association

SEN: Special Education Needs

SSP: Shepherd School Program

TTI: Teacher Training Institute

UNICEF: United Nations Children's Fund

UNHCR: United Nations High Commission for Refugees

UPE: Universal Primary Education

WASH: Water and Sanitation and Hygiene

WFP: World Food Program

ABSTRACT

The major objective of this study was to assess the main causes for school dropouts in the My'Ayni Refugee primary school in Tselemti Woreda. To achieve this, mixed method was used in one refugee primary school which was selected using purposive sampling. From the sample primary school, students from upper primary grades, teachers and head teachers from the lower and upper primary school were selected using probability simple random sampling technique. The PTA and education officers from sample primary school were also involved in the study as FGD discussants and key informants. The study included a total sample of 160 students, 41 teachers, 4 head teachers, 2 education officers and 6 members of the PTA. The primary data was collected from students, teachers and head teachers through questionnaires and focus group discussion and interview with PTA and education officers. Secondary data was gathered from documents found in the My'Ayni refugee primary school, IRC and ARRA education statistics as well as reports. The data collected were organized thematically, tabulated and analyzed using the Statistical Package for Social Sciences (SPSS, version17). Then the quantitative data was interpreted by using tabulations, percentages and frequencies while qualitative data was analyzed using description. The results of the research indicated that there are three main factors influencing student's dropout in primary school, to be more specific, they are:(i) socio-cultural factors (family size, parental education level, family separation, orphan hood, secondary movement, trafficking) (ii) Economic factors (school fee, cost of uniform, cost of textbooks and stationery materials, domestic chores, agricultural work, availability of food for consumption) (iii) Educational/school factors (overcrowded classrooms, poor teaching and learning process, teacher absenteeism). Finally, the combined effects of socio-cultural, economic and educational factors were affecting children's dropout from the school. Based on the findings, it was recommended that consistent follow-up and monitoring, establishing alternative care options for unaccompanied children, creating self-employment opportunities for families, provision of free scholastic materials, improving school facilities, quality of education, community participation and implementation of adult education to prevent school dropouts.

CHAPTER ONE

1. Introduction

The first chapter gives a brief overview on the background of the study and central research problem. It also presents related research questions, objectives of the study, significance of the study, limitation of the study, delimitation of the study, description of relevant terms and organization of the study.

1.1 Background of the Study

Today, there are 16.1 million refugees worldwide under UNHCR's mandate. More than half are children, and six million are of primary and secondary school-going age. The average length of time a refugee spends in exile is about 20 years. Twenty years is more than an entire childhood, and represents a significant portion of a person's productive working years. Given this sobering picture, it is critical that we think beyond a refugee's basic survival. Refugees have skills, ideas, hopes and dreams. They face huge risks and challenges, but – as we saw exemplified in the inspiring achievements of the Refugee Olympic Team – they are also tough, resilient and creative, with the energy and drive to shape their own destinies, if given the chance. Making sure that refugees have access to education is at the heart of UNHCR's mandate to protect the world's rapidly increasing refugee population, and central to its mission of finding long-term solutions to refugee crises. However, as the number of people forcibly displaced by conflict and violence rises, demand for education naturally grows and the resources in the countries that shelter them are stretched ever thinner.

Of the six million primary and secondary school-age refugees under UNHCR's mandate, 3.7 million have no school to go to. Refugee children are five times more likely to be out of school

than non-refugee children. Only 50 per cent have access to primary education, compared with a global level of more than 90 per cent. And as they get older, the gap becomes a chasm: 84 per cent of non-refugee adolescents attend lower secondary school, but only 22 per cent of refugee adolescents have that same opportunity. At the higher education level, just one per cent of refugees attend university compared to 34 per cent globally.

As per UNHCR Ethiopia Refugee Education data analysis, there are 344,330 school-age children, insufficiently catered for through 80 Early Childhood Care and Education (ECCE) centers, 56 primary schools, 20 alternative basic education centers, and 18 secondary schools. It was noted that only 52% (179,597) of the 344,330 school-age children have access to school and some 99,449 (53%) of 187,397 of primary school-age children are not in primary school. Only 47 per cent of refugee children have access to primary education, compared with a national average of more than 90 per cent. Only 5438 (10%) of 56,969 secondary school-age children/youth have secondary education in Ethiopia, compared to national average of 29%. Just about 0.2% (1700) of refugees attends university education. On the other hand, 56 % (55,566 of 99,964) preschool children have access to ECCE compared to national average of 50% and this shows that, refugee children have better access to early learning opportunities than their peers in the refugee hosting communities in Ethiopia.

A study conducted by Lutheran Immigration and Refugee Service and United States Conference of Catholic Bishops/Migration & Refugee Services on Experiences of the U.S. Unaccompanied Refugee Minor Program Resettling Eritrean Youth (December 2015) confirms the high dropout rate in the My'Ayni Refugee primary school. The study stated that "Mai Aini, with the help of Jesuit Refugee Service (JRS), provides a number of services that are inconsistently available in other camps. Many children attend primary and secondary school, but the dropout rates range from

17 percent in primary school to 56 percent in secondary school (WRC, 2013). These rates include youth who flee the camp or resettle to a third country, and the rapid turnover of teachers also contributes to the high dropout rates. Other services include medical care and access to recreational space. As a form of mental health support, there are two areas with computers, a library, and organized activities such as dance, sports and theater are available, in addition to traditional counseling".

All of the above information is an indication of how refugee students are disadvantaged in achieving their educational goal during crises and in displacement settings.

1.2 Statement of the Problem

The UN universal declaration of the human rights adapted by the united nation in 1948 article 26 articulates that "everyone has the right to education. Education should be free at least in the elementary and fundamental stages of elementary education shall be compulsory (UN resolution 217-iii)". This postulates the principles that beyond the role it plays for development, education is a basic right, an end in itself. To this effect, primary education is defined as a means for development. A conference on education for all (EFA) was held in Jomotien, Thailand in 1990 under the joint sponsorship of UNIECF, UNDP & Word Bank (1995). In this conferences, as Lock and Verspoor (1990) and World Bank (1995) indicated population growth, high dropout and repetition rates and resource constraints were among the major reasons for the failure to provide the right to primary education for all eligible age groups especially in developing countries. (Cited in Haile Selassie Gebrehiwot, January 2011, AA)

As per the UNCRC, Article 28: All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in

an orderly way – without the use of violence. Any form of school discipline should take into account the child's human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The UNCRC places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.

In displacement settings however, access to education is limited for refugee children and they are the most affected when it comes to retention and completion of school due to the challenges, risks they face and unmet needs. The below data obtained from the My'Ayni primary school shows a significant number of children dropping out of school in which this study is designed to identify the main causes and factors contributing to this high student dropout.

Table 1.1: Enrolment, retention and dropout figures

Academic Year	Enrolment			Retention			Dropouts			Dropout Percentage
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	
2011/12	554	1302	1856	435	1091	1544	101	211	312	17%
2012/13	611	1369	1980	512	1177	1689	99	192	291	15%
2013/14	533	1178	1711	416	913	1329	117	265	382	22%
2014/15	572	1047	1619	463	904	1367	109	143	252	16%
2015/16	696	1377	2073	530	976	1506	166	401	567	27%
2016/17	751	1474	2225	601	1061	1662	150	413	563	25%

Source: My' Ayni primary school data, handover note July 2016, IRC and school statistics, ARRA, July 2017.

As per the data from the above table, it can be noted that high number of children are enrolled at the beginning of each academic year. However, through time the school attendance has been observed to decline and as a result high rate of dropout is reported at the end of the academic year. A desk review has been conducted to assess the trends in enrolment, dropout and retention of students in My'Ayni primary school for the last six years (2011/12 to 2016/17). Therefore taking this fact into account, the study has assessed the main causes for the high dropout in the My'Ayni refugee primary school located in Tselemti Woreda. It has also attempted to assess measures taken to reducing students drop out in the school.

This study is therefore designed with the aim of assessing the main causes for high student dropout and to examine the effectiveness of measures taken by relevant stakeholders and to suggest possible strategies to address the problem.

1.3 Objectives of the Study

1.3.1 Objectives of the Study

In Ethiopia, several studies have been conducted to identify the causes for school dropout in non-refugee schools. However, no or little study has been carried out to find out the causes for school dropouts in a refugee camp setting and therefore this study will help to identify the gaps in research which this study is planning to fill in as well as suggest for further research in the area.

1.3.2 General Objectives of the Study

To examine the socio-cultural, economic, and educational factors associated with student's dropout in the primary school of My'Ayni refugee camp.

1.3.3 Specific Objectives of the Study

- To determine the main causes (socio-cultural, economic and educational) for the high dropout rate in My'Ayni refugee primary school and draw conclusions on key factors.

- To assess the role of stakeholders in contributing to the reduction of student dropout.

- To provide recommendations that can help to minimize the high dropout rate among primary school students in the study area.

1.4 Research Questions

The study explores three interlinked research questions

1.4.1   What are the main causes for student dropout in the My'Ayni Primary School?

1.4.2   What role do stakeholders play to reduce students' dropout of school?

1.4.3   What can be done to mitigate against dropping out?

1.5 Scope of the Study

The study was conducted to assess the main causes and contributing factors to student dropout in primary school. The study covered My'Ayni refugee primary school located in Tselemti Woreda, Western zone, Tigray Regional state. The primary school has a first cycle (1-4) and second cycle (5-8). However, for the purpose of this study, students from the second cycle only participated as respondents. Teachers from both first and second cycle primary school have also participated in the study.

1.6 Significance of the Study

The education implementing agency ARRA and UNHCR have identified the My'Ayni refugee primary school as one of the schools in which high school dropout rate is reported among refugee school age children. The outcome of this study has generated useful information on the main causes

and factors contributing to school dropout, role of relevant stakeholders and the measures to be taken to mitigate the problem. Moreover, the finding of the study would be essential for policy makers and other organizations who are interested in making decisions and formulating strategies regarding the measures to be taken in reducing dropout rates.

1.7 Limitation of the Study

Given that data collection was conducted towards the end of academic year, it was challenging to easily find school children for sampling purposes. Moreover, despite the study's attempt to find out reasons of why students dropped out by gathering information from students who are the actual dropouts they were limited in number due to onward movement to other destinations. Therefore, the information gathered for the purpose of the study is mainly from students who are currently attending school and their teachers and very limited number of the actual dropouts. Moreover, time and budget constraints have also affected the process of research, however, efforts have been made to minimize such problems and achieve the research as much as possible.

1.8 Delimitation of the Study

The study is delimited to assess the major causes of student dropout related to out of school factors (economic and socio-cultural factors) and to in-side school factors (pupils, teachers, learning environment, facilities etc.). The study is delimited to one of the refugee primary schools for Eritrean refugees in Western zone of Tigray Region. One refugee primary school was purposively selected to be the data source for the study. The participants of the study include students, teachers, head teachers, members of Parent–Teachers-Association, and education officers in selected school.

1.9 Operational Definition of Terms

The following working definitions were developed and adopted on the discourse of this study:

Drop-out: Students who leave school before reaching the end point of the educational cycle in which they are enrolled (Levy.1971).

Onward movement: The movement of a refugee or asylum seeker out of his or her first country of asylum towards a third country. (DRC, 2016)

Primary education: refers to the provision of the first level instruction to children usually between 7-14 age groups (UNICEF, 1990).

Primary schooling: refers to the provision of primary education through formal school (UNICEF, 1990).

Refugee: an individual who is **outside his or her country of nationality or habitual residence** who is **unable or unwilling to return** due to a **well-founded fear of persecution** based on his or her **race, religion, nationality, political opinion, or membership in a particular social group** (Article 1(A) (2) of the 1951 Convention).

Resettlement: A tool to provide international protection and meet the specific needs of individual refugees whose life, liberty, safety, health or other fundamental rights are at risk in the country where they have sought refuge. It consists of the selection and transfer of refugees from a State in which they have sought protection to a third State which has agreed to admit them – as refugees – with permanent residence status**. (DRC, 2016)

Unaccompanied children: "Unaccompanied children (also called unaccompanied minors) are those separated from both parents and are not being cared for by an adult who, by law or custom, is responsible to do so". (Refugee Children: Guidelines on protection and Care, UNHCR, Geneva, 1994)

Wastage: is the combined result of repetition and dropouts (MOE, 1994)

1.10   Organization of the Study

The study is organized into five chapters. The first chapter deals with the problems and its approach, objectives, scope, significance, limitations, delimitation of the study and operational definitions of key terms, and the second chapter presents the review of related literature. The third chapter is about the research design and methodology, while the forth chapter deals with the presentation, analysis and interpretation of data. Finally, summary, conclusions and recommendations are forwarded in the fifth chapter. Besides, references and appendixes are attached at the end of the paper.

2. Review of Related Literature

This chapter focuses on the literature review on dropouts drawn from the CREATE PATHWAYS TO ACCESS, Research Monograph No 16, Frances Hunt, May 2008. The following aspects will be discussed: Methodological Approaches to Understanding School Dropout, Factors Influencing Dropout and Retention and a broad description of some of the factors, Household Contexts and Motivations, Health, Social and Political context, Supply of Schools, The Role of School in Dropping Out: Schooling Quality, Processes and Practice and Processes and Precursors to Dropping Outs and Interventions to Prevent Dropping Out and Encourage Dropping In.

2.1 Concept of dropping out

The dropping out from school: A cross-country review of literature conducted by Consortium for Research on Educational Access, Transitions and Equity (CREATE) provides an in-depth review and analysis on school dropouts taken from academic and development agency literature. It looks at the issues involved in dropping out from school in different situational contexts, and develops shared understandings of dropping out across the contexts. The study asks questions about what we know about drop outs and identifies where there might be gaps in research knowledge.

Dropping out from school occurs after children have previously achieved access to school. A major problem in many developing countries, dropping out is often obscured within statistical data and by the emphasis on initial access. This review is concerned with children who have not completed a cycle of basic education, which depending on the compulsory age of enrolment should generally encompass children from the ages of five or six to fifteen years (if initial enrolment takes place at the correct age).

The review locates the issue of dropouts at a macro level providing statistical data around drop outs, but the discussion mainly focuses on and around qualitative accounts of dropping out. While statistical data can highlight the problem, less is known about the processes of dropout, and the reasons why and how it occurs. Accordingly, this report brings together previous research done in this area, with a particular focus on case study, qualitative research where available. It looks at the push/pull factors in schools, communities and households which factor into dropping out.

Given CREATE's focus on access to education in South Asia and Sub Saharan Africa, these geographical areas are given prominence within the paper, although studies on other areas are used to raise particular issues.

The study is important because it brings together a range of literature on dropouts in a way that has not happened before. Dropout is an under-researched area, even though the problem is prevalent. With EFA and MDGs targeting access to education, knowledge around dropouts and studies such as this, can help illuminate some of the complexities around dropping out and bring new insights to policy makers and educational practitioners. By understanding dropouts further, there will be greater potential to move towards a more meaningful notion of access.

2.2 Dropout experience of other countries

The prevalence of dropout varies between and within countries and occurs more frequently in certain age ranges and grades (depending on the educational structure and patterns of participation in that country). Dropout, by definition, depends on children being previously enrolled, and so in countries where there is low initial enrolment (CREATE Zone 1), actual numbers who dropout may be lower than where initial enrolment is high (CREATE Zone 2).

According to a cross-country review of literature, in a survey of UNESCO Institute of Statistics (UIS) data (Bruneforth, 2006) on Burkina Faso, Ethiopia, Kenya, Mali, Mozambique, Namibia and Nigeria on the characteristics of children who drop out of school, a number of conclusions were drawn. More than half of all children aged 10 to 19 who had already left primary school did so without completion in Burkina Faso, Ethiopia, Kenya, Mali and Mozambique (but not Ghana and Nigeria, where more than 80% completed primary school). Children dropping out from primary school were often over-age learners (around one third overall), and in four countries over-age learners accounted for 60% of dropouts. Differences in school completion are most stark between children from urban and rural areas. In Burkina Faso, Ethiopia, Kenya, Mali and Mozambique, more than 80% of rural children who had left primary school dropped out. Percentages are less than half of this amount for urban children. Differences were also vast between the two poorest and richest wealth quintiles. In Burkina Faso, Mali and Mozambique, more than 90% of children from the poorest 40% of households (the two poorest quintiles) who left primary school did not complete it. Dropout is much less for the richest 40% of households. Differences are also strong in relation to the mother's education (in Burkina Faso, Ethiopia, Mali and Mozambique, more than 70% of children with uneducated/unschooled mothers who left primary school did not complete primary education) and less pronounced (although not negligible) for gender.

2.3 Methodological Approaches to Understanding School Dropout

In terms of methodology, the research which touches on dropouts draws on a range of approaches. Many studies are quantitative, derived from household survey/large scale questionnaire research (e.g. Admassie, 2003; Brown & Park, 2002; Ersado, 2005; Meekers & Ahmed, 1999; Shapiro & Tambashe, 2001; UIS & UNICEF, 2005; Wils, 2004) others take a more statistical/econometric

approach (e.g. Anderson, 2005; Connelly & Zheng, 2003; Zimmerman, 2003). Some research combines quantitative and qualitative elements (Boyle et al, 2002; Colclough et al, 2000; Dachi & Garrett, 2003; Nekatibeb, 2002; Porteus et al, 2000; the PROBE Team, 1999; Rose & Al Samarrai, 2001; Vavrus, 2002). A small number of studies provide in-depth qualitative and context-specific accounts of educational access where drop out plays its part (e.g. Chi & Rao, 2003; Dunne & Leach, 2005; Liu, 2004). Few studies have carried out interviews with dropouts, and often school-based questionnaires take place with older students who have some literacy skills, rather than younger primary students. Some studies focus on one geographical area (e.g. Juneja, 2001; Liu, 2004) whilst others are more comparative in nature (Boyle et al, 2002; Brock & Cammish, 1997; Colclough et al, 2000; Dunne & Leach, 2005; Ersado, 2005).

While there is a range of literature which covers the subject of dropouts, few have dropout as a central theme. More frequently, dropout is embedded within studies, with messages around dropouts set alongside others on access more generally. Few studies account for the complexities of access and the interactive, dynamic nature of factors which may contribute to dropping out. Rather, much of the available literature identifies one factor (or possibly more) leading to drop out, which is identified as the final push or pull out of school. What is less often seen in the literature are the processes around dropping out, the personal stories of the children, household members and teachers, their social contexts and the competing demands on them.

These processes happen over a period of time, with factors interacting in different ways to influence both dropout and retention.

Both approaches have benefits and weaknesses. Studies which have used structured interviews/questionnaire research with household members and/or school staff to ask about reasons for dropping out from school (e.g. Brown & Park, 2002; Boyle et al, 2002; the PROBE

Team, 1999) can provide an overview of factors influencing dropout in particular contexts and some of the concerns households and schools hold. However, by doing this dropout tends to be viewed as an event, rather than a process, with factors contributing to the final push from school often isolated out and made prominent. These studies are less likely to see dropping out as a series of interacting issues and events which vary according to social context, individual circumstances and expectations around education. More qualitative, smaller-scale studies on the other hand, might provide more nuanced accounts of localized situations and touch on more of the gaps identified above, but may not capture the bigger picture around dropping out.

2.4 Factors Influencing Dropout and Retention

Research suggests that a range of interrelated demand and supply factors interact to influence how and why children drop out from school. These will be looked at in more detail in the sections to come. Initially the review looks at the financial circumstances of households and how this might be linked to dropping out.

2.4.1 Household Income and Financial Circumstances

Household income is found to be an important factor in determining access to education as schooling potentially incurs a range of costs, both upfront and hidden. Upfront costs include school fees, while the more hidden costs include uniforms, travel, equipment and the opportunity costs of sending a child to school. Household income is linked to a range of factors: when children start school, how often they attend, whether they have to temporarily withdraw and also when and if they drop out (Croft, 2002: 87-88). There are some research studies which look at how household income interacts with dropping out of school in particular.

A number of studies highlight the link between poverty and dropping out from school (Birdsall et al, 2005; Boyle et al, 2002; Brown & Park, 2002; Bruneforth, 2006; Cardoso & Verner, 2007; Gakuru cited in Ackers et al, 2001: 369; Dachi & Garrett, 2003; Hunter & May, 2003; Porteus et al, 2000; Ranasinghe & Hartog, 2002; UIS & UNICEF, 2005; Vavrus, 2002). Porteus et al (2000: 10), whilst describing exclusions rather than dropout per se, paint poverty as 'the most common primary and contributory reason for students to be out of school' and Hunter and May (2003: 5) call poverty, 'a plausible explanation of school disruption'. Dachi and Garrett (2003: 36) asked a series of questions to parents/guardians about the financial circumstances surrounding children's school enrolment in Tanzania: virtually all households responding said the main barrier to sending children to school was financial and their inability to pay. Hardly any cited a negative attitude towards school on the part of the children themselves, or that the school itself was unattractive.

Both statistical data and empirical research suggest that children from better off households are more likely to remain in school, whilst those who are poorer are more likely never to have attended, or to drop out once they have enrolled. For example, Brown and Park's research in rural China (2002) saw 'poor and credit constrained children' three times more likely than other children to drop out of primary school. Colclough et al (2000) describe the links between wealth and school retention in more detail: ... amongst those out-of-school, the mean wealth index for school drop-outs was generally higher than for those who had never enrolled ... children at school were, on average, from better-off households than those who had dropped out, who were, in turn, from richer backgrounds than school-age children who had never enrolled (Colclough et al, 2000: 16). Poor households tend to have lower demand for schooling than richer households: whatever the benefits of schooling, the costs, for them, are more difficult to meet than is the case for richer households (Colclough et al, 2000: 25).

For children from poorer backgrounds in particular the pressure on them to withdraw from school increases as they get older, particularly as the opportunity cost of their time increases.

2.4.2   School Fees and Indirect Costs of Schooling

While the previous section looked at household income and dropping out, here the focus is on schooling costs, such as fees and other more indirect costs which impact on household decisions around access. Research indicates that direct and indirect schooling costs are important factors in whether children enroll in and attend school (e.g. Dachi & Garrett, 2003: 16; Fentiman, Hall & Bundy, 1999; Rose & Al Samarrai, 2001). While research on this often relates to access per se, there is also some research which indicates that the costs of schooling, including fees, is a central reason for dropping out (Brock & Cammish, 1997: 27; Brown & Park, 2002; Colclough et al, 2000; Hunter & May, 2003; Liu, 2004; May et al, 1998 cited in Hunter & May, 2003; Mukudi, 2004; Rose & AlSamarrai, 2001).

Colclough et al (2000) carried out quantitative survey research and qualitative interview-based research with educational stakeholders (community members, parents, teachers, pupils, etc.) in sample communities in Ethiopia and Guinea in order to identify information about the constraints affecting the participation and performance of girls and boys in school, particularly in rural areas. In the field surveys, an inability to pay the direct costs of schooling was found to be one of the 'most important causes' of non-attendance in both countries, with those dropping out most frequently citing a lack of money to pay for school expenses as an important reason for dropping out. In interviews, parents in Ethiopia often talked about difficulties in paying school fees, especially prior to harvest (when they became due); the ability to buy exercise books, pens and the necessary clothing for school also influenced whether children could enroll or were withdrawn

from the first grade (Rose & Al Samarrai, 2001). Some described their children dropping out after enrolment, because they could not meet the direct costs of schooling. Additional costs e.g. registration payments, gaining copies of birth certificates (for registration), textbooks and uniform costs, were all indirect costs many parents in Guinea found difficult to meet.

Not only do school fees lead to under-enrolment and drop out, they also limit attendance at school (Mukudi, 2004) and lead to temporary withdrawals. Research indicates children may be locked out of schools if they cannot pay schooling fees (Obasi, 2000; Ackers et al, 2001 cited in Mukudi, 2004). In Boyle et al's (2002) research in some areas of Uganda and Zambia, the inability to pay school fees meant children withdrawing from school for periods of time, however temporarily.

While many educational systems require children to pay fees to attend school, some countries have adopted fee free systems. While this may ease problems of dropout resulting from schooling costs, indirect costs and quality issues may increase. South Africa has recently introduced a system where schools in the lowest quintile are allowed to become 'fee-free'. By 2005, 3 million pupils at 7,000 primary and secondary schools had already or were in the process of becoming, fee free (Pandor, 2005). There is as yetlittle research into the impact of this policy on access and retention.

2.4.3   Income Shocks

How households deal with income shocks is also an important factor in maintaining schooling access. Research indicates that vulnerable households can withdraw children from school as part of their coping strategy to deal with shocks to income, often in order to work, save on costs or to free other household members up to work (Boyle et al, 2002; de Janvry et al, 2006; Jacoby & Skoufias, 1997; Gubert & Robilliard, 2006; Sawada & Lokshin, 1999 cited in Ersado, 2005). At what stage children are withdrawn from school within this coping mechanism might differ.

Households are likely to draw on a number of other coping strategies: e.g. using household assets, taking out loans, asking for assistance. Whether households have access to these is likely to influence their decision-making processes. Where these possibilities are not present, it is difficult for the household to protect itself against external shocks, meaning children may be forced to leave school as part of a household coping strategy (Becker, 1975 cited in Duryea, 2003; Hunter & May, 2003; de Janvry et al, 2006).

This vulnerability is more apparent in certain contexts and poor, rural communities seem to be particularly at risk. Research points to this being the case in rural Pakistan (Sawada & Lokshin, 1999) and India (Jacoby & Skoufias, 1997). In these contexts, Boyle et al (2002: 6) talk about 'a vulnerable demand (for education), commensurate with the dynamics associated with poverty and the vulnerable household'. Yet, research by Hunter and May (2003: 17) in South Africa claims that shocks to a household do not seem to be a strong predictor to school disruption, with poor households attempting to defend the education of their children in the face of a range of shocks.

In communities where income shocks do occur, literature suggests there is often a sequence to how households employ coping strategies. Strategies which have little long-term cost are adopted first while strategies with long-term costs that are difficult to reverse are adopted later (Devereux, 1999 cited in Hunter & May, 2003). Poorer households with fewer physical assets may increase their labour supply, with women and children often called upon (World Bank, 2000 cited in Hunter & May, 2003).While these coping strategies often attend to short term shocks, the consequences of withdrawing children from school can have longer term implications, because these temporary withdrawals often lead to more permanent dropout.

2.4.4 Child Work

There is a substantial research literature on various aspects of child labour and educational access, including the relationships between child labour and poverty; the types of work children are carrying out (paid, household-unpaid, agricultural); household structure, educational access and work; whether child work hinders or helps access to schooling; the gendered and locational aspect of working and access, etc. While conclusions made should be embedded within the contexts of the research, a number of studies have produced similar findings which are drawn upon here. There are some studies which look specifically at the relationships between schooling dropout and child labour specifically, and how child labour might contribute to both the processes of dropping out and in some cases to enabling retention. These will be looked at in more detail.

First, drawing on some points about access and child labour in general, some points will be raised. Differences exist in terms of whether work is paid or unpaid; income generating in some way; or part of what might be regarded as household chores or support. It is important to note the difficulties in trying to pinpoint causal determinants around such complex and household-specific decisions and attributes, particularly where factors interact with each other. In this case, research indicates poverty, gender, location, household education levels, household income levels, and season often interact with child labour to influence a child's access to education. For example, rural children are more likely to work than urban or peri-urban children (see Admassie, 2003; Andvig et al, n.d.; Blunch & Verner, 2000; Canagarajah & Coulombe, 1997; Ersado, 2005). In many cases, girls have more duties than boys (Kane, 2004); yet some studies indicate that in particular contexts boys from poor urban household have particular pressures on them to work, e.g. Brock and Cammish's work on Jamaica (1997). And children in rural households are more likely to juggle work with school, whereas in urban households it is more likely to be either/or (Andvig et al, n.d.). How child labour is defined is also important.

In some household contexts child labour is enabling, i.e. it allows children to gain access to school. Children may earn money, or their work may free-up other household members to go to school. Research from Ethiopia (Rose & Al Samarrai, 2001) showed that because of the tasks they did (e.g. sell firewood), boys were better placed to provide income to share the cost of their education than girls. Studies show some children migrating to take up posts where there is some chance of gaining or continuing their education (see ILO/IPEC, 2004).

In some cases, employers do allow the child to attend school or vocational classes, although almost always this is allowed only after the domestic tasks have been completed, with the result that children in domestic service are often reported by their teachers as arriving late, attending irregularly or being distracted from their work (ILO/IPEC, 2004: 34).

Similarly, some children enter domestic service with the idea of earning enough money to enable them to return to school.

In other cases child labour can be disenabling, and an active factor leading to dropout. Specific work-related tasks, for example, full time child care and work in peak agricultural times are less easy to reconcile with schooling. Child labour is seen as: the prime reason for non-enrolment and dropout in Ghana according to Fentiman et al (1999); a cause of 50% of dropouts in Delhi (Municipal Corporation of Delhi, 1999 cited in Juneja, 2001); a 'prime cause for absenteeism, repetition and most particularly drop-out rates' in Tanzania (Dachi & Garrett, 2003); the most important reason for the dropout of rural children in Ethiopia (World Bank, 1998 cited in Andvig et al, n.d.:7); and leading to two years less schooling in Bolivia and Venezuela (Psacharopoulos, 1997 cited in Ravallion & Wodon, 1999). Colclough et al's (2000) research in Ethiopia and Guinea showed child labour to be a significant reason for dropping out in both countries. The following quote underlines some of the problems children face leading them to dropping in and out of school:

In Ethiopia, many children, of both sexes, who enroll in September, at the beginning of the school year, leave by November because demands on their labour during harvest time are so great. In some cases, they re-enroll the following year in grade one but, again, are unable to complete the year (Colclough et at, 2000: 17).

While poverty is often promoted as a driving factor pushing child labour (Andvig et al, n.d.; Blunch & Verner, 2000; Duryea, 2003) and leading to dropout, other studies read it differently. The PROBE report (1999) suggests that children work because they are unable to go to school, as opposed to dropping out of school in order to work. In South Africa, Hunter and May (2003: 11) describe how the depressed job market might act as a deterrent to dropping out, and may encourage children to stay in school longer. A number of researchers indicate that a buoyant job market and the ability to earn good money is a motivating force behind decisions to leave school (e.g. Dachi & Garrett, 2003; Duryea, 2003). Duryea (2003) highlights the pull of the labour market (as opposed to the push of poverty) as a main factor in children dropping out of school in urban Brazil. The study of 14–16 year old boys and girls, saw children more likely to leave school as local labour market conditions became more favourable. Children were more likely to be working in areas with thriving labour markets, meaning child labour was higher in these areas, rather than those cities with the highest poverty rates. The labour market was 'competing' for children's time. Conversely, the paper suggests that labour market downturns in this context did not tend to push children into the labour market because there were actually fewer opportunities for work for children. Cardoso and Verner (2007) exploring retention and child labour in urban Brazil noted higher retention for girls than boys, with girls largely remaining in school till around 18, but boys starting to drop out around the age of 13. The suggestion here is that the pull of the labour market took boys away from school. Similarly, Ersado (2005) does not see the link between poverty and child employment

as crucial in urban areas (although it is in rural areas). She states: the evidence from Nepal, Peru, and Zimbabwe indicates that the impact of poverty on a child depends on the location. While there is strong evidence that poverty drives child labor in rural areas, there is a general lack of support for the poverty hypothesis in urban areas (Ersado, 2005: 477).

2.4.5 Migration

Child migration can be linked to both increased and decreased educational opportunities (Hashim, 2005). For example, children may move into urban areas to access education; but also may migrate to gain paid employment, which may limit educational chances; children living in slum areas or without permanent residence may move frequently, often leaving school as a result (Chitnis & Suvan, 1984 cited in Chugh, 2004).

Migration patterns of communities and labour market expectations may influence demand for schooling and therefore dropping out. For example, Ping and Pieke's (2003, cited in Hashim, 2005: 13) review of rural-urban migration in China suggests that there is little incentive to acquire an education beyond elementary literacy in their case study community, due to labour market demands. Thus, in villages where there is a lot of rural-urban migration, pupils frequently drop out of school before the completion of compulsory education to migrate to cities. In other cases, an education might be the means by which young people can leave communities in order to find better work elsewhere and as such there is an external incentive to remain in school. Colclough et al (2000) highlight the experiences of girls migrating to work as housemaids in Guinea and Ethiopia, but rather than income being used to contribute to schooling expenses, they are usually obliged to give their income to their parents.

2.5 Household Contexts and Motivations

The household contexts and living conditions of children often seem to play an influencing role in access to education. This might correspond with other factors such as income, education of family members, size and scope of household, as well as age of household members. Al Samarrai and Peasgood (1998: 22), drawing on Peasgood et al (1997), suggest the effect of household context is greater on initial access rather than on dropout, stating: although dropping out is closely related to poverty, many social factors also play a strong role with the pupils themselves sometimes taking actions which result in them leaving school independently of their families' wishes.

This suggests that household contexts are only one in a range of factors which might lead to drop out. Research on household characteristics and dropping out is explored below.

2.5.1   Household Contexts

Who makes up the household seems to have an influence over educational access and retention, particularly in poorer communities. Grant and Hallman's (2006) research on education access in South Africa shows children living with mothers were significantly less likely to have dropped out of school relative to those whose mothers were living elsewhere or whose mothers were dead. In other work on South Africa, Hunter & May (2003) describe a 'particularly notable' relationship between family background and dropping out. Here, youths from poor families, from single-parent families, the children of poorly educated parents and children with fewer role models in higher education, were more likely to drop out. This same interlocking of household related factors appeared in research on female dropouts in Ethiopia. In research by Al Samarrai and Peasgood (1998) female-headed households in Tanzania appear to put a higher priority on their children's education. How many children are within the household is important in many cases and can be a 'significant determinant' of access (Boyle et al, 2002: 4), but research differs on the impact of

household size on access and dropout. Some studies indicate that with larger household sizes (and in particular numbers of children) the financial burden/potential workload is greater; children are less likely to attend school, and often drop out. However, with more children in the household, jobs can be spread between them and siblings more likely to attend, e.g. in Ethiopia (Colclough et al, 2000). Research in Pakistan indicates that while an increase in family size reduces a girl child's household work, the presence of younger children appears to increase their workload (Hakzira & Bedi, 2003). As in other studies, the number of siblings under 5 years of age has a strongly negative impact on older girls' schooling and leads to dropout, while the number of sisters aged 13–20 have a positive impact on girls' grade attainment (Glick & Sahn, 2000). Household size and composition interact with other factors to influence dropout, for example, late enrolments, large families, low educational levels, gender and birth order (see Leka & Dessie, 1994 cited in Nekatibeb, 2002; Odaga & Heneveld, 1995 in Nekatibeb, 2002).

2.5.2   Bereavement and Orphan hood

Bereavement amongst family members and in particular parents often makes children more vulnerable to dropout, non-enrolment, late enrolment and slow progress (Case et al, 2004; Evan & Miguel, 2004; Gertler et al, 2003; Bicego et al, 2003, cited in Case & Ardington, 2004; Bicego et al, 2002 cited in Hunter & May, 2003; Lloyd & Blanc, 1996 cited in Ainsworth et al, 2005). Whilst being orphaned is often linked to an increased likelihood of childhood poverty, this is dependent on the household context and who then becomes the child's carer. Orphanhood often exacerbates financial constraints for poorer households and increases the demands for child labour and dropout (Bennell et al, 2002; Yamano & Jayne, 2002, in Ainsworth et al, 2005).

Some countries have targeted support to assist orphans access education. In South Africa a foster care grant is available and in Botswana food rations and other kinds of material support are provided to the most disadvantaged orphans (under the National Orphan Program).

There is a body of work which looks at HIV/AIDS, bereavement and dropout (e.g. Ainsworth et al, 2005; Chipfakacha, 1999 cited in Hunter & May, 2003; Gillborn et al, 2001; Bennell et al, 2002). Chipfakacha's research on Uganda has shown that deaths from AIDS are associated with reduced schooling for children. Indeed a UNICEF (2000: 30) report on twenty countries shows that the average difference between enrolment rates for orphans and non-orphans is 19 percentage points. Ainsworth et al (2005) highlight reasons why adult morbidity and mortality as a result of AIDS (although many of these factors need not be linked to AIDS) may adversely affect demand for schooling. For example, children may be required to care for an ill household member or carry out economic inputs; households with terminally ill prime-age adults are likely to have reduced income and more costs e.g. medical and funeral bills, reducing the amount available for schooling; two parent orphans often miss out on educational opportunities compared to children living with parents in the same household; and teacher shortages may increase if numbers of teachers contracting HIV/AIDS increases. With relation to dropouts, research from Malawi suggests that 9.1% of children were found to drop out of school the year following the death of one parent, but numbers rose to 17.1% for two parents (Harris & Schubert, 2001 cited in Jukes, 2006). In Zimbabwe, orphanhood was found to decrease the likelihood of school completion. However, school completion was sustained, particularly for female orphans, where orphanhood resulted in a female-headed household and greater access to external resources (Nyamukapa & Gregson, 2005, in Jukes, 2006).

2.5.3 Education of Household Members

Research indicates that the educational level of household members is particularly influential in determining whether and for how long children access schooling. Ersado (2005: 469) talks of 'the widely accepted notion that parental education is the most consistent determinant of child education (and employment decisions)'. Higher parental/household head level of education is associated with increased access to education, higher attendance rates and lower dropout rates (Ainsworth et al, 2005; Al Samarrai & Peasgood, 1998; Ersado, 2005; Connelly & Zheng, 2003; Grant & Hallman, 2006; Hunter & May, 2003; Duryea, 2003; Rose & Al Samarrai, 2001; Seetharamu, 1984 cited in Chugh, 2004: 86). A number of reasons are put forward for the link between parental education and retention in school. Some researchers indicate that non-educated parents cannot provide the support or often do not appreciate the benefits of schooling (Juneja, 2001; Pryor & Ampiah, 2003).

There is evidence that the gender and education level of the parent can influence which child is more likely to access and remain in school for longer. Often it is the mother's educational level in particular which is seen to have an effect on access (e.g. Ainsworth et al, 2005). But this varies in certain contexts. Brown and Park's (2002: 533) research on China indicates that for each additional year of a father's education, the probability of his child dropping out of school falls by 12-14%. And Cardoso and Verner's (2007: 15) research on Brazil claims that the 'schooling level of the mother... does not have a significant impact on the probability that the teenager will drop out of school'.

Al Samarrai and Peasgood's (1998) research in Tanzania suggests that the father's education has a greater influence on boys' primary schooling; and the mother's on girls'. While a married

mother's primary education can increase the probability girls enrolling in primary school by 9.7% and secondary by 17.6%, it has no significant effect on the enrolment of boys. They claim that educated mothers giving preference to girls' schooling, implies that 'mothers have a relatively stronger preference for their daughters' education and that their education affords them either increased household decision-making power or increased economic status' (Al Samarrai and Peasgood, 1998: 395). Glick and Sahn's (2000) results (taken from research in an urban poor environment in West Africa) offer some similar outcomes to Al Samarrai and Peasgood (1998): improvements in fathers' education raises the schooling of both sons and daughters (favouring the latter), but mothers' education has significant impact only on daughters' schooling.

Ersado (2005) suggests provision of adult education programmes to counter the educational deficit facing many households would be useful in bolstering sustained access to education for many children. Yet, this might not be enough. Al Samarrai and Peasgood (1998) also contend that while education of the household head increases the probability of completion, the basic literacy of the household head does not improve completion chances, rather heads having attended primary school does. .

2.5.4   Household Perceived Benefits of Schooling

Research indicates that the importance household members place on education is an important factor in whether children gain access to schooling and for how long, but there is less research on how this may attribute to dropping out. Research suggests perceived returns from education play an important part in whether and for how long children receive education. In some part children are seen as household assets whose education could, to varying extents, benefit the household unit. Thus, perceptions of how education affects future prospects appears important to retention. Al

Samarrai & Peasgood (1998) claim perceived benefits to the household from education will depend on a range of factors including: prospective remittances the family can expect from their children; the likelihood of obtaining paid work; the way individual children can translate education into improved productivity; and the time preferences of the household. Literature indicates that many poor households see a child's education as a way out of poverty (Chi & Rao, 2003; Hunter & May, 2003). In Chi and Rao's research in China (2003), an educated child is often expected to leave the household (moving from rural to urban) to find work. In this way the child becomes an asset and judging for how long to educate children becomes a strategy for the long term prospects of the family.

Studies also describe a lack of understanding and misinterpretations of parental/household motivations around schooling. The PROBE (1999) report talked of a 'myth of parental indifference' towards children's schooling. And research by Boyle et al (2002: 45) indicates that: teachers and community leaders often expressed the view that the poorest parents (who they believe to be uneducated) have little or no understanding of the benefits of education and many children do not attend school (or attend irregularly) because their parents do not value education.

However, their research (which looked at barriers to education for the poorest households in Bangladesh, Nepal, Sri Lanka, Kenya, Uganda and Zambia) demonstrated that: on the whole, the poorest parents and their children do indeed value education and usually have clear and rational reasons for not participating, or participating infrequently … (Indeed) … one of the clearest threads running through (the country reports) is the strong sense that the poorest income groups, as much as the richest, are making very reasoned judgments about schooling children based on assessments of the quality of education available, value for money, and investment potential (Boyle et al, 2002: ix).

2.5.5 Decision-Making around Dropping Out

The processes by which households make decisions about dropout, taking account of principal-agent considerations and intra-household dynamics, appear under researched. In terms of decision-making strategies, Al Samarrai & Peasgood (1998: 396) describe them as being determined by an 'interaction of social, cultural and economic factors working through power relations within the household'. They describe how decision making is often a negotiated process taking place between members of the household, rather than one individual.

They propose: The stronger the bargaining power of a family member the more influence they will have on resource allocation decisions (Sen, 1990). Bargaining power will be dependent on an individual's characteristics, and therefore the attributes of other household members, as well as the household heads', will be relevant when looking at schooling decisions. (An educated mother) is likely to have more bargaining power within the household and her preferences for educated children will play a larger role in the decision to send her children to school (Al Samarrai & Peasgood, 1998: 397).

2.6 Health

In this section, literature on health and dropping out is reviewed, with links also made to aspects of household income, decision-making, social-contexts etc. as discussed in other sections.

2.6.1 Health of Children

There are a number of studies which look at health of children, access to education and cognitive development (e.g. Alderman et al, 2001; Pridmore, 2007), but few which directly tackle issues connected with health and dropping out. Indeed, Pridmore (2007) suggests that long-term effects

of health and nutritional status of younger children and their implications for school enrolment, drop out and achievement are 'less well understood'. Health problems are often linked to other factors and in particular, poverty.

Health (e.g. under-nutrition, stunting, etc.) is related to late enrolment which, in turn, is often associated with high dropout (see section 3.1.3). Glewwe and Jacoby (1995) investigated how child health/nutrition affected the age at which children first enrolled in school, with some not being sent to school at the appropriate age because parents/guardians do not think they are physically ready. Alderman et al (2001), studying children in rural Pakistan, stated that child health/nutrition had a greater impact on girls enrolment than boys. Subsequently, late enrollers frequently leave school early. Conversely, Daniels and Adair (2004, in Pridmore, 2007) explored height for age Z score at 2 years in association with schooling trajectory and outcomes for 2,198 children in the Philippines. The findings showed that: greater height for age protected against late enrolment among both boys and girls; taller boys and girls were less likely to repeat grades and less likely to drop out during grade school. The study concluded that by improving early childhood nutrition, the likelihood of high school completion in developing countries may increase. Having said this, research in one area in Ethiopia indicates that lower body mass index (BMI) may contribute to children staying in school, probably because they are less able to contribute to work demands (Rose & Al Samarrai, 2001).

2.6.2   Health of Relatives

Children whose parents/siblings fall ill might be expected to be caregivers for these sick relatives, at times causing them to miss or drop out of school. This is especially the case for girls (Case & Ardington, 2004; Chesterfield and Enge, 2000; UNAIDS, 2000 cited in Kane, 2004). For example,

some dropouts interviewed in Mongolia indicated that caring for relatives had led to them leaving school. One child spoke about returning to school afterwards and being told to leave as they had not completed the curriculum for that year. Another had to move with their mother when she entered hospital, and in the new area they were unable to enter school and as a result had to drop out (Batbaatar, et al, 2006).

2.6.3 Pregnancy

There is a range of research around pregnancy, dropout and re-entry into schools. Studies indicate that pregnancy is a significant cause of dropout for teenage girls from school (e.g. Cardoso & Verner, 2007; Fentiman et al, 1999; Grant & Hallman, 2006; Hunter & May, 2003; Njau & Wamahiu, 1998 in Nekatibeb, 2002; Dunne & Leach, 2005; Brock & Cammish, 1997; Kane, 2004; Boyle et al, 2002). In Dunne and Leach's (2005: 38) research on secondary schools in Botswana and Ghana, the predominant reason for female dropout was cited as pregnancy.

These include:

• Girls with poor school performance (Grant & Hallman, 2006; Department of Family Health study in Kenya 1988, in Grant & Hallman, 2004);

• Girls who have previously been temporarily withdrawn from school (Grant & Hallman, 2006);

• Low economic status (Hallman and Grant, in Grant & Hallman, 2006);

• Family migratory life styles and the consequent vulnerability of girls (Dunne & Leach, 2005).

In some cases, institutionally-led discriminatory practices can act as a factor in pushing girls towards dropping out. In South Africa, while students cannot be discriminated against because of pregnancy, in interviews teachers and principals claimed that students were expected to leave

school 'as they start to show' (Hunt, 2007: DPhil research data). Forms of gender violence against girls can lead to girls becoming pregnant (Boyle et al, 2002) (see section 2.6.4).

It is also the case that some girls may choose to get pregnant, and pregnancy is a planned lifestyle choice. Lloyd and Mensch (1995 in Grant & Hallman, 2006) claim that the lack of social and economic opportunities for girls and domestic demands placed on them, along with gender inequities of education system, may lead to poor academic performances which may endorse early motherhood.

2.6.4 Disability and Special Educational Needs

While there is some research on education for children with disabilities and special education needs (SEN) within the context of EFA (see Lynch, 2001), Filmer (2005) notes the lack of 'systematic empirical analysis around access to schooling for children with disabilities. This is also apparent for dropouts. Perhaps the lack of initial access for children with disabilities and SEN means fewer are able to drop out and less studies available.

Part of the issue here is around the heterogeneity of children with disabilities and SEN as well as difficulties in terms of categorization between and even within countries. There are a range of definitions of what constitutes disability, which makes cross-country analysis problematic. As Filmer (2005) suggests, at the school level, some forms of disability/SEN are more visible than others, some less visible and difficult to identify given the situational contexts in which some communities/schools operate. The type and extent of access will often be influenced by the needs of the child and the educational provision available, with some conditions less problematic in terms of access.

Overall though, the scale of educational exclusion for children with some form of disability/SEN appears to be vast. Various figures are quoted, but depend on the definitions used. UNESCO (n.d.) claims that more than 90% of children with disabilities in developing countries do not attend school (although no definition of categorization is given). Peters (2003a: 14, citing Habibi, 1999) highlights differences in educational access estimates for disabled children, ranging from less than 1% (Salamanca Framework for Action) to 5% (in other sources). Birdsall et al (2005) claim about 40 million of the world's out-of-school children have some form of disability, with just 5% of these children estimated to complete primary school, and many either never enrolled or dropping out very early. Figures vary between and within countries for certain groups of children. However, Peters (2003b) claims that disability may be the single most important factor excluding children from schooling. Given that so few children with disabilities gain access to school, there is limited opportunity for them to drop out.

2.7 Social and Political Contexts

2.7.1 Gender

As highlighted throughout this review, gender cuts across a wide range of constraints that lead to dropout. This section focuses on the gendered aspects of dropping out with an emphasis on demand-side factors in particular e.g. household contexts, gendered cultural practices etc. (gendered schooling practices and supply side issues are covered more in section 2.9.3). While the emphasis in studies of gender and access tends to be around the education of girls and enabling the retention of girls in school, in some contexts it is boys who are more likely to withdraw early (e.g. South Africa, Jamaica). Often this takes place in communities where initial access is largely

equal for both genders, and the move out of school for boys is often seen as a pull to the labour market (see section 2.4.4).

2.7.2   Rural/Urban Locations

In many instances educational non-access in general (Konate et al, 2003), and dropout rates more specifically, are higher in rural rather than urban and peri-urban settings (e.g. Birdsall et al, 2005). Indeed, Birdsall et al (2005: 338) claim that 'in many countries, the rural/urban education gap is the most important factor explaining education differentials'. There are a number of possible reasons for this. Households in rural areas tend to be poorer, schools more inaccessible, household members less educated and pressures on children to work to support the household (e.g. in domestic and agricultural duties), greater. Moreover children in rural areas often enroll later.

While in urban locations, there tend to be more schools and the choice of options available to households are greater.

2.7.3   Other Socially Disadvantaged Groups

This section looks at literature on dropping out for socially disadvantaged groups. The term 'socially disadvantaged group' is used as a term to incorporate disadvantaged ethnic, religious and ethno-linguistic groups, etc. It does not attempt to understand the context-specific complexities of individual situations, nor does it claim that 'social disadvantage' is a constant. Research does indicate in certain circumstances some socially disadvantaged groups might have less access and retention than other children. Often there are interlocking reasons for this, including poverty, cultural practice, gender, etc. These socially disadvantaged groups are often seen as 'hard to reach'.

Research often focuses on who is excluded, rather than how or why children are excluded. For example, Birdsall et al (2005) highlights some of the access issues for diverse ethno-linguistic

groups e.g. in Bangladesh, Ethiopia and Pakistan. Ames (2004) describes the lower enrolment of girls in some rural and indigenous areas in Peru and some of the barriers to retention. In the sample used by Al Samarrai and Peasgood (1998) in Tanzania, Muslim boys were 6.8% less likely to complete secondary school than Christian boys, although there is no difference for girls. They are also 8.7% less likely to attend secondary schooling. Belonging to a household that has traditional religious beliefs lowers the probability of having ever attended school by 7.7% for girls and attending secondary school for both boys and girls (by 16.9% and 18.8% respectively). These groups might be more likely to be from nomadic communities, often making access and continued access more problematic.

2.7.4   Conflict, Politically Fragile and Emergency Situations

Children caught up in conflict, politically fragile and emergency situations often find difficulties remaining in school and many drop out. Many children are forced to migrate, disrupting the schooling they had, with different pressures on time (and resources). Migration might take place internally within countries or externally, outside counties. Often these children have difficulties in accessing education in new areas and face problems in terms of language, discrimination, lack of identification documentation, etc. Access to household assets might be problematic and income restricted; poverty levels may increase; there might be more emphasis on 'survival' rather than remaining in school; and opportunities for potential employment might be low, decreasing the perceived need for education (Sommers, 2005). Financial security might be further stretched if deaths of household members occur. Forced recruitment or voluntary enlistment of child soldiers prevents children from going to school (O'Malley, 2007) and pushes many boys, in particular, to drop out. At the same time, research indicates girls face increased pressure to withdraw from school in times of crises (Sommers, 2005; Sommers, 2002).

2.7.5　Age, Marriage and Notions of Adulthood

While the pressure on children to leave school tends to increase as children grow older and their opportunity costs rise (Colclough et al, 2000), there are other age related factors which can influence schooling access and dropping out. There are also cultural notions around adulthood and age which may in some circumstances affect access to schooling. .

2.8 Supply of Schools

Educational access can be restricted by an inadequate supply of schools or enough school places in many countries (Colclough et al, 2000). While the lack of schools is more likely to affect initial access rather than dropout, there is evidence that limited school supply influences dropout. For example, if schools are in short supply it is more likely they would be located further away; and there are generally fewer secondary schools, making the transition problematic in some places.

Research points to distance to school being an important factor in educational access, particularly for rural populations (Boyle et al, 2002; Mfum-Mensah, 2002; Nekatibeb, 2002; Porteus et al, 2000). In research sample areas in Ethiopia and Guinea, 'as elsewhere, the greater is the distance from home to school, the less likely it is that a child will attend' (Colclough et al, 2000: 19). In terms of dropout this might particularly affect transitions to secondary or junior secondary schools in rural areas, where there might be fewer schools and which are further away (Fentiman et al, 1999); for younger children, particularly if the journey is deemed too far (Juneja, 2001); for girls where parents/guardians are afraid of sexual harassment, especially as they grow older (Colclough et al, 2000; Nekatibeb, 2002; the PROBE Team, 1999); and for girls who are seen as being 'weaker' than boys (Colclough et al, 2000). In research in rural communities in Pakistan (Lloyd et

al, 2005), girls' enrolment was highly responsive to the presence of an all-girls school in the village.

Where secondary schooling is unlikely (for these and other factors) households might be more likely to withdraw children earlier from primary. For example, Ainsworth et al (2005) state that the likelihood of children in their research area (in Tanzania) attending primary school decreased with distance to the nearest secondary school.

2.9 The Role of School in Dropping Out: Schooling Quality, Processes and Practices

Factors within schools, for example, institutional configurations, processes and practices and schooling relations, all influence types and experiences of access. These generally interplay with demand-side factors, but in some cases experiences of schooling can be a main or the main determinant in whether a child leaves school early. Education quality is raised by many researchers as a major factor influencing schooling access (e.g. Ackers et al, 2001; Boyle et al, 2002; Brock & Cammish, 1997; the PROBE Team, 1999). As access to education increases with EFA and UPE, the spotlight moves towards quality in order to ensure sustained access. Boyle et al (2002) suggest quality has been compromised to some extent with increased access. What quality actually means though is a matter of debate (e.g. the PROBE Team, 1999; UNESCO, 2004). Definitions of what actually constitutes quality vary, with few studies identifying the specific links between 'quality' and dropout. This section looks at aspects of 'quality' relevant to debates around dropping out, and focuses also on schooling practices and processes.

2.9.1   Schooling Resources and Facilities

In this section schooling resources and facilities are looked at in terms of schooling systems, human resources and in-school resources. While links to dropping out are explored in many cases they may be indirect, feeding into an overall notion of quality.

Birdsall et al (2005: 339) question the quality of schooling systems in low–performing countries, where the institutional and management challenges are 'significant'. They describe institutions with high teacher absenteeism; spending and investment which is unresponsive to local needs and preferences; a lack of accountability and incentives for performance. Ghuman and Lloyd (2007) and Hunt (2007) also describe the lack of accountability and monitoring mechanisms in some schools. Ghuman and Lloyd (2007) note how teachers once hired are difficult to fire, meaning performance and attendance are difficult to guarantee; and Hunt (2007) centres on a lack of monitoring of policy in practice, in particular the corporal punishment ban in South Africa. There is little research into how these directly reflect in dropouts, however some of the behaviours they allow teachers to enact are noted (see section 2.9.2).

In terms of human resources, research indicates that female teachers often have an important impact on schooling quality for female pupils (Colcough et al, 2000). However, the availability of female teachers in some countries is low, and particularly in the higher grades of schooling. For example, in Colclough et al's (2000) research, it was noted that some of the rural schools visited in Guinea and Ethiopia had no female teachers; this is not uncommon. Schools without, or with few, female teachers are often less attractive to parents/guardians on the grounds of safety/security of female students, and also provides fewer role models to motivate towards continued attendance.

School facilities, availability of resources e.g. textbooks, desks, blackboards have been noted to influence drop out (Brock & Cammish, 1997; Molteno et al, 2000). The availability of (separate) sanitary facilities is important for female retention, particularly as girls get older and start

menstruation (Colclough et al, 2000; Fentiman et al, 1999; Lafraniere, 2005). In research by Colclough et al (2000) only 5 of the 11 schools visited in Ethiopia had latrines, and, of these, only one was separated for boys and girls. In most cases, these latrines were not in a suitable condition for use. In Guinea, only two of the six schools visited had latrines. The lack of latrines led to female absence during menstruation and 'of subsequent poor performance or dropout of girls'.

In many contexts different service providers can offer different resources and facilities, with implications for drop out. Lloyd et al (2005) highlight differences between private and public schools; and girls' and boys' school in Pakistan. They indicate a schooling system where private schools seem to offer better facilities, teacher-student ratios and teacher attendance, with girls' schools seemingly missing out. For example, in girls' schools teachers tended to have fewer years of teaching experience and are more likely to be absent than teachers in boys' schools. Private schools had 'more amenities, smaller classes, more teachers with a lighter teaching load, a higher percentage of teachers residing in the community, and a lower teacher absentee rate' (than public schools) (Lloyd et al, 2005: 693). Having said this, teachers in private schools had much less experience and were less likely to be qualified.

2.9.2 Inclusions and Exclusions in Schooling Practices and Processes

As indicated previously, it seems evident that some children are more likely to receive education of poorer quality. Often these children are from poorer backgrounds, sometimes rural and from socially disadvantaged groups. Quality in these terms might relate to facilities, time on teaching, teaching quality, etc. Also social practices and forms of social discrimination within schools can, in certain contexts and configurations, act to exclude children from schooling. These will be explored in terms of dropping out.

While poorer children tend to have increased difficulties in accessing education on a sustained basis, the quality of provision received can be weaker. Molteno et al (2000: 2) make this link in terms of dropping out, stating; 'children with hard-pressed life conditions dropout, having learnt little. Vulnerable children get the worst of school systems, when they have most need of the best'. This correlation between weaker quality, poverty and dropouts is emphasized too by Chugh (2004) and Filmer and Pritchett (1998, cited in Kane, 2004), both in India. Richer households are more able to afford to move children to other schools, in cases where quality is weak.

In terms of supply-side factors there can be gendered practices inherent in schooling and schools which may influence dropout and retention of both boys and girls (although there is little research on this as a direct link). Research frequently cites the gendered curriculum and learning resources e.g. textbooks, which promote specific notions of 'femaleness' and 'maleness', which can shape how children identify themselves, their life chances and as such their educational prospects. Gendered practices within the classroom might include teachers encouraging/discouraging students according to gender, encouraging students to take on gendered tasks and roles within the classroom (Kane, 2004). The school may not have adequate sanitary facilities which is often of added importance to girls; few female teachers and role models which provide motivation for students to achieve; and the journey to school may be perceived as too long/dangerous for girls in some areas. Research provides some support to these claims. For example, research into teachers' attitudes towards students in schools in Ethiopia and Guinea (Colclough et al, 2000) indicated teachers were more positive in general about the participation, interest and intelligence of boys rather than girls in schools. Reports from Peru suggest teachers have very low expectations of girls, because they believe they will drop out (Ames, 2004). Glick and Sahn (2000: 80) claim, 'classroom and school environments in Guinea appear to be significantly less conducive to

learning for girls than boys (World Bank, 1995), negatively affecting their chances for promotion as well as their later productivity and earnings potential'. But, this study adds little more to what these conditions and practices might be. In other contexts, schooling practices might be more likely to exclude boys e.g. in South Africa (Hunter & May, 2003).

Other forms of social discrimination e.g. against lower caste/scheduled tribe children are highlighted in the PROBE report, with 'social discrimination at school … another common cause of child reluctance' (1999: 28). These factors are not generally deconstructed in terms of dropping out.

2.9.3   School Environment and Safety Issues

There are a number of studies which highlight issues of safety in schools, particularly within teacher/student relationships. Few make the direct link between safety and dropping out, probably due to a lack of research linking the two issues. Here corporal punishment and gender violence are looked at.

The use of corporal punishment or force is practiced by teachers in many countries (Boyle et al, 2002; Hunt, 2007; Humphreys, 2006; the PROBE Team, 1999). In some cases this is illegal e.g. South Africa, in others it is legal but comes with restrictions, e.g. Botswana. The direct link between the use of corporal punishment and dropping out has not been explored fully in literature, however the different relationships have been alluded to. Boyle et al (2002) suggest that beatings and intimidation 'affect children's motivation to attend school'. The PROBE report (1999: 27) describes a 'gradual discouragement from attending' as a result of the beatings and humiliation from teachers, and that dropout is not uncommon after being beaten. Beatings are not just given by teachers, and bullying from fellow pupils could be equally as problematic. Moreover verbal

abuse from teachers as described by Liu (2004), also leads to dissatisfaction with schooling and dropping out.

A particular focus in recent years has been on gender violence in schools (e.g. see Human Rights Watch, 2001; Leach et al, 2003). While research alludes to its links with educational access (e.g. Porteus et al, 2000) and in particular dropout, studies around these linkages are limited. The emphasis in many cases is on the relationship between sexual abuse by male teachers with female pupils/or male pupils with female pupils, pregnancy and then absenteeism or dropout for girls (e.g. Boyle et al, 2002; Kane, 2004; Pridmore, 2007).

2.9.4   Quality, Attainment and Outcomes

Poor school quality is associated with poor academic results, with higher levels of repetition and dropout and with lower progression ratios to higher levels of the education system (Colcough et al, 2000: 20).

Links between perceptions of quality, outcomes and dropouts are explored, specifically, in terms of how households perceive the importance of educational outcomes; how attainment can act as a disincentive to progression; and how attainment levels can be used to push students from school (see sections 2.5.4 and 2.5.5).

The notion of quality when related to issues of access is not just linked to schooling processes as defined by educational professionals. In many cases, it is about how households perceive educational quality in relation to their own contexts, often in terms of the aspirations/expectations for children and the perceived relevance and ability the education they are receiving has to achieve this. How households define 'quality' in this regard is touched on, but not explored in much detail in the literature. Much appears to refer to aspects of educational achievement, although Brock and

Cammish (1997) state that the main quality issues which affected school attendance in their research, were related to inadequacies in teacher quality (subject knowledge, pedagogy and attitudes to students) and availability of teachers (attendance in school, numbers employed and their distribution).

2.9.5   Processes and Precursors to Dropping Out

In this section some of the known processes and precursors to dropping out from school are highlighted. While everyone's story is different, certain patterns around process emerge. Dropout is not a distinct event, but rather a process of events, situations and contexts which work together to produce drop outs. Often there are precursors or signs that a child might be likely to drop out. For policy makers it would be important in these processes to try to locate points of intervention: critical moments where children might stay or leave school, and where action could be taken.

2.9.5.1 Repetition versus Promotion

Various studies have looked at the benefits and non-benefits of repetition versus promotion from one grade to another, within the context of schooling dropout and retention. Schools in many countries require that students successfully complete a grade before allowing them to gain access to the higher grade. With situations where absences and temporary withdrawals are high, and quality levels low, repetition rates in many countries are high. For example Kane (2004, drawing on UNESCO, 2002) states that in over half of all African countries, more than one in ten students repeat at least one grade of primary school.

There are added difficulties with this. Children repeating (especially if they were late entrants too) extend the age range in a particular grade; if children repeat more than once this may be problematic. Teaching to different age groups has different requirements, e.g. in terms of

teaching/learning practices and curriculum. Yet, in some countries age ranges in a grade 1 class might range from 4 to 11 years, and in grade 9 from 13 to 21 years (Lewin, 2007). The lack of progression might lead some parents, guardians and children to question whether they should remain in school. This seems particularly the case for girls, where research by Brock and Cammish (1997) in Sierra Leone and Vanuatu, indicates that girls who needed to repeat would often be withdrawn from school instead, whereas boys might be more likely to repeat. Kane (2004) describes how boys repeat more than girls, with boys having a higher student performance. This seems to imply (but does not state) that the consequence of this is higher female dropout over repetition.

Studies indicate a correlation between repetition and educational exclusion (and other precursors to drop out). Links between repetition and dropout have been noted both in the immediate sense (children needing to repeat might be withdrawn from school) and the longer term (children who have repeated are at some stage more likely than non-repeaters to drop out from school) (see Nekatibeb, 2002; Brock & Cammish, 1997; Grant & Hallman, 2006; Hunter & May, 2003; Rose & Al Samarrai, 2001; UNESCO, 1998 cited in UNESCO 2003; UIS, 2005). Based on research findings in two communities in Ethiopia, Rose and Al Samarrai (2001: 55-6) state: Repetition may also be a deterrent to completion. If children have to repeat a grade they will be older before they reach the last grade of primary school, which again increases the opportunity cost of their time and increases the chances of girls withdrawing when they reach puberty. Furthermore, a large proportion of children repeat in early grades, which causes them to lose interest in school. Of the dropouts who had repeated a grade, two-thirds repeated the first grade.

2.9.5.2 Low Achievement

There is evidence that children with low achievement are more likely than those with higher achievement to drop out (Boyle et al, 2002; Hunter and May, 2003). Low achievement is related to a range of factors discussed elsewhere in this paper, for example, absenteeism, repetition, quality issues, household contexts, demands on children's time, etc. It is also looked at in more detail in section 2.9.4 on quality and outcomes.

2.9.5.3 Late Enrolment

Children who begin schooling beyond the official age of entry (in most countries aged 6 years) are more likely to drop out than those who start at the official age; and less likely to complete a full cycle of education (Colclough et al, 2000; Croft, 2002; Grant & Hallman, 2006; Nekatibeb, 2002; Rose & Al Samarrai, 2001; Wils, 2004; UIS & UNICEF, 2005). The late entry along with early withdrawal further limits the number of years children have in school. As children get older pressure on them to work increases (see section 2.4.4). The UIS/UNICEF study (2005: 36) states: The age of a child is one of the most important variables to be considered when analyzing patterns of school (non-)attendance ... it matters whether children start school at the prescribed entry age and, thereafter, whether they are in the appropriate grade for their age. When children start late or repeat grades, it increases the likelihood that they will drop out before completion.

Late enrolment is linked to a number of factors including health status of the child (Pridmore, 2007); household perceptions of the suitable age for initial enrolment; low socio-economic status; gender, and in particular the enrolment of girls; distance to school and how young children can manage the journey; and deferring costs (Brock & Cammish, 1997). Delaying the onset of education, is likely to drastically reduce the overall period spent in school and have serious effects on completion.

2.9.5.4 Absenteeism and Temporary/Permanent Withdrawals from School

Accurate attendance records of students in school are not maintained by all schools, making it difficult at times to see the link between absenteeism, temporary withdrawals and dropping out from school. Yet, research indicates that irregular attendance and temporary withdrawals can both be precursors to dropping out (Grant & Hallman, 2006; the PROBE Team, 1999).

Irregular attendance and temporary withdrawals can be caused by a range of factors including: child ill health; ill health of family members; distance to school; labour requirements; pending school fees. As a result of irregular attendance or temporary withdrawal, children can fall behind at school and find it difficult to readjust on returning. The PROBE report (1999: 35) states, for example, that, 'leaving school is, by and large, an irreversible process: once a child has dropped out, even for a relatively short period, it is often hard to send him or her back to school'. While some of these cannot be foreseen, there may be ways that schools, education authorities and households can work to limit absence and better manage them when they do occur.

2.10 Interventions: To Prevent Dropping Out and Encourage Dropping In

Good practice around drop outs could occur in different stages and zones of access, in direct and indirect ways. They could catch children both before they drop out and when dropout has occurred, helping secure some form of continued education. Good practice in this case would be in terms of securing some form of sustained education for these children.

Some research and evaluation studies have looked at the program and interventions which exist around dropping out. In the main the studies focus on the direct effects of specific interventions around dropping out, rather than linking indirect interventions (e.g. teacher training) to drop out. While these indirect interventions might be less easy to map, they may be as effective.

Interventions which have seemingly had some positive influence over preventing dropouts or supporting those children who have dropped out into some form of education, are described below.

2.10.1 School-Related Factors

2.10.1.1 Pre-school: Pre-school centers can help prevent drop outs, as elder children (usually girls) with childcare responsibilities are frequently removed from school to look after younger siblings (Andvig et al, n.d.). Pre-schools might alleviate some of that pressure. Moreover, evidence suggests children attending pre-school in some contexts remain in school longer and are less likely to drop out of primary.

2.10.1.2 Flexible schooling hours/systems: Many children, particularly those in rural, agricultural areas have pressures on them to work which often clash with traditional schooling timetables. Temporary withdrawals in harvest times and for migrating communities pull children away from school, often leading to more permanent removals. Flexible schooling timetables have been known to cut drop outs. For example, the daily program might take place at times that do not interfere with children's work duties, shift systems and evening classes might be in place; and the annual program may shift so those involved in seasonal tasks are not excluded. Kane (2004) outlines a range of flexible interventions towards schooling (e.g. schooling hours and schedules) which have boosted girls' enrollment and reduced dropout rates.

2.10.1.3 Automatic promotion rather than repetition: Schools in many countries require students to successfully complete a grade before allowing them to gain access to the higher grade, meaning children who do not attain the required level often have to repeat. However there are links between repetition and drop out. Research indicates that in some contexts, automatic promotion might reduce drop out (e.g. Colclough & Lewin, 2003).

2.10.1.4 Language of instruction: There is research indicating that language of instruction in the early years can influence dropout rates. Schools that offer both first language/local language as languages of instruction in the early years of schooling have been reported to lead to lower repetition and dropout rates (World Bank, 2002c cited in Kane, 2004), along with higher attainment levels. Enge & Chesterfield (1996) looking at bilingual education and student performance in Guatemala note that following inputs on the National Bilingual Education Program there was a slight positive effect on promotion, repetition and drop-out rates.

2.10.1.5 Post primary education: Research indicates that in some countries the demand for primary education may be determined in part by the availability of secondary education (Birdsall et al, 2005), with households perceiving limits to the benefits of primary education alone. Thus by giving communities secondary education opportunities, primary enrolments and retention may increase too.

2.11 Financial Support

2.11.1 Access to credit: In times of income shocks research indicates that if households have some access to credit (e.g. banks, local networks) they are generally less likely to withdraw children from school. Ersado (2005) suggests this would have most impact in rural areas.

2.11.2 Conditional child support: There are a number of interventions which give households and children some form of support (either monetary, food, etc.) on the basis that children enroll in and attend school. This conditionality of school enrolment/attendance, de Janvry et al (2006) notes, has substantially more effect on schooling compared to unconditional transfers. The PROGRESA program in Mexico provided cash transfers to families whose children were enrolled in schools

and who sought preventative health care. It had significant effects on school enrolment, but not on student attendance (Schultz, 2000 in Banerjee & Duflo, 2006).

2.11.3 Unconditional child support: Unconditional child support interventions give households and children some form of support (either monetary, food, etc.) but do not insist that children attend school. There is substantial research of this type of program on South Africa. Literature suggests incentive-based income grants have benefits including the reduction of dropout rates, and increased progression through grades, with the reliance on child labour reduced (Ravallion & Woodon, 1999 in Hunter & May, 2003). Case et al (2005) looked at child support grants (targeted at poor children under the age of 7 and given to care givers rather than parents) in a poor rural district in Kwa Zulu Natal, and states, 'children who received the grants are significantly more likely to be enrolled in school in the years following grant receipt than equally poor children of the same age' (2005: 468). Targeting children so young with this type of program also helps ensure children start school at the appropriate age rather than being late enrollers; Child Support grants in 2002 were associated with an 8.1 percentage point increase in school enrolment among 6 year olds; and a 1.8 percentage point increase among 7 year olds. The South African Pension Scheme (see Edmonds, 2005) has also been shown to increase children's schooling.

2.11.4 Scholarship programs: Cameron (2000) looked at the impact of a social safety net scholarships in reducing school dropouts during the Indonesian economic crisis. The scholarships were found to have been effective in reducing dropouts at the lower secondary school level by about 3 percentage points but had no discernible impact at the primary and upper secondary school levels.

2.12 Quality Interventions

2.12.1 Monitoring: There is a need for improving monitoring, accountability mechanisms and incentive (Banerjee & Duflo, 2006; Birsdall et al, 2005). Involving parents in these processes through school governance bodies and increasing information flows to parents is also seen as important.

2.12.2 Community involvement: Research indicates that forms of community involvement with schools can improve educational access, reduce dropouts and improve teacher attendance (Birdsall et al, 2005). Kane (2004) gives the example of 'mother education committees' in India and the EDUCO program in El Salvador (which has brought more girls into school and cut down on the numbers of girls dropping out).

2.13 Other Education Interventions

2.13.1 Adult education program: Some data suggests that literacy program for uneducated mothers may help to increase school participation by their children (Birdsall et al, 2005). Thus access to adult education programs, particularly for women: should be considered an important complement to interventions to increase access and retention at the primary school level (Birdsall et al, 2005: 340).

Based on this comprehensive review of related literature, there are a number of factors contributing to school dropouts and interventions proved to be effective to prevent school dropouts.

CHAPTER THREE

3 Research Design and Methodology

This chapter describes the types of research design and methodology used to study the problem under investigation. It includes the research method, source of data, samples and sampling techniques, data gathering tools, procedures of data collection and methods of data analysis which are discussed below.

3.1 Description of the study Area

My'Ayni Refugee camp is located in Tselemti Woreda at a distance of 1153 km north of Addis Ababa. It is 375 km away from the capital city of Tigray Regional State, Mekelle and 75 km away from Shire, the zonal town for western Tigray. My'Ayni Refugee camp is one of the four refugee camps hosting Eritrean refugees in northern Tigray. My'Ayni Refugee camp was opened in 2008 when the former camp (Shimelba) reached its full capacity. The camp is divided into four zones and accommodates 11,493 (4491 female and 7002 male) refugees (UNHCR, September 2017).

The refugee community is dependent on food rations provided by the World Food Program (WFP). Some refugees have also remittances and others engage in income generating activities to supplement their food rations.

The government of Ethiopia represented by Administration for Refugee and Returnee Affairs (ARRA) in partnership with the United Nations High Commissioner for Refugees (UNHCR) is responsible for refugee protection and camp administration. ARRA is also responsible for primary education, primary health services and food ration distribution in the camp.

Other non- governmental organizations (NGOs) including the International Rescue Committee (IRC), Norwegian Refugee Committee (NRC), Jesuit Refugee Services (JRS), and the Department of Inter Church Aid Commission (DICAC) are among the NGO's providing vital services including Water and Hygiene and Sanitation (WASH), Early Childhood Care and Development (ECCD), prevention and response to Gender Based Violence (GBV), community based health, child protection, secondary education, psychosocial support and recreational activities to the refugee community.

3.2 Research Design of the Study

Generally educational research may fall into two broader approaches: quantitative and qualitative. Accordingly, in undertaking this particular study, both qualitative and quantitative research methods were used. Descriptive method was employed as it is appropriate method which enables the researcher to assess and describe the main causes and factors contributing to student dropout. The aim of the survey was to examine the relationship between school dropout and economic, socio-cultural and educational factors that affect school dropouts in the primary school. The survey questions were useful to gather quantitative information while the focus group discussions and key informant interviews were useful to gather qualitative information that helped to gather in depth information to support as well as to triangulate information gathered through the questionnaire. The quantitative study was used to determine the socio-cultural, economic and educational factors that affect school dropout from the primary school through close- ended questions. Close-ended questions require the respondents to answer by choosing an option from a number of given alternatives like, a box to be ticked, items to be ranked, etc. These types of questions only gather straightforward, uncomplicated information.

Close-ended questions are easy to classify and quantify, require less time, effort and ingenuity but do not allow the respondents to qualify, develop or clarify their answers (Cooper, 2002).

On the other hand, the qualitative data was collected using an open-ended questions and interviewing the focus group. Open-ended questions allow the respondents to formulate and record their answers in their own words. These are more qualitative type and can produce detailed answers to complex problems.

Open-ended questions give a greater insight and understanding of the topic researched (Cooper, 2002).

3.3 Universe of the Study

The universe of the study consists of primary school students, teachers, head teachers and members of the PTA in the study school.

Table 3.1: Demography of Refugees residing in My'Ayni camp.

Age	Female	Male	Total
0-4	658	723	1381
5-11	769	851	1620
12-17	585	1430	2015
18-24	1271	2144	3415
25-59	1183	1772	2955
60+	25	82	107
Total	4491	7002	11493

Source: UNHCR_ Tigray_ Population_ Infographic_ Report_20170930

As per the data on the above table, the study camp hosts 11,493 (4491 female and 7002 male) refugees in 6,359 households. Each household consists between one to two individuals which is

an indication of most refugees are predominantly single and 61% of the adult refugees are male. Children below the age of 18 constitute 44% of the total population. According to UNHCR_ Tigray_ Population_ Infographic_ Report_ 20170930, there are 1904 unaccompanied minors which is 16.5% of the total refugee population.

3.4 Sampling of the Study

Selecting the study participant is one of the utmost importance of conducting research specially when involving human beings. Two general approaches to sampling are used in social science research. With probability sampling, all elements (e.g., persons, households) in the population have some opportunity of being included in the sample. With non-probability sampling, in contrast, population elements are selected on the basis of their availability (e.g., because they volunteered) or because of the researcher's personal judgment that they are representative. For the purpose of this research, a probability sampling using the simple random sampling method was used to select respondents for the study.

3.5 Sampling Techniques and Sample size

3.5.1 Sampling Technique

The final respondents (students) were selected through simple random sampling, using a lottery system so that the students in the study school have equal chance of being selected. However, given the low number, 100% of teachers and head teachers in first and second cycle primary school have been selected as respondents in the study.

3.5.2 Sample Size

From the study school, all primary school teachers 41 (39 male and 2 female) have participated in the study which is 100% of the teaching staff in the My'Ayni refugee primary school. In addition, four school head teachers (all male), one national and three refugees have also participated in the study. Using the simple random sampling method, 160 students from the upper primary school grades 5-8 were selected as respondents in the study. The reason for only including students from the upper primary school was given the level of maturity and literacy skills compared with students in the lower primary school grades 1-4 to participate in the survey.

According to Kothari, (2004) sample size determination technique and considering the homogeneous nature of the study population, a small sample can serve the purpose. In addition based on precision rate and confidence level, we can determine the sample size for a finite population. Therefore the below formula was adopted to calculate and determine the sample size of the study.

$$n = \frac{z^2 \cdot p \cdot q \cdot N}{e^2 (N-1) + z^2 \cdot p \cdot q}$$

Where,

      N = size of population

      n = size of sample

      e = acceptable error (the precision)

      z = standard variate at a given confidence level.

      p = sample proportion,

      q = 1 − p;

Hence, for target population of 687 students, z value of 1.96 for 95% confidence interval with acceptable e=3% and sample proportion p=0.95(q=1-p=0.05), the estimated sample size was around 160.

Moreover, one parent teacher association (PTA) having six members have participated as focus group discussants. Two education officers, one representing the Administration for Refugee and Returnee Affairs (ARRA) who is currently responsible for the implementation of primary education and one education officer representing the International Rescue Committee (IRC) who was responsible for the implementation of primary education previously have also been involved as key informants in the study.

Table 3.2: Number of sample students, teachers/head teachers

Respondents	Primary school level	Total number	Sample	Percentage
Head teachers	1-8	4	4	100%
Teachers	1-8	41	41	100%
Students	5-8	687	160	23%
	Total	732	205	28%

Source: Field survey data, September 2017

3.6 Source of Data

The research used both primary and secondary data sources for the study. The primary sources of this study were teachers, head teachers, students, members of the parent-teacher association (PTA) and education officers in the selected school in the study camp. The secondary sources were documents/school records, report of the current and previous implementing agencies responsible for primary education in the selected camp.

3.7 Data Collection Tools and Procedures

3.7.1 Data Collection Tools

To collect the relevant information, four basic instruments namely: questionnaire, interview, focus group discussion, and document analysis were used. Similar questions were set for teachers and head teachers. However, the questions for the students were slightly different. Mostly close-ended questions with yes or no and three scales were formulated to measure perception and practices of respondents**.**

3.7.1.1 Questionnaire

Based on the research questions both close and open ended questionnaires were used to collect relevant information for the study. The questionnaire is the most appropriate means to involve large sample population and gather the necessary information within a given time frame. Thus, questionnaires were prepared for students, teachers and head teachers, which contained three parts.

The first part was used to collect information about background/ personal characteristics of the respondents while the second part was intended to obtain information regarding the causes for students' dropouts from schools in the study area. The third part was intended to obtain information regarding the measures to be taken to reduce school dropouts.

In this, a questionnaire that contained 19-in school related factors and ten out-school related factors that can be possible causes for high rate of students' dropout were presented for students, teachers and head teachers. Respondents were also asked to indicate the measures to be taken to reduce students' dropout from the school.

3.7.1.2 Interview

The research interview is a data collection method in which participants provide detail information about their behavior, thoughts, or feelings in response to questions posed by an interviewer. This tool was used in this particular study to gather key information on perceptions of key stakeholders regarding major factors contributing to dropouts and strategies to mitigate them.

Semi-structured interview was employed, therefore, to gather detailed information with regard to the opinions or perceptions of stakeholders including education officers both from ARRA and IRC.

3.7.1.3 Focus Group Discussion

The focus group discussion was used in order to obtain related information on possible factors that contribute to dropout and possible solutions and strategies that can be implemented to mitigate them. Accordingly, this tool was used to collect information from members of the PTA in the study school.

3.7.1.4 Document Analysis

Document review and analysis was used to enrich the data obtained through questionnaire, interview, and focus group discussion, and to obtain information that could not be gathered through the above methods. In this respect, data concerning enrollment and dropouts in the My'Ayni Refugee primary school was obtained from IRC and ARRA through direct access to school records and reports. Six consecutive years (2011/12- 2016/17 academic years) were used to show the magnitude and trends of dropout rates.

3.7.2 Data Collection Procedure

After designing the questionnaire, the head teachers of the selected school were contacted in order to make clear the purpose of the data collection. Then, randomly selected students and teachers were informed about the objective of the study so that they can feel free and give genuine information based on the questions formulated in the questionnaire. The questionnaire for teachers and head teachers was prepared in English and no translation was needed for administering the questionnaire. However, the student questionnaire was originally prepared in English and later translated into Tigrigna for field testing before duplicating the questionnaire to be filled by the respondents. Before duplicating and distributing the questionnaires translated into Tigrigna, two experts have cross checked and evaluated the validity of the contents. For stakeholders, in this case education officers and the PTA, it was also arranged beforehand for setting a fixed date to conduct the interview and focus group discussion. Consent was obtained from each participant involved in the study.

3.8 Data Analysis and Interpretation

Depending on the nature of the problem and data collected, different statistical methods were used in the study for data analysis and interpretation.

The collected data was organized, tabulated and analyzed using the Statistical Package for Social Sciences (SPSS, version17)

•Percentage was used to analyze the characteristics of respondents, such as age, sex, and grade level, length of stay in the camp, living situation, educational level, qualification and experience.

• The rate of dropout was calculated by adding the number of dropout and then dividing the sum by the total number of enrolled student in that particular academic year.

• The mean score was used to identify which of the items is rated with maximum frequency to be considered among the major causes for students' dropout. The mean score for each item was calculated summing up all scored values and divided by the total number of scores. The result is called the mean score of that particular item. Hence, those items whose mean values are nearer to 1, nearer to 2 and nearer to 3 were assumed to have high, neutral and low effect on students' dropout respectively in the study.

• The standard deviation measures the concentration of the data around the mean; the more concentrated around the mean, the smaller the standard deviation. In this case, SD is an implicit measure whether the data is concentrated to the mean or not.. Basically, a small standard deviation means that the values in a statistical data set are close to the mean of the data set, on average, and a large standard deviation means that the values in the data set are farther away from the mean, on average.

• The qualitative data which is obtained from the interview and focus group discussion was coded, categorized, interpreted and analyzed to enrich the quantitative data and validate the findings.

3.9 Validity and Reliability of the Study

This study derives a set of operational measures for concepts being studied from the review of the literature and instruments suggested for studying school dropout in My'Ayni Refugee primary school. Two types of information collected were triangulated: data from the questionnaire and focus group discussion and key informant interviews. Findings and results from the study was interpreted in relation to the review of the literature for the purpose of analytical generalization.

In addition to making each of the procedures as operational as possible, a pre- test of instruments was conducted.

Based upon the results of the pre-test, the questionnaires were improved, discussion guides and key informant interviews were adjusted and some unnecessary content removed.

However, it should be noted that due to the mobile nature of the refugees, only few number of the school dropouts have been found in the study camp. If there was a possibility of finding most or all of those students who dropped out of school, the main reasons for them to dropout would have been meaningfully substantiated.

3.10   Ethical Considerations

Before the study, the researcher has informed the authorities and obtained approval from the agency responsible for the primary school under study. The researcher has also taken the physical, psychological and emotional safety/ security of the respondents into account during data collection. Study participants/respondents confidentiality was maintained through coding the responses and presenting the findings in generalized manner.

Moreover, authors quoted in this study were recognized and cited within the script and references. Prior to data collection, the research proposal was submitted to the advisor at IGNOU School of Social Work for approval. Given the sensitivity of the setting when it comes to research and data collection, the researcher approached the head teacher in a friendly manner to make him feel free and assured him that the research is purely for academic purpose. The teachers and students selected to participate in the survey were also informed that all information provided is kept confidential and will only be used for the purpose of this study.

CHAPTER FOUR

4. Presentation and Data Analysis

This part deals with the analysis of the data collected from the questionnaire of students, teachers and head teachers in the My'Ayni Refugee primary school and focus group discussion (FGD) conducted with members of the Parent- Teachers Association (PTA) and key informant interviews (KII) with Education officers drawn from ARRA and IRC.

The questionnaires were distributed to 160 students from upper primary school, 41 primary school teachers, and 4 head teachers. Of the distributed questionnaires, those 160 (100 percent) of the students, 41(100 percent) of the teachers and 4 (100 percent) of the head teachers were returned and used for analysis. In addition information gathered from focus group discussion with six members of PTA of the study school and interview with two education officers were used to triangulate and enrich the data gathered through the questionnaires during analysis.

4.1 Characteristics of Respondents

As stated earlier, the subjects of this study were students, teachers and head teachers, members of the PTA and education officers of the study school. In this section the back ground information of three groups that is the students, teachers and the head teachers are presented. The information on head teachers is combined on the table with that of teachers given the number of head teachers was insignificant.

Students' Background

Table 4.1: Characteristics of students by sex, age and grade level

		Responses	
Item		**No**	**%**
Sex	Female	58	36
	Male	102	64
	Total	**160**	**100**
Age Interval	10-12 years	22	13.8
	13-15 years	93	58.1
	16-18 years	35	21.9
	Above 19 years	10	6.3
	Total	**160**	**100.0**
Grade level	Grade 5	36	22.5
	Grade 6	45	28.1
	Grade 7	48	30.0
	Grade 8	24	15.0
	Missing values	7	4.4
	Total	**160**	**100.0**
Religion	Orthodox	108	67.5
	Muslim	27	16.9
	Protestant	19	11.9
	Traditional belief	0	0

	Missing values	6	3.7
	Total	**160**	**100.0**
Living Situation	Living with parents	78	48.8
	Living with relatives	27	16.9
	Living with friends	14	8.8
	Living alone	4	2.5
	Living in a group care	27	16.9
	Missing values	10	6.2
	Total	**160**	**100.0**
Length of stay in the camp	1-3 year	98	61.2
	4-6 year	30	18.8
	7-9 year	32	20.0
	Total	**160**	**100.0**

Source: Field survey data, September 2017

As it can be seen in Table 4.1, 160 students of upper primary school participated in the study and out of this 102 (64 percent) were male and 58 (36 percent) were female. From this, we can say that the perspective of female students is well reflected through a relatively adequate number of female students who participated in the study.

With regard to their ages, 93(58.1 percent) and 35(21.9 percent) of them were between the age interval of 13-15 years and 16-18 years respectively while 22(13.8 percent) and 10(6.3 percent) of them were between the age interval of 10-12 years and above 19 years respectively. This indicates

that the majority of respondents are in youth ages and their responses could give sufficient information reflecting the perspective of refugee students.

When it comes to religious orientation of respondents', the majority 108(67.5 percent) are Orthodox Christians, followed by Muslims 27(16.9 percent) and Protestant 19(11.9 percent). As per the data from the focus group discussion, it was noted that a significant number of students have dropped out due to their interest to join monasteries for religious purposes.

Similarly, when it comes to the living situation of respondents', it is clear that the majority 78(48.8 percent) responded that they live with their parents, 27 (16.9 percent) with relatives, 14 (8.8 percent) with friends, 4(2.5 percent) alone and 27(16.9 percent) in a group care setting. This clearly shows that a majority of the students (65.7 percent) live with parents and relatives which is an indication of such students' have parental guidance and support and will likely stay longer in the camp and able to continue their education than their peers living with no parental support.

With regard to length of stay in the camp, the majority of respondents' 117 (73.2 percent) stayed 1-4 years while 43 (26.8 percent) stayed between 5-9 years. This implies that there are more number of new arrivals to the camp and those who arrived earlier have left the camp for different reasons. Therefore, the more refugee students' stay in the camp, they are more likely to continue their education. It should also be noted that there are missing values as student respondents have skipped without responding to some of the questions.

Teacher Background

Table 4.2: Characteristics of teachers by sex, age, education qualification and experience

Item		Responses	
		No	**%**
Sex	Female	2	4
	Male	43	96
	Total	**45**	**100**
Age Interval	Below 25 years	5	11
	25-29 years	14	31
	30-35 years	13	29
	36-40 years	5	11
	41-45 years	1	2
	Above 46 years	2	4
	Missing values	5	11
	Total	**45**	**100**
Education qualification	No qualification	15	13
	TTI	7	12
	Diploma	6	16
	Degree	17	59
	Total	**45**	**100**
Experience	Below 1 year	6	13
	1-3 years	26	58
	4-6 years	6	13

	Above 6 years	6	13
	Missing values	1	3
	Total	**45**	**100**
Employment status	National teachers	9	20
	Refugee teachers	32	71
	Missing values	4	9
	Total	**45**	**100**

Source, Field survey data, September 2017

Regarding teacher respondents', the majority 43 (96 percent) are male and female teachers' constitute only 2 (4 percent).This implies that lack or very limited number of female teachers' in the school means female students lack role models. In addition, the school seems to be less attractive to female students and may be a reason for them to likely drop out.

With respect to teacher respondents' educational level, the great majority that is 17(59 percent) of them indicated that they were degree graduates, while 6(16 percent) of them were diploma graduates and 7(12 percent) TTI certificate holders and 15(13 percent) had no qualification. This indicates that there are a significant number of under qualified teachers teaching in the upper primary school in the study area. This can likely affect the quality of education which in turn may contribute to the dropout of students.

Respondents' (teachers') experience or service year in the study area shows that, 26 (58 percent) of them have service years between 3-5 years, while 6 (13 percent) have below one year service, another 6 (13 percent) have between 4-6 years and the remaining 6(13 percent) have above six years' service. Since the majority of the teacher respondents' have served for three and above

years in the teaching profession, this is a positive indication that most of the teaching staff are experienced and can provide quality education.

The teaching staff in the study school consists of both Ethiopian nationals hired by the agency and refugee teachers recruited from the refugee community. The majority 32(78 percent) are refugee teachers while 9 (22 percent) are Ethiopian nationals. This can be taken as an advantage as both can provide useful information and insights from their perspective as national and refugee teachers living and working in the study camp. Alike to student respondents, there are some missing values as teacher respondents skipped without responding to some of the questions though insignificant.

4.2 Socio-cultural factors and school dropout

This section presents students, teachers and head teacher perceptions of socio-cultural factors on school dropout in key areas namely residence, parental education, family characteristics, traditional practices and the exposure to those factors. The respective respondents were asked to indicate the extent to which they agreed to statements relating to socio-cultural factors in three-point Likert scale (1 = high, 2 = neutral and 3 = low). The students' and teachers' responses are presented as follows:

Student respondents

4.2.1: Students' residence, parental education background, family characteristics and school dropout

Table 4.3: Residence, parental education, family characteristics and school dropouts

Items		Frequency	Percent
Students Residence in home country	Rural	48	30.0
	Urban	38	23.8

	Semi-urban	70	43.8
	Semi-rural	4	2.5
	Total	160	100.0
Educational background of parents	Literate	84	52.5
	Low literate	73	45.6
	Missing	3	1.9
	Total	160	100.0
School dropouts and family characteristics	High	64	40.0
	Neutral	55	34.4
	Low	41	25.6
	Total	160	100.0

When it comes to students residence in their home country, the majority 70(43.8 percent) said they came from semi-urban while 48(30 percent) said that they were from rural areas. On the other hand, with respect to educational background of parents, 84(52.5 percent) said their parents are literate while 73(45.6 percent) were from low literate parents. Similarly, the vast majority 64(40 percent) said family characteristics such as family size, separation and orphan hood are highly related to school dropout while 41(25.6 percent) said the relationship of such factors to school dropout is low.

Extent to which family characteristics play as pull and push factor to school
Table 4.4: Family characteristics and school dropout

Item	Rate			Mean	Std. Deviation
	Low	Neutral	High		
Parental education level	11.1	43.8	44.4	1.68	.678

Family size	15.6	40.6	43.8	2.28	.720
Family separation	28.1	41.9	30.0	2.02	.765
Paternal orphan	16.9	55.0	28.1	2.11	.663
Maternal orphan	25.6	43.1	31.3	2.06	.754
Parents unstable	16.9	31.3	51.8	1.79	.891
Orphan to both	13.8	38.1	48.1	2.10	.926

As it can be seen from table 4.4, respondents said parental education level (M=1.68), stability (M=1.79) and orphan to both (M=1.4) have a significant role to pull or push students from school while family size (2.28) has low significance.

4.2.2 Relationship between socio-cultural/traditional practices and school dropouts

Table 4.5: Traditional practices and dropouts

Item	Rate			Mean	Std. Deviation
	Low	Neutral	High		
Early or forced marriage	28.1	9.4	62.5	1.66	.891
Pregnancy	23.8	13.1	63.1	1.61	.847
Rape	34.4	30.0	34.4	2.00	.837
Sexual Harassment	35.0	40.0	25.0	2.10	.771
Abduction	41.3	10.0	48.8	1.93	.949
Trafficking	39.4	28.1	32.5	2.07	.848
Child labor	28.1	41.3	30.6	1.98	.768
Secondary movement	10.6	9.4	80.0	1.31	.654

1 is rated high, 2 is neutral and 3 is low.

Exposure of students to socio-cultural/traditional practices

Table 4.6: Exposure to socio-cultural/traditional practices

Items	Value	Frequency	Percent
Early/forced marriage	No	142	88.8
	Yes	18	11.3
	Total	160	100.0
Pregnancy	No	148	92.5
	Yes	9	5.6
	Total	157	98.1
Rape	No	154	96.3
	Yes	6	3.8
	Total	160	100.0
Sexual Harassment	No	145	90.6
	Yes	15	9.4
	Total	160	100.0
Abduction	No	160	100.0
	Yes	0	0.0
	Total	160	100.0
Trafficking	No	139	86.9
	Yes	21	13.1
	Total	160	100.0
Child labor	No	121	75.6
	Yes	39	24.4
	Total	160	100.0
Secondary movement	No	21	13.1
	Yes	139	86.9
	Total	160	100.0

Source, Field survey data, September 2017

When students were asked if they were exposed to any of the above socio-cultural/traditional practices, their responses show their exposure to secondary movement, abduction, rape and pregnancy is high.

Teacher respondents

Table 4.7: Family characteristics and school dropout

Item	Rate	Frequency	Percent
Family characteristics and	High	9	20.0
school dropout	Neutral	18	40.0
	Low	17	37.8
	Total	44	97.8

Source, Field survey data, September 2017

On the other hand, when teacher respondents asked to rate the relationship between family characteristics and school dropout, the majority 18(40 percent) said neutral while 9(20 percent) responded as highly related.

Extent to which family characteristics contribute to school dropout

Table 4.8 Contribution of family characteristics to school dropout

Item	Rate			Mean	Std. Deviation
	Low	Neutral	High		
Parental education level	36.4	47.7	15.9	2.20	.701
Family size	34.9	39.5	25.6	2.09	.781
Family separation	18.6	18.6	62.8	1.56	.796
Paternal orphan	23.8	45.2	31.0	1.93	.745
Maternal orphan	20.9	46.5	32.6	1.88	.731

Parents unstable	39.5	14.0	46.5	2.07	.936
Orphan to both	13.3	20.0	65.9	1.48	.731

Source, Field survey data, September 2017

When teacher respondents were asked the extent to which the above family characteristics contribute to school dropout, orphan to both parents (M=1.48) and family separation (M=1.56) were rated high compared to the rest of family characteristics.

Socio-cultural/traditional practices and school dropout

Table 4.9: Traditional practices and school dropout

Item	Rate			Mean	Std. Deviation
	Low	Neutral	High		
Early or forced marriage	57.8	20.0	22.0	2.36	.830
Pregnancy	46.7	17.8	35.6	2.11	.910
Rape	46.7	11.1	40.0	2.07	.950
Sexual Harassment	55.6	33.3	11.1	2.44	.693
Abduction	53.3	17.8	22.2	2.33	.846
Trafficking	20.0	20.0	57.8	1.61	.813
Child labor	48.9	37.8	13.3	2.36	.712
Secondary movement	2.2	6.7	91.1	1.11	.383

Source, Field survey data, September 2017

Similarly, when teacher respondents were asked to rate which of the above socio-cultural/traditional practices contributes to school dropouts, they rated secondary movement (M=1.11) and trafficking (M=1.61) significantly high compared to factors such as sexual harassment, early/forced marriage and child labor.

Exposure of teacher's family/neighbors to socio-cultural/traditional practices

Table 4.10: Extent of teacher's family/neighbors exposure

Item	Rate			Mean	Std. Deviation
	Low	Neutral	High		
Early or forced marriage	88.9	4.4	6.7	2.82	.535
Rape	68.9	15.6	8.9	2.64	.656
Sexual Harassment	60.0	20.0	11.0	2.54	.711
Pregnancy	68.9	22.2	4.4	2.67	.566
Abduction	62.2	15.6	11.1	2.58	.712
Trafficking	26.7	13.3	55.6	1.70	.887
Child labor	51.1	20.0	20.0	2.34	.825
Secondary movement	6.7	15.6	77.8	1.29	.589

Source, Field survey data, September 2017

On the other hand when teachers were asked to rate the exposure of any of their family members and neighbors to the above socio-cultural/traditional practices, they rated secondary movement and trafficking high compared to other factors.

4.3 Economic factors and school dropout

Student respondents

4.3.1 Relationship between work and school dropout

4.11: Work and school dropout

Item	Value	Frequency	Percent
Work off school time	Yes	86	53.8
	No	68	42.5

		Total	154	96.3
Domestic work		1-2 days	46	28.8
		3-5 days	27	16.9
		6-7 days	28	17.5
		Total	101	63.1
Agricultural activity		1-2 days	16	10.0
		6-7 days	3	1.9
		Total	19	11.9

Source, Field survey data, September 2017

With regard to work outside school hours, the majority 86(53.8 percent) of students said they work outside school hours while 68(42.5 percent) said they don't work. Similarly, when asked the number of days they spend on domestic work per week, 28(17.5 percent) said, 6-7 days while the majority 46(28.8 percent) said they spend 1-2 days. On the other hand, their response to the question if they work on agricultural related activities, 16(10 percent) said they work 1-2 days per week while 3(1.9 percent) said they work for 6-7 days a week. This confirms the fact that refugees in Ethiopia have no access to farm land and therefore the majority of students engage in domestic work outside school hours than in agricultural activities.

4.3.2 Direct and indirect cost of schooling and school drop outs

Table 4.12 Cost of schooling and school dropout

Respondent	Item	Rate	Frequency	Percent
		High	30	18.8
		Neutral	105	65.6

Students		Low	23	14.4
	Cost of schooling	Missing values	2	1.2
	and school dropout	Total	160	100
		High	11	24.4
Teachers		Neutral	11	24.4
		Low	23	51.2
		Total	45	100

Source, Field survey data, September 2017

When students were asked to rate the relationship between direct and indirect cost of schooling to dropout, the majority 105(65.6 percent) responded neutral while 30(18.8 percent) said their relationship to be high. On the other hand, when teachers were asked to rate the extent to which direct and indirect cost of schooling are related to school dropout, the majority 23(51.1 percent) rated low while 11(24.4 percent) rated as highly related**.**

Direct school related costs

Table 4.13 Direct school related costs and school out

Item	Rate			Mean	Std. Deviation
	Low	Neutral	High		
School fee or payment	40.0	30.0	30.0	2.10	.833
Cost of uniform, cloth shoes	38.8	35.0	26.3	2.13	.799
Cost of education school supplies	41.3	31.9	26.9	2.14	.815
Cost of textbooks	55.0	25.6	18.1	2.37	.778

Source, Field survey data, September 2017

On the other hand, when students were asked to rate the extent to which direct schooling costs play push and pull factor to dropout, they rated the above direct schooling costs neutral. Though primary education is free and depending on available resources, school uniforms, school supplies and textbooks are provided free of charge to refugee students, key informants confirmed that due to shortage of budget, school uniforms and supplies are not consistently and sufficiently provided which according to them has a significant contribution to the high school dropouts.

4.3.3 Availability of food and school dropouts

Table 4.14 school feeding and school dropouts

Respondent	Item	Rate	Frequency	Percent
		High	58	36.3
	Sufficient food availability	Neutral	53	33.1
		Low	39	24.4
Students		Missing value	10	6.2
		Total	**160**	**100.0**
	Importance of school feeding	High	105	65.6
		Neutral	55	34.4
		Low	0	0.0
		Total	**160**	**100.0**
		High	16	35.6
	Sufficient food availability	Neutral	15	33.3
		Low	14	31.1
		Total	**45**	**100.0**
Teachers		High	42	93.3

	Neutral	1	2.2
Importance of school feeding	Low	1	2.2
	Missing value	1	2.2
	Total	**45**	**100.0**

Source, Field survey data, September 2017

When students were asked to rate the extent to which availability of sufficient food for consumption is related to dropout, the majority 58(36.3 percent) responded as highly related while 39(24.4 percent) said their relationship is low. On the other hand, when they were asked to rate the importance of school feeding, again the majority 105(65.6 percent) have rated its importance as high. Similarly, when teachers were asked to rate the relationship between availability of sufficient food and school dropout, the majority 16(35.6 percent) rated as highly related while 14(31.1 percent) rated low. Whereas the importance of school feeding, the great majority 42(93.3 percent) rated high.

Teacher respondents

Direct and indirect cost and school dropout.

Table 4.15: School related cost

Item	Rate			Mean	Std. Deviation
	Low	Neutral	High		
School fee or payment	62.2	11.1	26.7	2.36	.883
Cost of uniform cloth shoes	55.6	22.2	22.2	2.33	.826
Cost of education school supplies	37.8	20.0	42.2	1.96	.903
Cost of textbooks	46.7	20.0	31.1	2.16	.888

Source, Field survey data, September 2017

Similarly, when teachers were asked to rate the extent to which the above school related costs play as pull or push factor to dropout, cost of school supplies followed by cost of text books was rated high to play as push factor. This was also confirmed by the key informants and seemed to have high significance in the study school.

Student respondents

4.4: Educational/school related factors and school dropout

Table 4.16 School related factors and dropout

Item	Low	Neutral	High	Mean	Std. Deviation
School distance	41.3	38.0	23.7	2.18	.789
Overcrowded classrooms	39.4	28.8	31.9	2.08	.843
Lack of textbooks	38.1	47.5	14.4	2.24	.687
Lack of access to library	56.3	31.9	11.9	2.44	.698
Inappropriate medium of instruction	47.5	31.3	21.3	2.26	.789
Corporal punishment	45.2	28.1	24.4	2.21	.819
Poor infrastructure	46.3	39.4	13.1	2.34	.701
Teachers absenteeism	51.9	21.9	25.0	2.27	.842
Less qualified teachers	46.3	24.4	27.1	2.18	.851
Lack of combined desk	48.1	33.8	15.0	2.34	.734
Less monitoring and supervision	33.8	40.0	23.8	2.10	.764
Poor teaching and learning	38.8	33.1	28.1	2.11	.813
School safety	46.6	24.4	30.0	2.16	.858
Lack of drinking water	48.8	42.5	8.8	2.40	.646

Lack of sex-segregated latrines	68.8	18.1	13.1	2.56	.716

Source, Field survey data, September 2017

With regard to educational/school related factors, when students were asked to rate the extent to which the above factors contribute to the dropping out of students from school, overcrowded classrooms, less monitoring and supervision and poor teaching and learning practices were rated high compared to the other factors.

Respondents' knowledge on school dropouts

Table 4.17 Knowledge of respondents

Respondents	Item	Value	Frequency	Percent
Students		Yes	132	82.5
		No	23	14.4
	Do you know someone who dropped out?	Missing	5	3.1
		Total	160	100
Teachers		Yes	38	84.4
		No	7	15.6
		Total	45	100.0

Source, Field survey data, September 2017

When students were asked if they knew someone from their circle who dropped out of school, the great majority 132(82.5 percent) said yes while 23(14.4 percent) said no. On the other hand, when teachers were asked if they knew someone from their relatives and neighbors who dropped out of school, the majority 38(84.4 percent) said yes while 7(15.6 percent) responded no.

4.4.1 Reasons to leading to school drop out

Table 4.18: Reasons for dropping out

Item	Frequency	Percent[*]
1. Lack of interest	43	26.9
2. Lack of parental support	37	23.1
3. Secondary movement to other destinations	58	36.3
4. Prefer to attend religious education (monastery/Quranic school)	21	13.1
5. Education/school is not important	20	12.5
6. Because school graduates cannot find jobs.	8	5.0
7.Others	2	1.3

*Multiple response item. Source, Field survey data, September 2017

As it can be seen from the table above, when students were asked which of the above reasons contribute to school dropout, secondary movement to other destinations followed by lack of interest and lack of parental support were rated with highest frequency.

4.4.2 Existing opportunities to motivate students and parents decision to pursue education

Table 4.19: Factors that motivate students to pursue their education

Item	Rate			Mean	Std. Deviation
	Low	Neutral	High		
Access to secondary education	16.9	31.3	51.9	1.63	.754
Opportunities to formal tertiary education	11.9	38.8	49.4	1.65	.689
Access to informal employment upon graduation	43.8	33.1	23.1	2.21	.794
Access to formal employment	58.8	26.9	14.4	2.44	.733

Source, Field survey data, September 2017

Similarly, when students were asked of what opportunities exist in the camp that motivate parents to send their children to school and students to continue their education, access to secondary education in the camp and opportunities to tertiary education were rated high.

Teacher respondents

School related factors and dropout

Table 4.20 School related factors and dropout

Item	Rate			Mean	Std. Deviation
	Low	Neutral	High		
Overcrowded classrooms	31.1	8.9	57.8	1.73	.924
Lack of textbooks	31.1	26.7	22.2	2.09	.733
Lack of access to library	31.1	44.4	24.4	2.07	.751
Inappropriate medium of instruction	40.0	20.0	40.0	2.00	.905
Irrelevant curriculum	40.0	31.1	28.9	2.11	.832
School distance	44.4	24.4	31.1	2.13	.869
Corporal punishment	47.7	22.7	29.5	2.18	.870
Poor infrastructure	42.2	31.1	26.7	2.16	.824
Teachers absenteeism	24.4	24.4	51.1	1.73	.837
Less qualified teachers	33.3	20.0	46.7	1.87	.894
Lack of combined desk	53.3	35.6	11.1	2.42	.690
Less monitoring and supervision	35.6	20.0	44.4	1.91	.900
Poor teaching and learning	33.3	13.3	51.1	1.82	.922
School safety	42.2	15.6	42.2	2.00	.929

Lack of drinking water	46.7	24.4	28.9	2.18	.860
Lack of sex-segregated latrines	44.4	44.4	11.1	2.33	.674

Source, Field survey data, September 2017

On the other hand, when teachers were asked to rate the extent to which the above school related factors contribute to the dropping out of students from school, overcrowded classrooms, teacher absenteeism followed by poor teacher and learning and less qualified teachers were rated as having significant contribution to dropout.

Reasons for dropping out of school

Table 4.21: Reasons for dropping out

Item	Frequency	Percent[*]
1. Lack of interest	20	44.4
2. Lack of parental support	16	35.6
3. Secondary movement to other destinations	32	71.1
4. Prefer to attend religious education (monastery/ Quranic school)	9	20.0
5. Education/school is not important	7	15.6
6.Because school graduates cannot find jobs	7	15.6

*Multiple response item. Source, Field survey data, September 2017

Similarly, when teachers were asked which of the above reasons contribute to school dropout, secondary movement to other destinations followed by lack of interest and lack of parental support were with the highest frequencies.

Existing opportunities to motivate students and parents decision to pursue education

Table 4.22: Motivational factors to continue schooling

Item	Rate			Mean	Std. Deviation
	Low	Neutral	High		
Access to secondary education	4.4	17.8	77.8	1.27	.539
Opportunities to formal tertiary education	13.3	22.2	62.2	1.50	.731
Access to informal employment upon graduation	28.9	24.4	46.6	1.82	.860
Access to informal employment	57.8	28.9	13.3	2.44	.725

Source, Field survey data, September 2017

When teachers were asked what opportunities motivate parents and students decision to pursue education in a refugee camp setting, access to secondary education, followed by opportunities to tertiary education were with the highest frequency.

CHAPTER FIVE

5. Summary, Conclusion and Recommendation

5.1. Summary of findings

This study was concerned with the problem of school dropout in My'Ayni refugee primary school in Western zone of Tigray. The main purpose of the study was to investigate the main causes for high school drop out in the primary school. It has also attempted to probe the major factors that contribute to student dropout and strategies if any were employed to address the problem and the role played by different stakeholders.

The study was carried out in one of the four Eritrean refugee primary schools in Ethiopia. The participants of the study were 41 teachers, 4 head teachers, 160 students, 6 parents who are currently members of the PTA and 2 education officers in the study school.

Data were obtained through questionnaires from the students, teachers and head teachers', and FGD with PTA members and interview with education officers. Moreover relevant documents including reports were reviewed from the study school, and UNHCR population data was used. The data obtained were analyzed using statistical tools such as frequency, percentage, and mean scores. Based on the analysis the following major finding was obtained.

1. When it comes to teacher's characteristics, of the total teachers involved in this study, the majority 43 (96 percent) were males. This implies, the school is dominated by male teachers and girls lack role models and are less likely to stay in school and consistent with Colclough et al's (2000) research that schools without, or with few, female teachers are

often less attractive to parents/guardians on the grounds of safety/security of female students, and also provides fewer role models to motivate towards continued attendance.

2. Concerning the living situation of students, the majority of the respondents the majority 105(65.7 percent) live with their parents and relatives and 45(28.2 percent) of the students live with friends, alone and in a group care setting. This implies, children who have parental care and support are more likely to stay in school than those living without parental care and support.

3. In the study school, the dropout rate for the last six academic year (2011/12 to 2016/17) was found to be 17, 15, 22, 16, 27 and 25 percent which is very high as compared to the national average of 9.9% as per the Education Statistics Annual Abstract, 2007 E.C. (2014/15).

4. The finding of the study also portrayed that dropout rate is relatively higher among boys than among girls in the study area. This was also confirmed by the key informants that boys' mobility is higher than that of girls, not only taking onward movement to other destinations but also due to their preference of religious education, they join monasteries.

5. Regarding possible causes of primary school dropouts, teacher as well as student respondents rated socio-cultural factors such as secondary movement, lack of interest and lack of parental support with the highest frequencies. Focus group discussants and key informants have also confirmed that not only secondary movement is high among refugees but also stressed that students as well as parents are more interested in resettlement to third countries and give less attention to education in refugee camp. They also stressed that the protracted nature of refugees resulted in hopelessness, instability and uncertainty about the future and has a significant contribution to school dropouts.

6. Similarly, with regard to economic factors, direct schooling costs such as school uniforms, school supplies, and textbooks were said to be provided free of charge in the study school. However, this was debated by teachers and key informants that due to lack of budget those supplies are not consistently provided and therefore have high contribution to student dropout. Again, the lack of employment opportunities for many parents in the refugee camp means that parents can't afford to fulfill schooling costs when the agency can't provide to students due to scarcity of budget.

7. When it comes to educational/school related factors, teacher respondents rated overcrowded classrooms, teacher absenteeism followed by poor teacher and learning and less qualified teachers while students rated overcrowded classrooms, less monitoring and supervision and poor teaching and learning practices as having significant contribution to dropout in the study school compared to the other educational factors. Focus group discussants, however added that teacher absenteeism and late coming is very rampant in the study school combined with lack of appropriate measures from school administration has high impact on school dropout.

8. Concerning strategies to reduce school dropouts, as per key informants and focus group discussants, awareness raising campaigns on the value of education and on the dangers of illegal secondary movement were conducted by many actors operating in the camp. However, these efforts to raise awareness were not coordinated and consistent that proved to be ineffective. The issue of school dropout therefore continues to be one of the huge problems affecting attendance and retention of many children in the study school.

9. When it comes to role of stakeholders, the agencies responsible for running the different education programs including early childhood education, primary and secondary

education, technical vocational training, and the child protection agency, PTA's , Refugee Central Committees, head teachers, teachers, child protection case workers, parents and students have a huge role to play in the reduction of dropouts. However, as per key informants and focus group discussants, due to weak coordination among all stakeholders, the efforts to reduce dropouts are less likely to achieve intended results.

5.2 Conclusions

Based on the above major findings of the study, the following conclusions were drawn. Educational quality is affected by so many factors, among them is student dropout which was the focus of this study. To this end, the study has revealed that the rate of dropout in the study school was higher than the national average. This implies that compared to primary schools in normal setting, there are a number of factors at play contributing to the high dropout rate among refugee primary school students. As per the data collected from students, teachers, head teachers, key informants and focus group discussants, illegal secondary movement, hopelessness, uncertainties about the future, lack of interest and motivation, lack of parental care and support, high attention to resettlement, lack of employment opportunities were cited among the major causes contributing to the high school dropout in the study school.

Moreover, students' dropout is also surrounded by multiple challenges related with students, teachers and school factors, such as health problems (malaria) leading to regular absenteeism on the part of students and teachers, lack of role models, less monitoring and supervision in school, poor teaching and learning process resulting from overcrowded classrooms and less qualified teachers have high contribution to students drop out in the study school..

Similarly, economic factors such as students engagement in domestic chores and agricultural activities, availability of sufficient food for consumption, school feeding and direct schooling costs combined with all the above factors have impact on students retention in school. From this it can be concluded that for the high rate of students drop out, socio-cultural, economic and educational factors are the predominant causes in the study school.

Therefore, we can conclude that no single factor or cause alone could be responsible for the effect of high rate of students' dropouts. That is the problems stem from both in- schools and out of school factors and this affects the internal efficiency of the education in general and the refugee schools in particular.

5.3 Recommendations

Based on the findings obtained and the conclusions drawn, the following suggestions were forwarded to remedy the problem so as to improve students' survival rate in the refugee primary school in the study area.

Consistent follow-up and monitoring: the school should have a system for early identification of students at risk of dropping out. This intervention could help to catch children both before they drop out and when dropout has occurred, helping secure some form of continued education. To achieve this, home room and subject teachers should take attendance throughout the school day and notify the head teachers, PTAs', team leaders, parent/caregivers or case workers for children living in the group care setting of absentees on a regular basis so that through concerted efforts are taken to mitigate students drop out.

Establish alternative care options: based on the findings of this study, students without parental care and support are at heightened risk of dropout. According to UNHCR population

data, there are approximately over 1900 unaccompanied children in the My'Ayni camp. The responsible agency for child protection in collaboration with the refugee community and other actors should strive to find alternative care options through identifying relatives and potential foster parents from the refugee community to provide care and support in a family setting.

Create self-employment opportunities for families: Though Ethiopia has ratified the 1951 Refugee convention, it has a reservation on the right to work and therefore access to employment in the formal sector is not possible. Apparently, there are also limited opportunities for self-employment in the refugee camps. However, for refugees to become economically self-sufficient access to income generating opportunities within camps should be created and supported by humanitarian actors to improve the living condition of refugees. If the economic condition of refugees is improved, parents will be able to support their children's education and therefore children are more likely to stay in school.

Provision of free scholastic materials: given that the refugees living in Ethiopia have no access to formal employment opportunities and access to informal employment and/or self-employment opportunities are limited, their dependency on humanitarian aid is high. Therefore, refugee school children should be provided with sufficient scholastic materials including uniforms, textbooks, and school supplies timely and consistently, particularly stationery materials to be replenished on a regular basis.

Improving school facilities: School facility is one among the factors contributing to the high rate of drop-out at the study school. Overcrowded classrooms particularly at the lower primary level affects the teaching and learning process and leads to student dropout as students don't get individual attention from teachers and classrooms are not conducive for quality learning to

happen. Therefore, additional classrooms should be constructed to improve the high student section ratio and ensure classrooms are conducive for learning and students are attracted to stay in school.

Improve the quality of education: the agency responsible for primary education with support from relevant stakeholders should raise adequate funding to improve the quality of education in the primary school. Based on the findings, there is a significant number of less qualified teachers in the primary school. Less qualified teachers combined with lack of motivation and interest may lead to low quality of education that ultimately contributes to student dropout. The quality of teaching and learning cannot be guaranteed without well-qualified teaching staff and therefore, the agency should recruit qualified teachers with more emphasis to attract female teachers and build effective system for capacity building of existing teachers.

Improve community participation: Active and meaningful community participation in education activities can help to enhance enrolment and prevent dropout. When parents/caregivers are active in the educational process, it is more likely that their children will stay in school. The community should be educated and made aware of the value of education and the long term impact it has on the life of their children. This can be done through consistent and coordinated awareness raising campaigns, organizing school wide events, school mini media, and using influential community members.

Adult education program: Some data suggests that literacy program for uneducated mothers may help to increase school participation by their children (Birdsall et al, 2005). Thus access to adult education programs, particularly for women: should be considered an important complement to interventions to increase access and retention at the primary school level (Birdsall et al, 2005: 340)

Therefore, given that the problem of dropouts is a result of multiple factors, different stakeholders including government, non-governmental organizations, donors, and refugee communities should work in a coordinated manner to improve the educational quality to ensure students are encouraged to stay in school. Specifically, donors should provide adequate funding to support the government to improve school facilities, provide sufficient scholastic materials, recruit qualified teachers including female teachers, professionalize teacher workforce through continuous capacity building trainings that could ultimately result in the improvement of quality educational services for refugee children. Similarly, non-governmental actors supported by donors should also provide access to income generating opportunities for refugee families so that parents have the means to support their children's education. Moreover, through closely working with different refugee community structures, alternative care options should be explored and supported to ensure unaccompanied children are cared for in a family like environment and receive parental support. Awareness raising activities organized by different actors should be consistent and coordinated to achieve desired outcomes in the reduction of illegal secondary movement and school dropouts. Parental education plays a huge role to increase enrollment and reduce dropout rates and therefore, parents should be targeted for adult education.

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Appendices

Appendix 1: Student Questionnaire

Student questionnaire

My name is Shewaye Tike, a post graduate student at Indira Gandhi National Open University pursuing a course leading to the award of a master's degree in Social Work. As part of fulfilment of the award, I wish to conduct a study on factors contributing to the dropout of students in the My'Ayni refugee primary school. The main purpose of the study is to gather information on the main determinant factors (socio-cultural, economic and educational) that contribute to drop out of students in primary school in the camp. The study will identify the contributing factors and suggest for further research in areas that need in depth study. You are among those chosen to participate in the study and whatever information you provide will be kept strictly confidential and to be used for the purpose of the study. Participation in this survey is voluntary and you can choose not to answer any individual question or all of the questions. However, I hope that you will participate in this survey since your views are important. To complete the survey will take you between 15-20 minutes. I believe that you will find the questionnaire interesting and looking forward to receiving your reply.

I. Background information (fill in the space provided or tick one of the given alternatives)

1. Name of your school ---------------------------Camp-----------------------------

2. Age
1. 7-9 years 2. 10-12 years 3. 13-15 years 4.16-18 years 5. 19and above years

3. Sex: 1. Female   2.Male

4. Living situation in the camp
 1. Living with parents 2.living with relatives 3. Living with friends 4. Living alone 5. Living in a group care

5. Education level/grade now ------------------------
6. Education level attained in home country------------------------
7. Length of stay in the camp-------------------years
8. Marital status: 1. Married   2. Engaged 3. Single 4. Divorced
9. Religion: 1. Orthodox 2. Muslim 3.Protestant 4.traditional belief

II. Socio-cultural factor and student's dropout (fill in the space provided or tick one of the given alternatives)

10. The place of residence in your home country
1. Rural 2. Urban 3.semi-urban 4. Semi-rural

11. Educational background of your parents 1. Literate 2. Low literate/illiterate

12. To what extent do you relate the school dropouts with family characteristics/matters in your situations? 1. High   2. Neutral   3. Low

13. Rate the extent to which the following family characteristics play the role of pull or push student's out of school.
   a) Parental education level   1. High   2.Neutral   3. Low
   b) Family size   1. High   2.Neutral   3. Low
   c) Family separation   1. High   2.Neutral   3. Low
   d) Paternal orphan   1. High   2.Neutral   3. Low
   e) Maternal orphan   1. High   2.Neutral   3. Low
   f) Parents alive   1. High   2.Neutral   3. Low
   g) Orphan to both   1. High   2.Neutral   3. Low

14. Do you work out side school hours?   1. Yes   2.No

15. If your answer is "yes" to the above question, rate the amount of time you spent in a week on the following types of work.
   A) Domestic work   1. 1-2 days   2.3-5 days 3. 6-7 days
   B) Agricultural activity 1. 1-2 days   2.3-5 days 3. 6-7 days

16. To what extent do you think that the following socio-cultural/ traditional practices hinder the completion of schooling by students?
   a) Early/forced marriage   1.High   2.Neutral   3. Low
   b) Pregnancy   1. High   2. Neutral   3. Low
   c) Rape   1. High   2. Neutral   3. Low
   d) Sexual Harassment   1. High   2. Neutral   3. Low
   e) Abduction   1. High   2. Neutral   3. Low
   f) Trafficking   1. High   2. Neutral   3. Low
   g) Child labor   1.High   2. Neutral   3. Low
   h) Secondary movement   1.High   2. Neutral   3. Low

17. Which one of the above socio-cultural/traditional practices were you exposed to in your life?
   a) Early/forced marriage   1. No   2. Yes
   b) Pregnancy   1. No   2. Yes
   c) Rape   1. No   2. Yes
   d) Sexual Harassment   1. No   2. Yes
   e) Abduction   1. No   2. Yes
   f) Trafficking   1. No   2. Yes
   g) Child labor   1. No   2. Yes
   h) Secondary movement   1. No   2. Yes

III. Economic factors and student's dropout (fill in the space provided or tick one of the given alternative)

18. To what extent do you relate the dropout of student's from school with direct or Indirect cost of schooling in your situation?   1. High   2. Neutral   3. Low

19. Rate the extent to which the following direct or indirect cost play the role of pull or push student's out of school.
    a) School fee/payment   1. High   2. Neutral   3. Low
    b) Cost of uniform/clothes/shoes   1. High   2. Neutral   3. Low
    c) Cost of education school supplies 1. High   2. Neutral   3. Low
    d) Cost of textbooks   1. High   2. Neutral   3. Low

20. To what extent do you relate the dropout of students from school with availability of sufficient food for consumption?   1. High   2. Neutral   3. Low

21. Is there a school feeding program in your school?   1. Yes   2. No

22. How do you rate the importance of school feeding to improve retention of student's in school?   1. High   2. Neutral   3. Low

IV. Education/school factors and student's dropout (fill in the space provided or tick one of the given alternative)

23. From your experience, judge the extent to which the following school factors contribute to the dropping out of students from school.
    a) Overcrowded classrooms   1.High   2. Neutral   3. Low
    b) Lack of textbooks   1.High   2. Neutral   3. Low
    c) Lack of access to library   1.High   2. Neutral   3. Low
    d) Inappropriate medium of instruction 1.High   2. Neutral   3. Low
    e) School distance   1.High   2. Neutral   3. Low
    f) Corporal punishment   1.High   2. Neutral   3. Low
    g) Poor infrastructure   1.High   2. Neutral   3. Low
    h) Teachers absenteeism   1.High   2. Neutral   3. Low
    i) Less qualified teachers   1.High   2. Neutral   3. Low
    j) Lack of combined desk   1.High   2. Neutral   3. Low
    k) Less monitoring and supervision system 1.High   2. Neutral   3. Low
    l) Poor teaching and learning process   1.High   2. Neutral   3. Low
    m) School safety (particularly for girls)   1.High   2. Neutral   3. Low
    n) Lack of drinking water   1.High   2. Neutral   3. Low
    o) Lack of sex-segregated latrines   1.High   2. Neutral   3. Low

24. Do you know of fellow refugee students who have dropped out of school?
                              1. Yes   2. No

25. If yes, what are the major reasons for them dropping out? 1. Lack of interest   2. Lack of parental support   3. Move to other destinations   4. Prefer to attend religious education

(monastery/Quranic school) 5. Education/school is not important   6. Because school graduates cannot find jobs. 7 other. Please specify:_____

26. What kind of opportunities exist that motivate students and parents decision to pursue schooling in refugee camps?
    a) Access to secondary education   1.High   2. Neutral   3. Low
    b) Opportunities for tertiary education   1.High   2. Neutral   3. Low
    c) Access to formal employment upon graduation   1.High   2. Neutral   3. Low
    d) Access to informal employment   1.High   2. Neutral   3. Low

Thank you for your cooperation!!

Appendix 2: Teacher Questionnaire

Teacher's questionnaire

My name is Shewaye Tike, a post graduate student at Indira Gandhi National Open University pursuing a course leading to the award of a master's degree in Social Work. As part of fulfilment of the award, I wish to conduct a study on factors contributing to the dropout of students in the My'Ayni refugee primary school. The main purpose of the study is to gather information on the main determinant factors (socio-cultural, economic and educational) that contribute to dropout of students in primary school in the camp. The study will identify the contributing factors and suggest for further research in areas that need in depth study. You are among those chosen to participate in the study and whatever information you provide will be kept strictly confidential and strictly to be used for the purpose of the study. Participation in this survey is voluntary and you can choose not to answer any individual question or all of the questions. However, I hope that you will participate in this survey since your views are important. To complete the survey will take you between 15-20 minutes. I believe that you will find the questionnaire interesting and looking forward to receiving your reply.

I. Background (fill in the space provided or ticks one of the given alternative)
1. Name of school ---
2. Age 1. Below 25   2. 25-29   3. 30-35   4. 36-40   5. 41-45   6.above 46
3. Sex: 1. Female   2. Male
4. Highest level of qualification attained
1. Degree   2. Diploma   3. Certificate   4. No qualification
5. Years of service in the school
1. Below 1 year   2. 1-3 years   3. 4-6 years   4. Above 6 years
6. Total years of service if previously a teacher ----------------
7. Employment status 1. National teacher   2. Refugee teacher

II. Socio-cultural factors and student's dropout (fill in the space provided or tick one of the given alternative)
7. From your own experience, to what extent is student's dropout from
school related to family characteristics? 1. High   2. Neutral   3. Low

8. Rate the extent to which the following family characteristics play the role of pull
or push student's out of school.
>   h) Parental education level   1. High   2.Neutral   3. Low
>   i)   Family size   1. High   2.Neutral   3. Low
>   j)   Family separation   1. High   2.Neutral   3. Low
>   k) Paternal orphan   1. High   2.Neutral   3. Low
>   l)   Maternal orphan   1. High   2.Neutral   3. Low
>   m) Parents alive   1. High   2.Neutral   3. Low
>   n) Orphan to both   1. High   2.Neutral   3. Low

9. To what extent do you think are the following socio-cultural, traditions and practices hinder the completion of schooling by students?

i)   Early/forced marriage   1.High   2.Neutral   3. Low
j)   Pregnancy   1. High   2. Neutral   3. Low
k)   Rape   1. High   2. Neutral   3. Low
l)   Sexual Harassment   1. High   2. Neutral   3. Low
m) Abduction   1. High   2. Neutral   3. Low
n)   Trafficking   1. High   2. Neutral   3. Low
o)   Child labor   1.High   2. Neutral   3. Low
p)   Secondary movement   1.High   2. Neutral   3. Low

10. To which of the following socio-cultural, traditions and practices was anyone in your family/neighborhood exposed to in your situation:
   a)   Early/forced marriage   1.High   2.Neutral   3. Low
   b)   Pregnancy   1. High   2. Neutral   3. Low
   c)   Rape   1. High   2. Neutral   3. Low
   d)   Sexual Harassment   1. High   2. Neutral   3. Low
   e)   Abduction   1. High   2. Neutral   3. Low
   f)   Trafficking   1. High   2. Neutral   3. Low
   g)   Child labor   1.High   2. Neutral   3. Low
   h)   Secondary movement   1.High   2. Neutral   3. Low

III. Economic factors and student's dropout (fill in the space provided or tick one of the given alternatives)

11. To what extent do you relate the student's dropout from school with direct or indirect cost of schooling in your situation? 1. High   2. Neutral   3.Low

12. Rate the extent to which the following direct or indirect cost plays the role of Pull or push students out of school.
   e)   School fee/payment   1. High   2. Neutral   3. Low
   f)   Cost of uniform/clothes/shoes   1. High   2. Neutral   3. Low
   g)   Cost of education school supplies 1. High   2. Neutral 3. Low
   h)   Cost of textbooks   1. High   2. Neutral   3. Low

13. To what extent do you relate the dropout of students from school with availability of sufficient food for consumption?   1. High   2. Neutral   3. Low

14. Is there a school feeding program in your school?   1. Yes   2. No

15. How do you rate the importance of school feeding to improve student's retention in school?
        1. High   2. Neutral   3. Low

IV. Education/school factors and student's dropout (fill in the space provided or tick one of the given alternative)

16. From your experience, judge the extent to which the following school factors Contribute to student's dropping out of school.

p) Overcrowded classrooms	1.High	2. Neutral	3. Low
q) Lack of textbooks	1.High	2. Neutral	3. Low
r) Lack of access to library	1.High	2. Neutral	3. Low
d) Inappropriate language of instruction	1.High	2. Neutral	3. Low
e) Irrelevant curriculum	1.High	2. Neutral	3. Low
f) School distance	1.High	2. Neutral	3. Low
g) Corporal punishment	1.High	2. Neutral	3. Low
h) Poor infrastructure	1.High	2. Neutral	3. Low
i) Teachers absenteeism	1.High	2. Neutral	3. Low
j) Less qualified teachers	1.High	2. Neutral	3. Low
k) Lack of combined desk	1.High	2. Neutral	3. Low
l) Less monitoring and supervision system	1.High	2. Neutral	3. Low
m) Poor teaching and learning process	1.High	2. Neutral	3. Low
n) School safety (particularly for girls)	1.High	2. Neutral	3. Low
o) Lack of drinking water	1.High	2. Neutral	3. Low
p) Lack of sex-segregated latrines	1.High	2. Neutral	3. Low

17. Were there students who have dropped out from the school/your class?
     1. Yes   2. No

18. If yes, what do you think were the main reasons for them dropping out?
1. Lack of interest 2. Lack of parental support 3. Secondary movement to other destinations
4. Prefer to attend religious education (monastery/Quranic school) 5. Education/school is not
important   6. Because school graduates cannot find jobs 7. Others, please
specify_____

19. What kind of opportunities exists to motivate students and parents decision to pursue
schooling in refugee camps?

b) Access to secondary education	1.High	2. Neutral	3. Low
b) Opportunities for tertiary education	1.High	2. Neutral	3. Low
c) Access to formal employment upon graduation	1.High	2. Neutral	3. Low
d) Access to informal employment	1.High	2. Neutral	3. Low

20. Were there any strategies used to bring dropped out students back to school? If yes, would
you please describe how effective these strategies were?
_____
_____
_____
_____
_____

Thank you for your cooperation!!

Appendix 3: Head teacher Questionnaire

Head teacher questionnaire

My name is Shewaye Tike, a post graduate student at Indira Gandhi National Open University pursuing a course leading to the award of a master's degree in Social Work. As part of fulfilment of the award, I wish to conduct a study on factors contributing to the dropout of students in the My'Ayni refugee primary school. The main purpose of the study is to gather information on the main determinant factors (socio-cultural, economic and educational) that contribute to dropout of students in primary school in the camp. The study will identify the contributing factors and suggest for further research in areas that need in depth study. You are among those chosen to participate in the study and whatever information you provide will be kept strictly confidential and strictly to be used for the purpose of the study. Participation in this survey is voluntary and you can choose not to answer any individual question or all of the questions. However, I hope that you will participate in this survey since your views are important. To complete the survey will take you between 15-20 minutes. I believe that you will find the questionnaire interesting and looking forward to receiving your reply.

I. Background (fill in the space provided or ticks one of the given alternative)
1. Name of school ---
2. Age 1. Below 25   2. 25-29   3. 30-35   4. 36-40   5. 41-45   6.above 46
3. Sex: 1. Female   2. Male
4. Highest level of qualification attained
1. Degree   2. Diploma   3. Certificate   4. No qualification
5. Years of service in the school
1. Below 1 year   2. 1-3 years   3. 4-6 years   4. Above 6 years
6. Total years of service if previously a school director ----------------
7. Employment status 1. National school director   2. Refugee school director

II. Socio-cultural factors and student's dropout (fill in the space provided or tick one of the given alternative)
7. From your own experience, to what extent is student's dropout from
school related to family characteristics? 1. High   2. Neutral   3. Low
8. Rate the extent to which the following family characteristics play the role of pull
or push student's out of school.

o)	Parental education level	1. High	2.Neutral	3. Low
p)	Family size	1. High	2.Neutral	3. Low
q)	Family separation	1. High	2.Neutral	3. Low
r)	Paternal orphan	1. High	2.Neutral	3. Low
s)	Maternal orphan	1. High	2.Neutral	3. Low
t)	Parents alive	1. High	2.Neutral	3. Low
u)	Orphan to both	1. High	2.Neutral	3. Low

9. To what extent do you think are the following socio-cultural, traditions and practices hinder the completion of schooling by students?

q) Early/forced marriage   1.High   2.Neutral   3. Low
r) Pregnancy   1. High   2. Neutral   3. Low
s) Rape   1. High   2. Neutral   3. Low
t) Sexual Harassment   1. High   2. Neutral   3. Low
u) Abduction   1. High   2. Neutral   3. Low
v) Trafficking   1. High   2. Neutral   3. Low
w) Child labor   1.High   2. Neutral   3. Low
x) Secondary movement   1.High   2. Neutral   3. Low

10. To which of the following socio-cultural, traditions and practices was anyone in your family/neighborhood exposed to in your situation:

i) Early/forced marriage   1.High   2.Neutral   3. Low
j) Pregnancy   1. High   2. Neutral   3. Low
k) Rape   1. High   2. Neutral   3. Low
l) Sexual Harassment   1. High   2. Neutral   3. Low
m) Abduction   1. High   2. Neutral   3. Low
n) Trafficking   1. High   2. Neutral   3. Low
o) Child labor   1.High   2. Neutral   3. Low
p) Secondary movement   1.High   2. Neutral   3. Low

III. Economic factors and student's dropout (fill in the space provided or tick one of the given alternatives)

11. To what extent do you relate the student's dropout from school with direct or indirect cost of schooling in your situation? 1. High   2. Neutral   3.Low

12. Rate the extent to which the following direct or indirect cost plays the role of Pull or push students out of school.
i) School fee/payment   1. High   2. Neutral   3. Low
j) Cost of uniform/clothes/shoes   1. High   2. Neutral   3. Low
k) Cost of education school supplies   1. High   2. Neutral   3. Low
l) Cost of textbooks   1. High   2. Neutral   3. Low

13. To what extent do you relate the dropout of students from school with availability of sufficient food for consumption?   1. High   2. Neutral   3. Low

14. Is there a school feeding program in your school? 1. Yes   2. No

15. How do you rate the importance of school feeding to improve student's retention in school?
      1. High   2. Neutral   3. Low

IV. Education/school factors and student's dropout (fill in the space provided or tick one of the given alternative)

16. From your experience, judge the extent to which the following school factors Contribute to student's dropping out of school.
s) Overcrowded classrooms   1.High   2. Neutral   3. Low
t) Lack of textbooks   1.High   2. Neutral   3. Low
u) Lack of access to library   1.High   2. Neutral   3. Low
d) Inappropriate language of instruction   1.High   2. Neutral   3. Low
e) Irrelevant curriculum   1.High   2. Neutral   3. Low

q) School distance	1.High	2. Neutral	3. Low
r) Corporal punishment	1.High	2. Neutral	3. Low
s) Poor infrastructure	1.High	2. Neutral	3. Low
t) Teachers absenteeism	1.High	2. Neutral	3. Low
u) Less qualified teachers	1.High	2. Neutral	3. Low
v) Lack of combined desk	1.High	2. Neutral	3. Low
w) Less monitoring and supervision system	1.High	2. Neutral	3. Low
x) Poor teaching and learning process	1.High	2. Neutral	3. Low
y) School safety (particularly for girls)	1.High	2. Neutral	3. Low
z) Lack of drinking water	1.High	2. Neutral	3. Low
aa) Lack of sex-segregated latrines	1.High	2. Neutral	3. Low

17. Were there students who have dropped out from your school?
     1. Yes   2. No

18. If yes, what do you think were the main reasons for them dropping out?
1. Lack of interest 2. Lack of parental support 3. Secondary movement to other destinations
4. Prefer to attend religious education (monastery/Quranic school) 5. Education/school is not important 6. Because school graduates cannot find jobs 7. Others, please specify_____

19. What kind of opportunities exists to motivate students and parents decision to pursue schooling in refugee camps?

c) Access to secondary education	1.High	2. Neutral	3. Low
b) Opportunities for tertiary education	1.High	2. Neutral	3. Low
c) Access to formal employment upon graduation	1.High	2. Neutral	3. Low
d) Access to informal employment	1.High	2. Neutral	3. Low

20. Were there any strategies used to bring dropped out students back to school? If yes, would you please describe how effective these strategies were?
_____

V. Fill in the blank space with the required information
21. Year the school opened---------------------------------
22. School type   1. Urban   2.Rural
23. Total number of teachers: Total----------- Male ----------------- Female ---------------
24. Teachers qualification: Degree----Diploma------certificate----- No qualification-------
25. Would you please provide data on trends of enrolment, dropout, promotion and repetition of student's in your school over the last five academic years from 2012/13 to 2016/17?

Year	Enrolled		Dropout		Promoted		Repeaters		Remark
	F	M	F	M	F	M	F	M	
2012/13									
2013/14									
2014/15									
2015/16									
2016/17									

Thank you for your cooperation!!

Appendix 4: Key Informant Interview Guide

    I.   Key Informant Interview guide – Education officers (ARRA and IRC)

1. From your experience, what are the main economic related factors that contribute to the dropout of student's from school?

2. From your experience what are the main education/school related obstacles for both boys and girls to drop out of school?

3. What are the main socio-cultural factors negatively affecting the enrolment and retention of students in school?

4. In your opinion do you think the refugee community has an understanding of the benefits of education? If your answer is yes, tell us in what major ways they perceive the importance of education.

5. What do you think can be done to improve student's attendance and retention in school? In what ways can students, teachers, parents, the community and other IPs contribute to the reduction of student dropout in your school?

Appendix 5: Focus Group Discussion Guide

II. Focus group discussion guide- PTA

1. In your opinion, what are the main economic related factors that contribute to the dropout of student's from school?

2. In your opinion, what are the main education/school related obstacles for both boys and girls to drop out of school?

3. In your opinion, what are the main socio-cultural factors negatively affecting the enrolment and retention of students in school?

4. In your opinion do you think the refugee community has an understanding of the benefits of education? If your answer is yes, tell us in what major ways they perceive the importance of education.

5. What do you think can be done to improve student's attendance and retention in school? In what ways can students, teachers, parents, the community and other IPs contribute to reduce the dropout rates in school?

PERFORMA FOR SUBMISSION OF MSW PROJECT PROPOSAL FOR APPROVAL FROM ACADEMIC COUNSELOR AT STUDY CENTER

Enrolment No:……………………………………………………………………

Date of Submission:………………………………………………………………

Name of the study center:…………………………………………………………

Name of the guide: ……………………………………………………………….

Title of the project: ………………………………………………………………

Signature of the student: …………………………………………………………

Approved/ not approved: …………………………………………………………………

Signature:……………………….   Name & Address of the student:………………

Name & address of Guide:…………….   ..………………………………………………

……………………………..   …………………………………………………….

…………………………….   Date …………………………………………

ASSESSING   THE CAUSES OF STUDENT DROPOUT IN MY'AYNI REFUGEE PRIMARY SCHOOL, TIGRAY, ETHIOPIA

BY: SHEWAYE TIKE

Dissertation Work Submitted for the Partial Fulfillment of the Requirements for the School of Social Work Master's Degree

Indira Gandhi National Open University (IGNOU)

School of Social Work Master's Degree

ADVISOR: MOSISA KEJELA (MR)

April 2017

ADDIS ABABA, ETHIOPIA

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1.1 Introduction.

Today, there are 16.1 million refugees worldwide under UNHCR's mandate. More than half are children, and six million are of primary and secondary school-going age. The average length of time a refugee spends in exile is about 20 years. Twenty years is more than an entire childhood, and represents a significant portion of a person's productive working years. Given this sobering picture, it is critical that we think beyond a refugee's basic survival. Refugees have skills, ideas, hopes and dreams. They face huge risks and challenges, but – as we saw exemplified in the inspiring achievements of the Refugee Olympic Team – they are also tough, resilient and creative, with the energy and drive to shape their own destinies, if given the chance. Making sure that refugees have access to education is at the heart of UNHCR's mandate to protect the world's rapidly increasing refugee population, and central to its mission of finding long-term solutions to refugee crises. However, as the number of people forcibly displaced by conflict and violence rises, demand for education naturally grows and the resources in the countries that shelter them are stretched ever thinner.

Of the six million primary and secondary school-age refugees under UNHCR's mandate, 3.7 million have no school to go to. Refugee children are five times more likely to be out of school than non-refugee children. Only 50 per cent have access to primary education, compared with a global level of more than 90 per cent. And as they get older, the gap becomes a chasm: 84 per cent of non-refugee adolescents attend lower secondary school, but only 22 per cent of refugee adolescents have that same opportunity. At the higher education level, just one per cent of refugees attend university compared to 34 per cent globally.

As per UNHCR Ethiopia's Refugee Education data analysis, only 52% (179,597 of the 344,330) school-age children have access to school. Some 99,449 (53%) of 187, 397 of primary school-age

1

children are not in primary school and only 47 per cent of refugee children have access to primary education, compared with a national average of more than 90 per cent. Only 5438 (10%) of 56,969 secondary school-age children/youth have secondary education in Ethiopia, compared to national average of 29% and just about 0.2% (1700) of refugees attend university education.56 % (55,566 of 99,964) preschool children have access to school compared to national average of 50%.

Ethiopia hosts more than 25 refugee camps, home to approximately 801,079 refugees from neighboring Eritrea, Somalia, Sudan, and South Sudan (UNHCR, January 2016). Out of the 25 refugee camps, four camps namely Shimelba, My-Ayni, Adi Harush, and Hitsats camps (in order of establishment) are located in Tigray Region. According to data obtained from UNHCR, these camps accommodate over 30,000 Eritrean refugees in 2017. The Shimelba refugee camp opened in 2001 following the Ethio – Eritrea border that lasted for two years (1998 – 2000); and My Ayni refugee camp in 2008 when the former camp reached its full capacity.

As of January 2017, My-Ayni refugee camp is host to 10,016 Eritrean refugees where children below the age of 18 constitute 45% of the total refugee population (Ethiopia population update as of 31 January 2017, UNHCR). The refugee camp mainly accommodates young single male including unaccompanied minors. The high number of unaccompanied and separated children (UASC) arriving in northern Ethiopia has increased exponentially in recent years. Currently, there are approximately 1,200 children aged between 7 and 18+, 25% female, living in group care in My' Ayni camp. School age children including the UASC living in the camp have access to basic social services including education, medical assistance, psychosocial support services, recreational activities etc provided by the Ethiopian Government Administration for Refugees and Returnee Affairs (ARRA) and other non-governmental organizations with support from the UN refugee agency, UNHCR and other donors.

The majority of children fall within the primary school age and tend to initially enroll in the primary school located in the camp. However, their attendance in school becomes less regular which eventually leads to dropout. The high dropout rate of refugee children has become a major concern to agencies providing protection assistance and more widely to the humanitarian community.

Given the significant number of primary school age children in My'Ayni camp enrolling in primary school and given the high dropout rate reported at the end of each academic year, it has become a protection concern to implementing agencies. This study therefore attempts to identify the main causes of students' high dropout in Mai-Ayni primary school and come up with possible recommendations to reduce the dropout rate among primary school students.

1.2 Statement of the problem

The UN universal declaration of the human rights adapted by the united nation in 1948 article 26 articulates that "everyone has the right to education. Education should be free at least in the elementary and fundamental Stages of Elementary education shall be compulsory (UN resolution 217-iii)". This postulates the principles that beyond the role it plays for development, education is a basic right, an end in itself. To this effect, primary education is defined as a means for development. A conference on education for all (EFA) was held in Jomotien, Thailand in 1990 under the joint sponsorship of UNIECF, UNDP & Word Bank (1995). In this conferences, as Lock and Verspoor (1990) and World Bank (1995) indicated population growth, high dropout and repetition rates and resource constraints were among the major reasons for the failure to provide the right to primary education for all eligible age groups especially in developing countries.

As per the UNCRC, Article 28: All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child's human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.

In displacement settings however, access to education is limited for refugee children and they are the most affected when it comes to retention and completion of school due to the challenges, risks they face and unmet needs. The below data obtained from the My'Ayni primary school shows a significant number of children dropping out of school in which this study is designed to identify the main causes and factors contributing to this high student dropout.

Table 1.1: Enrolment, retention and dropout figures

Academic Year	Enrolment			Retention			Dropouts			Percentage
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	
2011/12	554	1302	1856	435	1091	1544	101	211	312	17%
2012/13	611	1369	1980	512	1177	1689	99	192	291	15%
2013/14	533	1178	1711	416	913	1329	117	265	382	22%
2014/15	572	1047	1619	463	904	1367	109	143	252	16%
2015/16	696	1377	2073	530	976	1506	166	401	567	27%

Source: My' Ayni primary school data, handover note July 2016, IRC

As per the data from the above table, it has been noted that at the beginning of each academic year, high number of children register in school. However, from time to time the school attendance was observed to decline and as a result reported a high dropout rate at the end of the academic year. A desk review has been done to see the trends in enrolment, dropout and retention of students in my' Ayni primary school for the last five years (2011/12 to 2015/16). In the 2016/17 academic year, the dropout rate was, for example, reported to be as high as 40% at the end of the first semester session alone which is alarming. This study is therefore designed with the aim of assessing the main causes for this high student dropout and to suggest possible strategies to address the problem.

1.3 Objectives of the Study

1.3.1 Major objective of the study

In Ethiopia, several studies have been conducted to identify the causes for school dropout. However, no study has been carried out to find out the causes for school dropouts in a refugee camp setting in Ethiopia and therefore this study will help to identify the gaps in research which this study is planning to fill.

1.3.1.1 General objective of the study

- To examine the economic, household, cultural and educational characteristics associated with student's dropout in the primary school.

1.3.1.2 Specific objectives of the study

- To determine the main causes (socio-cultural, economic and educational) for the high dropout rate in My'Ayni refugee primary school and draw conclusions on key factors.
- To assess the role of stakeholders in contributing to the reduction of student dropout.

- To provide recommendations that can help to minimize the high dropout rate among primary school students in the study area.

1.4 Research Questions

The study will explore three interlinked research questions

- What are the main causes for student dropout in the My'Ayni Primary School?
- What role do stakeholders play to reduce students' dropout of school?
- What can be done to mitigate against dropping out?

1.5 Significance of the study

The education implementing agency and UNHCR have identified the My'Ayni primary school as one of the schools in which high school dropout rate is reported among refugee school age children. The outcome of this study is expected to generate useful information on the main causes and factors contributing to school dropout and the measures to be taken to mitigate the problem. Moreover, the finding of this study will also be essential for policy makers and other organizations that are interested in making decision and formulating strategies regarding the measures to be taken in reducing dropout rates. The study will also suggest for further research in the area.

1.6 Scope and Limitation of the study

1.6.1 Scope of the study

The study will be conducted in one of the four refugee camps hosting Eritrean refugees in Western zone of Tigray. Given the demography of refugees in those camps, the study findings can be used to inform the decisions to be made by concerned bodies to mitigate the problem of school dropouts in the primary schools in the refugee camp.

1.6.2   Limitation of the study

The limitation of the study may be challenges related to tracing and locating children who dropped out from school. Moreover, given the distance to the refugee camp time and financial resource shortage will be the limitation that may affect the process of research.

1.7 Universe of the Study

The study will focus in the My'Ayni refugee primary school and target its students and teachers. Currently, there are 2625 students of grades 1-8 attending primary school in the camp. For The study, however, students from upper primary grades of 5-8 will be targeted. 10% of the 947 students will be randomly selected to participate in the study. There are also 42 primary school teachers and all the teachers will participate in the study. The school enrollment in the 2015/16 academic year was 2073 (696 girls and 1377 boys). Out of initially enrolled 2073 primary school children, only 1506 (530 girls and 976 boys) were retained by the end of the academic year with a reported dropout rate of 27%. This study will look at the trends in enrolment, retention and dropout

1.8 Sample

In order to collect sufficient and relevant data for the study, the My'Ayni primary refugee school which has the highest dropout rate among the other refugee primary schools for the Eritreans is selected for the study purposely. The sample for the study will be students from grades 5-8 and will be selected using simple random sampling technique. Using simple random sampling technique, an adequate representative sample of students attending grades 5-8 and all teachers will be selected for this study. In addition, head and vice head teachers, education officers of the implementing agency responsible for primary school and members of PTA will be targets for the study.

1.9 Tools for data collection

Besides to the secondary data, the study will also employ a variety of data collection tools such as questionnaire, Focus Group Discussion (FGD) and key informant interview (KIIs) guides. Based on the research questions, close and open ended questions, focus group discussion (FGD) and key informant interview guides will be used to collect relevant information for the study. The questionnaire will be the most appropriate means to involve large sample population to collect the necessary information within a given time frame. Thus, questionnaire will be prepared for students, teachers and school directors and vice directors which will contain three parts. The first part will be used to collect information about personal characteristics of the respondents while the second part is intended to secure information regarding the causes for dropout of students from the study school. The third part is intended to secure information regarding the measures to be taken to reduce dropouts. The research tools will be translated into local language (Tigrigna) and pilot tested to ensure the questions are clear and appropriate to the level of the study targets.

Once data collection is complete, the completed questionnaire, FGD and KII guides, will be validated, sorted and summarized to be able to draw conclusions for the study.

1.10 Tables

Tables will be used to present relevant statistical calculations including percentage, mean, median, standard deviation, co-relation etc. Tables will have proper numbers followed by table title conveying the matter contained in the table clearly.

1.11. Chapter plan

The study will have five chapters in which the first chapter will be an introduction to the subject matter of the study. The second chapter will be on literature review related to the study. The third

chapter will focus on research design and methodology. The fourth chapter will be presentation and data analysis while the fifth chapter will focus on findings, conclusions and recommendation.

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