

**GENDER DISPARITY IN ENROLLMENT AND DROPOUT IN
PRIMARY SCHOOLS OF FAFAN ZONE REFUGEE CAMPS, SOMALI
REGIONAL STATE**

MA THESIS

MAHAMED ALI

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**Gender Disparity in Enrollment and Dropout in Primary Schools of Fafan
Zone Refugee Camps, Somali Regional State**

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MAHAMED ALI

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HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE

As Thesis research advisor, we hereby certify that we have read and evaluated this Thesis entitled Gender Disparity in Enrollment and Dropout in Primary Schools of Fafan Zone Refugee Camps, Somali Regional State prepared under our guidance by Mahamed Ali. We recommend that it be submitted as fulfilling the thesis requirement.

Aschalew Teshome (Asst. Prof)	_____	_____
Major Advisor	Signature	Date

Tadesse Hailu (Asst. Prof)	_____	_____
Co- Advisor	Signature	Date

As members of the Board of Examiners of the MA thesis open defense examination, we certify that we have read and evaluated the thesis prepared by Mahamed Ali and examined the candidate. We recommend that this thesis is being accepted as fulfilling the thesis requirement for the degree of Master of Arts in Educational Leadership.

_____	_____	_____
Chairperson	Signature	Date

_____	_____	_____
Internal Examiner	Signature	Date

_____	_____	_____
External Examiner	Signature	Date

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DEDICATION

I dedicate the entire thesis to my Father, Ali Adan Hamud who devoted all his energies to encourage me and my brothers and sisters the love of learning and constantly reminded me to strive and achieve the highest academic success.

STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this thesis entitles; Gender Disparity in Enrolment and Dropout in Primary Schools of Fafan Zone Refugee Camps, Somali Regional State is my own work. I have followed all ethical principles of scholarship in the preparation, data collection, data analysis and compilation of this thesis. All scholarly matter that is included in the thesis has been given recognition through citation. I affirm that I have cited and referenced all sources used in this document. Every serious effort has been made to avoid any plagiarism in the preparation of this thesis.

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Name: Mahamed Ali

Signature: _____

Date:

Department: Educational Planning and Management

BIOGRAPHICAL SKETCH OF THE AUTHOR

The author was born in February, 1990 in Jigjiga city, Fafan Zone of Somali Regional State. He attended Primary School at Wanow Primary School and Husen Gire Junior School. He was attended high school education at Jigjiga Senior Secondary School. He then joined Haramaya University College of Social Science and Humanity in 2009 and received BA Degree in English in 2011. In 2013, he joined the Post Graduate Program of Haramaya University for Masters of Arts in Educational Leadership in College of Education and Behavioral Science in Department of Educational Planning and Management.

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ACRONYMS AND ABBREVIATIONS

ARRA	Administration for Refugee Returnee Affairs
EFA	Education For All
ESAA	Education Statistics Annual Abstract
FDRE	Federal Democratic Republic of Ethiopia
GPI	Gender Parity Index
GER	Gross Enrolment Rate
MDGs	Millennium Development Goals
MOE	Ministry of Education
NGOs	Non-Governmental Organizations
NCES	National Centre for Education Statistics
NER	Net-Enrolment Rate
SRS	Somali Regional State
UNDP	United Nations Development Program
UNHCR	United Nations High Commissioner for Refugees.
UNESCO	United Nations Educational Science and Cultural Organizations
UNICEF	United Nations Children Fund

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Gender Disparity in Enrollment and Dropout in Primary Schools of Fafan Zone Refugee Camps, Somali Regional State

Mahamed Ali

ABSTRACT

The study was aimed at assessing gender disparity in enrolment and dropout situations of Fafan zone refugee camp primary schools. To realize the purpose of the study descriptive survey research design with both qualitative and quantitative research approaches was employed. The populations of the study were teachers of the three primary schools of refugee camps, students, principals, education officers of the refugee camps and parent teacher association representatives. From this, 54 teachers, 45 students, 6 principals, 3 education officers, and 21 PTAs were participated on the study selected by availability, purposive and stratified random sampling techniques. To gather all the necessary data questionnaires administered to teachers and students; interview was held with principals and education officers, and focused group discussion was held with PTAs. The secondary data was also gathered using document analysis. The quantitative data gathered through questionnaires was analyzed using descriptive statistics like frequency, percentage, mean, standard deviation, and chi-square by using SPSS V.16.0. The qualitative data collected through interview and focused group discussion was analyzed qualitatively through narrative description. The results of the study showed that there is gender disparity towards enrolment and dropout of students, circumcision and early marriage, and negative attitude of male students and parents towards females' education. Also the findings of the study revealed long school distance, high students class ratio, high teachers class ratio, shortage of budget to construct additional class rooms, to hire additional teachers, and to fulfill school facilities like toilets, library, pedagogy, and sport filed and material. Moreover; it was found out that high domestic work of female students at home, and outside the home which influenced their education. It was concluded that parents' and male students' attitude, house hold chores, circumcision, and early marriage have a significant effect on females' education. Also school related factories like school distance, teachers' students' ratio, students' class ration and school facilities have a significant influence on students' enrollment and dropout. Finally, it was recommended that principals, teachers, PTAs and education officers should sensitize the communities towards girls' education, encourage timely enrolment, and aware the community to avoid harmful traditions. Moreover, ARRA, UNHCR, and NGOs have to fulfill school facilities, create livelihood programs and Lower school distance through expansion of alternative schools.

1. INTRODUCTION

This section discusses the introductory part of the thesis. It is concerned with the background, statement of the problem, objectives of the study, research questions, and delimitation of the study, significance of the study, limitation of the study and operational definition of terms.

1.1. Background of the Study

Education is known to enhance productivity, raise incomes, reduce fertility and improve health and nutrition. Moreover, it contributes a lot to combat hunger and poverty and improve the quality of life of the most vulnerable. No country, whatever its stage of economic development, in the modern world can afford to do anything less than provide primary education to its entire people. That is essential to survival and development particularly educating women plays a significant role in fulfilling dimensions of development of a given country (World Bank, 2004).

Among the six goals put forward in the Dakar Framework of Action (DFA) two of them specifically focus on the elimination of gender disparities and inequality. These are: ensuring all children, particularly girls, in difficult circumstances and those belonging to the minorities have access to and complete free and compulsory primary education of good quality by 2015, and (v) the Elimination of gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015 with focus on ensuring girls full and equal access and achievement in basic education in good quality (UNESCO, 2000).

Also, the new global education goal, SDG 4, covers an ambitious range of targets, including the pledge to ‘ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes’ and to ‘eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations’ by 2030 (UNESCO,2016)

In the Western Europe, North America and the Nordic countries, these gender discrepancies have virtually been eliminated or even reversed. Buchmann et al. (2008:320) notes that while educational inequalities have traditionally been against women, this assessment is no longer true in industrialized countries where ‘...women have come to far outnumber men among new

college graduates'. Buchmann et. al. (2008:325) argues that in the United States, by 2005, women constituted 58% of recipients of Bachelors' degrees and this trend was expected to continue to widen in favor of women.

UNHCR (United Nations High Commissioner for Refugees) has adopted strategy plans during 2012 up to 2016 to reduce gender disparity in enrolment and dropout. The strategic plan ensures that at least 3 million refugee children should get access to primary education. Also ensures that 70% of refugee girls and boys achieve quality learning in primary school. Furthermore, this strategic plan will enable early childhood education for 500,000 children aged 3 to 5, and provide safe schools and learning environments for all young learners (UNHCR, 2012-2016).

Teshome (2002) indicated that, social returns to female education are high and exceed the returns to male education. That is, female education improves children's health, reduces the number of unwanted births, and causes women to have a small number of family sizes. This being the case however, the majority of Ethiopian population lives in rural areas and they are engaged basically in subsistence farming. Girls are a source of supporting labor for overburdened mothers in rural Ethiopia. Thus, the possibility of girls to go to school not only to distant areas but also nearby areas is very low.

In Ethiopia, the Education Sector Development Program (ESDP) has a long range-rolling Plan with a focus on the comprehensive development of education over a twenty-year period. The final goal of the ESDP for the primary education is universal primary enrolment by the year 2015 and at the same time improving quality, equity and efficiency of the system at all levels (Tassew *et al*, 2006). Today, although the enrolment and participation of female students has increased and the gender gap has been reduced to some extent, a number of studies have shown that in most developing countries particularly Ethiopia, females receive less schooling than male, and the gender disparity in enrolment and dropout has been reduced though a number of children are still out of school (Emebet, 2003). Furthermore, the most important reasons identified for dropping out of school for girls include needs for child labor (opportunity costs), parental attitude and support, early marriage, distance between home and the school and overage enrolment (Teshome, 2002).

Ethiopia has been one of the most important host countries for refugees in the world. It is currently accommodating close to 783,340 refugees in 25 camps located in different parts of the country's border villages. The country has been receiving refugees mainly from countries such as Somalia, South Sudan, Sudan, and Eritrea. ARRA (Administration for Refugees and Returnee Affairs) works on behalf of the Government of the Federal Republic of Ethiopia and assumes the responsibility of the coordination of assistance, guidance and support to all the other implementing partners working around refugee camps. It is partnering with UNHCR and other local and international NGOs to support refugees and host communities (ARRA, 2011).

Given the above services that Ethiopia government provides refugees, education is one of the biggest things that refugees get. Shedder, Awbare, and kabribayah refugee camps in Faafan zone, which this study will be based on, have a large school aged children and they have pre- primary and primary schools. But there is a problem in these schools about gender disparity in enrollment and dropout. Even though, these children live in same camps there is still problem of school dropout caused by different factories. It is obvious that students' enrolment is always influenced by students' dropout, but rate is different from place to place. Finally, the main of this study is to assess the existing situation of gender disparity in terms of enrollment and dropout in primary schools of Shedder, Awbare, and kabribayah refugee camps of Faafan zone Somali region state.

1.2. Statement of the Problem

Education is something that one can keep for a lifetime. Acquiring a good education can affect one's personal life, one's community, and one's entire generation. But there are many education problems in the world for instance; about 263 million children and youth are out of school, according to UIS data. This number includes 61 million children of primary school age (about 6 to 11 years), 60 million young adolescents of lower secondary school age (about 12 to 14 years), and 142 million youth of upper secondary school age (about 15 to 17 years) for the school year ending in 2014 (UNESCO,2016).

Since 2000, good progress has been achieved to boost girls' enrollment in school. However, an estimated 131 million girls worldwide remain out of school and face multiple barriers to education. These include distance to school, cultural norms and practices, school-related gender-

based violence and early or forced marriage. Boys and girls face barriers to getting a good education in conflict-affected areas where safety and security can be compromised and in households that depend on their labor or income (GPE, 2017).

Ethiopia has a total of 14,532,000 pupils enrolled in primary education. In Ethiopia, the gross enrollment rate in primary education was 87% for both girls and boys combined. The primary net enrollment rate was 68% and the primary completion rate was 47% that the country has yet to achieve universal primary education. The percentage of out of school children in a country shows what proportion of children are not currently participating in the education system and who are, therefore, missing out on the benefits of school. In Ethiopia, 32% of children of official primary school ages were out of school. Approximately 34% of boys of primary school age were out of school compared to 31% of girls of the same age. For children of primary school age in Ethiopia, the biggest disparity can be seen between the poorest and the richest children (World Bank, 2014).

In additions to this, education is central to supporting girls in developing competencies and personal skills to improve their own lives and capacity for self-protection. Educated women and girls can bring positive changes to their families, economies and societies. Yet participatory assessments reveal that girls have limited access to schooling. In East Africa, for example, only one in every five refugee girls aged 12 to 17 is attending school, and only 1 in every 3 refugee girls attending primary school will advance to secondary education. Worldwide, only 36 per cent of refugee girls in camps and 31 per cent of refugee girls in urban areas are enrolled in secondary school (EC, 2011). This is same as what exist Fafan zone refugee camps.

The National and International Community, having realized the importance of education for individual and collective well-being, organized an International Conference on Population Development (ICPD-1994) to eliminate gender any bias in educational materials that enforces or reinforces inequalities between men and women. The World Conferences culminated in the Fourth Summit at Beijing (1995) to reaffirm Governments' commitments to intensify efforts guaranteeing gender free education and universal access to the tools of knowledge (Ranjere, 2003).

The problem of gender disparity in enrolment to education in the developing countries is further complicated by high dropout rate. Among the serious obstacles to female education, premature departures or dropping out from schools by female students is notable in sub-Saharan Africa. Under the existing level of accessibility to primary education, the rate of enrolment and dropout is varying for boys and girls. In Ethiopia, gender disparity in education is high with girls having significantly lower gross enrolment ratio than boys. Dropout rates of grade 1-8 were at 10.12% (Male 10.01% and Female 10.23%) this shows gender disparity since more female students dropped than male students. Dropout was highest in grade 1, at 16.8%. This means that many children join grade 1 and then leave the education system without completing. Dropout rate in the rest of the grade was around 10%, falling in grade 6 and 7 to approximately 6% (ESAA, 2016).

Ethiopia is known for hosting a lot of refugee population which increasing day after day, and the majority of these refugees are illiterate. The services that Ethiopia provides these refugees based on the agreement that they have signed with UNHCR (United Nations High Commissioner for Refugees) include food distribution, protection, health and education .There are a lot of problems at side of education of these refugees such as lack of high quality of education, lack of supervision, lack of students and teachers' motivation, gender disparity in enrolment and dropout (ARRA, 2011).

So far, in Refugee camps of Fafan zone Somali Regional State there were no studies on Gender Disparity in Enrolment and Dropout of students in primary schools but other regions were done researches about gender disparity in enrolment and dropout For instance, Endeshaw, (2007); gender disparity in enrolment and dropout in primary education: the case of Dessie zuria wereda Amhara National Regional State, Teshome, (2002); Low Participation of Female Students in Primary Education. A case study of Dropout from Amhara and Oromia Regions, and Kassa (2006); Factors Affecting Females Participation in Education: The case of Tocha Woreda in SNNPR. Most of the studies focused on local community schools.

To fill that gap, the researcher aimed to conduct research in gender disparity in education with respect to enrolment and dropouts in primary schools of Fafan zone refugee camps.

1.3. Research Questions

This study attempted to answer the following basic questions:

1. What is the status of gender based enrolment and dropout situation in primary schools of Fafan zone refugee camps?
2. What is the gender beliefs and perception towards education in primary schools of Fafan zone refugee camps?
3. What are the major cultural, school related factors and domestic labor factors affecting enrolment and dropout in primary schools of Fafan zone refugee camps?
4. What strategies could be in place to reduce the dropout and increase enrolment in primary schools of Fafan zone refugee camps?

1.4. Objectives of the Study

The aim of this study is to investigate the following objectives.

1.4.1 General objective

The general objective of this study is to investigate the existing general situations of gender disparity in education with respect to enrolment and dropouts in primary schools of Fafan zone refugee camps.

1.4.2 Specific objectives

The specific objectives of this study are:

1. To assess the existing gender based enrolment and dropout situation in primary schools of Fafan zone refugee camps.
2. To examine the gender beliefs and perception towards education in primary schools of Fafan zone refugee camps.
3. To identify the major cultural, school and domestic labor factors affecting enrolment and dropout both male and female students of the study area.
4. To suggest mechanisms to reduce dropout and increase enrolment of female students of the selected refugee camps.

1.5 Significance of the Study

As in 1990 UNESCO conference slogan, “Education For All” (EFA); every human being should get an education, gender equality at all levels of education should be encouraged. Therefore, this study would help in devising strategies for improving access to all school aged children in these refugee camps and narrowing the existing gender gap.

Also, this study might help to know the reasons of poor enrolment situations and high dropout rates in these refugee camps. Furthermore, it might provide gender disaggregated information that indicates the real situation of daughters, the socio-cultural and economic factors influencing them to go to school or drop out of school. Apart from this, it might help policy makers, government and non-government organizations, and also other concerned bodies interested in designing to avert the worst scenario of primary education in this refugee camps.

Finally, the study may encourage other researchers to carry out further studies who are interested to conduct study on this area.

1.6 Delimitations of the Study

The study was conducted refugee primary schools of Somali regional state on the gender disparity in enrolment and dropout of the students in the primary schools. The scope of study was delimited to Fafan zone refugee camps primary schools. It would be more essential if the study was conducted in all primary schools of refugees in Somali regional state; however, such a study requires many resources in terms of time, human power and finance. Second, the researcher has been working in the area where these schools are located. Thus, it was convenience to distribute and collect questionnaire on time. On the other hand; gender disparity may take several forms, but the focus of this study was enrolment rates and dropout rates. Also factors that are affecting enrolment and dropout are numerous. However, this study was focused on, culture, domestic labor factors, and school related factors.

The sampling techniques were delimited to probability: Stratified random sampling for teachers, Availability for principals and vice principals, PTAs, and education Officers, and also Purposive for students. Questionnaires, interview guides, focus group discussion and document analysis were used as data gathering instruments. The collected data were analyzed using frequency, percentage, mean,

and chi-square by using SPSS V.16.0 for the primary data and narrative description for the secondary data.

1.7. Limitations of the Study

The study envisaged a number of limitations, key of which include; it relied on the responses' of refugee camp respondents (teachers, students, principals, education officials and PTA representatives) and since gender disparity in education is a sensitive issue, some of the respondents were reluctant to provide information to the researcher. However, the researcher urged the respondents during the questionnaire administration to be as sincere as possible and assure that their identities are treated with confidentiality. Secondly, the study envisaged that the sample was small and focused on enrollment and dropout students in Fafan zone refugee camps.

1.8. Definition of Key Terms

Dropouts: in this study dropouts are children leaving school and not enrolling in that or any other school before they have completed a cycle.

Dropout rate: the percentage of pupils who discontinue their learning from a given grade out of the previous year total enrolment in the same grade.

Educational wastage: refers to human and material resources spent or 'wasted' on pupils who have to repeat a grade or who drop out of school before completing a cycle.

Enrolment: refers the action of enrolling to primary school and remaining at least for one academic year.

Gender: It is the social role of being a female or male.

Gender Parity Index (GPI): is the ratio of female to male enrolment rates. In situation of perfect equality between boys and girls enrolment rates, GPI is 1 while 0 indicates the highest disparity.

Gross Enrolment Rate (GER): it is the percentage of total enrolment in primary schools, irrespective of age, out of the corresponding primary school age population.

Net Enrolment (NER): it is the proportion of pupils enrolled from a specific age group.

Never enrolled children: are children who are out-of formal school and never attended in any school so far.

Primary education: in this context it refers to grade levels one to eight.

Primary school: In this study, primary school refers schools having grade 1-8.

Primary school age: in this study it is the age range in which a child is expected to attend primary school from 7 to 14 years. .

Refugee: in this context refugee is someone who, owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership in a particular social group or political opinion, is outside the country of his nationality.

2. REVIEW OF RELATED LITERATURE

The aim of this section is to establish conceptual framework that serves as basis for the subsequent analysis and discussion of the study. It builds the framework around the existing gender disparity in enrolment and dropout of primary schools. It discusses the basic concepts and definitions of enrolment and dropout, education and gender, gender disparity in education. Furthermore in this section discusses factors affecting enrolment, factors related to dropping out, and measures to be taken to reduce dropout and increase enrolment. The understanding of gender disparity in enrolment and dropout, factors affecting enrolment, and factors related dropping out helps to guide analysis and discussion of the issue stated with references to its practices in the study area; that is three primary schools in Faafan zone refugee camps.

2.1 Concepts and definition of Enrolment and Dropout

Before directly moving to the factors that cause students dropout and strategies to follow in order to increase enrolment; it's good to have a firm understanding of the concepts and definitions of enrolment, dropout, gross enrolment and net enrolment.

Net-Enrolment Rate (NER) is the total number of students in the theoretical age group for a given level of education enrolled in that level, expressed as a percentage of the total population in that age group (UNESCO, 2017). A high NER denotes a high degree of coverage for the official school-age population. The theoretical maximum value is 100%. Increasing trends can be considered as reflecting improving coverage at the specified level of education. When the NER is compared with the GER, the difference between the two highlights the incidence of under-aged and over-aged enrolment. If the NER is below 100%, then the complement, i.e. the difference with 100%, provides a measure of the proportion of children not enrolled at the specified level of education. However, since some of these children/youth could be enrolled at other levels of education, this difference should in no way be considered as indicating the percentage of students not enrolled. To measure universal primary education, for example, adjusted primary NER is calculated on the basis of the percentage of children in the official primary school age range who are enrolled in either primary or secondary education. A more precise complementary indicator is the Age-specific enrolment ratio (ASER) which shows the participation in education of the population of each particular age, regardless of the level of

education. Furthermore, NER at each level of education should be based on enrolment of the relevant age group in all types of schools and education institutions, including public, private and all other institutions that provide organized educational programmes (UNESCO, 2017).

Net primary school enrolment ratio – based on UNICEF definition it refers to number of children enrolled in primary school that belong to the age group that officially corresponds to primary schooling, divided by the total population of the same age group (UNICEF, 2014).

In the context of Ethiopia Enrolment refers the action of enrolling to primary school and remaining at least for one academic year. Net –Enrolment Rate (NER) is the best way of measuring organized, on time school participation and is a more refined indicator of school and enrolment coverage in terms of explaining the proportion of pupils enrolled from the official age group. NER is usually lower than the GER since it excludes over-aged and under- aged pupils. The NER for primary school as a whole is calculated by dividing the number of students of the correct age enrolled in primary school (for Ethiopia, ages 7-14) by the number of children of school age population (7-14) (Habtamu, 2002).

Gross Enrolment Ratio (GER) is the rate calculated by simply dividing the total number of students enrolled in first cycle primary (irrespective of their age) by the total population of 7-14 years old. GER is a crude measure of school coverage. Usually, since it includes under-aged and over aged pupils, GER can be higher than 100%, and frequently is in countries attempting to address the backlog of students interested in attending school, but previously unable to because of financial need, family issues, or lack of schools (Habtamu, 2002).

Ethiopia is one of the countries with the lowest primary school enrolment rates in the world, thus attaining universal primary education in the country requires greater efforts. Primary education makes people literate and numerate, thereby enabling them to effectively manage their domestic and occupational duties. In Ethiopia the rate of primary school participation is very low even when compared with other Sub-Saharan African countries. The net enrolment ratio (NER) and net Intake rate in primary grades (Grades 1–8) stood at 85.9 per cent (84.1 per cent of girls) and 95.5 per cent (93.per cent of girls) in 2012/13. However, over three million children are still out of school. Access to early education for school readiness is only 26 per cent for children below the entry age of grade one (7 years) (UNICEF, 2014).

On the other hand, different researchers defined the phenomenon of 'drop out' differently. For Jamil et.al, (2010) drop out is "a term used for the children, who for any reason other than death, discontinue schooling and leave their education uncompleted". From this definition we can understand that it includes all those students discontinuing their studies without completing their studies for any reason other than the death of the student. Also this definition covers those students who are expelled by the education institution due to their weak performance or failure in studies. Some of the students discontinue studies due to their illness, may also be included in the above definition of drop out.

According to Malik (2000) drop out can be defined as, "a student who left school before completing a course of study". We can see that this definition does not cover any complexity of the phenomenon and has not clear in substance. This is much generalized definition covering all students quitting their schools prior completing their courses.

Umoh (1986) define dropout as, "student who left school before the completion of the program for which they are enrolled, for unseen reasons". We can realize that this definition is a flexible definition covering all those students leaving their planned study program for any reason before completion. Hence, this definition of drop out a quite comprehensive definition and focused.

To sum up, the above literature indicates that there is no universal definition of dropout which most scholars agreed up on, but it can be understood that dropouts are students which left school before they complete a particular grade.

Truly speaking, most schools have dropout student even though their ratio of students who drops out is different. So different Policies are needed to improve school progression and reduce the numbers of children dropping out of school in order to achieve Universal Primary Education (UPE). As different data indicated children are starting primary school in greater numbers than ever before but dropout rates are significant and lead to low levels of primary school completion in many countries. Therefore, failure to complete a basic cycle of primary school not only limits future opportunities for Children but also represents a significant drain on the limited resources that countries have for the provision of primary education (UNESCO, 2011).

2.2 Education and Gender

Gender is a socially constructed and intersectional identity: it always intersects with social class, ethnicity, religion, culture, disability, sexuality, age, and care status. Gender equality policies in education need to take account of social class, ethnic, cultural and other status differences within gender groups. Gendered identities are dynamic and contested. They are created and recreated anew in group settings, including educational settings. Education itself offers real opportunities to challenge gender stereotypes. Education about gender equality needs to be mainstreamed in all school and college programmes (EC, 2009).

In 1990, the World Conference on Education for All was held in Jomtien, Thailand. Six development goals were agreed upon and aggregately came to be called Education for All (EFA). Their aim was to achieve universal access to primary education of acceptable quality for all school-aged children, without fees charged, in tandem with elimination of gender disparities in education. The EFA's aims also included the expansion of early childhood care, adult education, and improvement of the adult literacy rate. These EFA goals were not achieved but were endorsed again in 2000 by officials gathered in Dakar representing major bilateral and multilateral donors, as well as the governments of developing countries. Meanwhile, two of the EFA goals, namely, achieving universal primary education (UPE) and eliminating gender disparities in primary and secondary education, were integrated into the Millennium Development Goals (MDGs) for social and economic development (yamada.sh, et al, 2007).

Also, in 2000, 189 UN member states adopted the Millennium Declaration, which distils the key goals and targets agreed at the international conferences and world summits during the 1990s. Drawing on the Declaration, the UN system drew up eight Millennium Development Goals (MDGs) to provide a set of benchmarks to measure progress towards the eradication of global poverty. MDG 3, to promote gender equality and women's empowerment, includes one target on education and additional indicators on women's employment and political representation (UNDP, 2010).

The past decade has seen marked advances towards Education for All (EFA) in sub-Saharan Africa. The region has increased primary net enrolment ratios by almost one-third, despite a

large rise in the school-age population. Gender gaps have narrowed at the primary level and more children are moving from primary school to secondary education. Yet major challenges remain. Sub-Saharan Africa is home to 43% of the world's out-of-school children, levels of learning achievement are very low, gender disparities are still large, and the learning needs of young children, adolescents and adults continue to suffer from widespread neglect (UNESCO, 2011).

After much progress in increasing government investment in education, the financial crisis has reduced education spending in some countries and jeopardized the growth in spending required to achieve EFA in others. External aid to basic education declined in 2008, resulting in a significant decrease in basic education aid per child. The 2011 EFA Global Monitoring Report puts the spotlight on armed conflict and one of its most damaging yet least reported consequences: its impact on education. Conflict-affected states in sub-Saharan Africa have some of the world's worst indicators for education. Despite progress, Ethiopia's education indicators are still poor and below Sub-Saharan averages. Ethiopia is ranked 126th out of 127 countries in the Education for All (EFA) development index and it is unlikely to meet the EFA Goals by 2015 (UNESCO, 2011).

The question of gender in education began to intrigue research and policy attention since last four decades. The interest ever since was to reduce gender disparity in education by promoting equal erudition of females with males. Despite the advocacy and some promising scenario, gender disparity in education is still continuing in favor of males in many countries of the world, particularly in Africa. As such, the MDGs, "To eliminate gender disparity in primary and secondary education by 2005 and in all levels by 2015", would less likely be achieved (Bunyi, 2004).

2.3 Gender Disparity in Education

First of all, we know that there are natural differences between the sexes based on biological and anatomic factors, most notably differing reproductive roles. Biological differences include chromosomes, brain structure and hormonal differences. Gender disparity is disparity, which is

originated and maintained through systems of gender discrimination. Such discrimination against women is common and nurtured at the level of tradition and social practices. The gender disparity is manifested in various spheres of human life. There is gender disparity in different sectors. The number of women who have access to resources and services is smaller than that of men. This is also true in education. According to Endashew (2007) education disparity can be seen in different enrolment rates, dropout rates, and survival rates among the sexes, often these phenomena happens together.

Gender disparities allude to one sex being disadvantage over the other in experience and outcomes. In Sub-Saharan Africa based on the report of UNESCO (2011) is edging towards gender parity in school enrolment, but gender disparities to the advantage of boys and young men are still marked in the region. Gender parity in primary education remains to be achieved in a majority of countries. Over the past decade, sub-Saharan Africa has seen modest progress towards parity between girls and boys in primary education. The regional ratio of girls to boys – that is, the gender parity index (GPI) – for primary GERs increased from 0.85 in 1999 to 0.91 in 2008. So far, gender parity has been achieved in only sixteen of the forty-three countries with data (UNESCO, 2011).

Further the report of UNESCO (2011) mention that seventeen countries their GPI was below 0.90 at the primary level, and four countries had a primary GPI below 0.80. Of the twenty countries in the region not yet at gender parity and with enough data for a projection to 2015, three will achieve the goal, and eight are moving in the right direction but will fall short of the target. The remaining nine will not just miss the goal but will move away from it. Some off-track countries have nonetheless made substantial progress since 1999. For example, the GPI in Guinea rose from 0.64 in 1999 to 0.85 in 2008. Other countries that are off track, such as Côte d'Ivoire and Eritrea, have made little or no progress in narrowing gender gaps since 1999 (UNESCO,2011). This shows that though sub-Saharan Africa countries made a progress towards gender disparity in education there is still gender disparity in education which need effort.

Tobik (2009) found out in Kenya, masia land that the males became the beneficiary of the education system and the female factor was ignored. Analysis of distribution of education on

enrolment in marginalized areas reflects disparities between the sexes. The number of girls who were in schools was less than 50% of the total enrolment. The study further found high drop-out rate among the girls as they advance from primary to tertiary levels.

The issue of gender disparity in education in Ethiopia has started to attract government attention very recently in spite of its prevalence across several educational ladders. The higher up the educational ladder in the country the wider the gender disparity in favor of males become (MOE, 2007). Okojie (2001) found that in Ethiopia girls' education is affected by family size or composition, and girls are discriminated against schooling in large households. The larger the number of children of school age, the lower chances of enrolling girls and the higher female dropout rate, since earlier born daughters are often kept at home or withdraw from school to care for young siblings. This shows that negative attitude of parents toward girls' education.

Also, much literature exists on how family size influence schooling of children. Tassew, *et al.*, (2006) found out that household size influences the amount of resources and time invested by parents in child schooling. Resource limitations may, therefore, force large family households to discriminate among their children, but there were differential impacts on girls versus boys and younger versus older children (Endeshew, 2007). Collier and Rosaldo (1981) theoretically stated that gender is analyzed through a socio-cultural lens. This is because the power of gender stereotypes is not just in the mind; they have a perfect material reality. The material reality helps to reinforce the social and economic conditions within which they have developed and employed. Thus, we can conclude that gender disparity in the present context refers to the unfair treatment of females as compared to males in education, which is rooted in the way society and its culture works.

Culture either enhances or impinges academic performance as our performance in academic or otherwise is fed by our culture. Performance theorists like Matthews and colleagues (2000) subscribe to this assertion. Education and other integral parts of our culture explicitly value successful performance. In fact, performance is influenced by various contextual factors which involve the external environment, internal qualities of the person (e.g. the emotional state), and the task itself (Matthews *et al.*, 2000).

On the other hand, Education is central to supporting girls to develop the competencies and personal skills they need to improve their lives and their capacity to protect themselves. Educated girls bring significant improvements to their families, economies, and societies. Providing girls and women with the opportunity to complete a quality education in a safe learning environment is a highly effective way to reduce poverty and ensure long-term livelihood options (Endashew, 2007). In addition, Lamessa (2005) found out that in the Ethiopian educational setup, females have been largely excluded for long since the inception of modern education in the country to the last few decades. Apart from the patriarchal socio-cultural system of the country, the factors displayed in different studies often appear to have been the major hurdle to female students' equal participation with males in schooling in Ethiopia.

Kassa (2006) found out Tocha woreda in SNNPR that factors that affected females participation in education are: qualification of teachers, parents demand of female child labor, school cost such as house rent, food supply cost, long distance to school, parents' poverty, fear of male harassment, lack of role models, dropout, abduction or "telefa", parents' religion type, early marriage, parents' illiteracy and worry of unwanted pregnancy. These are the major reasons for low female participation in education in the study area.

When it comes to refugee primary schools; although primary refugee enrolment rates follow an upward trend, around 30 per cent of refugee girls still have no access to primary education. Staying at school and completing their education is even more difficult for girls in secondary schools, where only 15 per cent of refugee girls are enrolled against 25 per cent of boys. The reasons for poor primary school enrolment and retention rates for girls are multiple. They include limited or difficult school access; presence or fear of an unsafe learning environment; financial constraints and crisis situations that require girls to contribute to family economies; lack of documentation; or cultural assumptions about the value of educating girls. Also Dadaab refugee camp in Kenya, early marriage, poverty, lack of parental guidance and insecurity were given as the main reasons for girls dropping out of school (UNHCR, 2010). This shows that refugee girls experience gender disparity in enrollment and a lot of factors influence them, and leads to dropout from schools.

2.4 Factors affecting Enrolment

Primary education equips a population with literacy and numeracy skills to meet the challenges of life at home and at work, laying a foundation for further educational advances. It also provides the basis for developing the capacity to cope with rapidly evolving and changing societies in an information age. Its universal availability and quality are central to the human resource capacity of any society (Lockheed and Verspoor 1991).

Universal access to primary education was one of the Millennium Development Goals (MDGs) envisioned by the United Nations, to be reached by 2015. Some African countries have already achieved and even gone beyond this universal primary education. Remarkable examples with impressive enrolments include Togo (132.7%), Swaziland (128.5%), Tunisia (114.4%), Algeria (107.3%) and Mauritius (106.7%). Promising results were achieved in Senegal (66.4%), Tanzania (55%) and Djibouti (37.3%) (Tegegne,1998). Ethiopia is one of the countries with the lowest primary school enrollment rates in the world, thus attaining universal primary education in the country requires greater efforts. Furthermore, low quality of school and a high dropout rate, as well as gender and rural-urban disparities remain the major challenges of the country.

Theoretically, a number of reasons have been presented as explaining the low level of school enrolment. Destafano and Wilder (1992) argue that dissatisfaction with declining school standards is a major reason for falling enrolments. In an earlier research, Destafano and Wilder (1992) mention the absence of sufficient opportunities for higher level education and the attendant unrealizable promises for a non-agrarian occupation, rising costs of schooling, disparity between received schooling realities of rural life and compulsory education as contributory to low enrolments.

Also Pal (2004) found out that expected higher earning capacity and improved quality of life is considered as benefits of schooling. Parents would send a child to a school if and only if the discounted value of returns from additional schooling tomorrow is higher than the discounted value of the additional cost today. The demand for education is also shaped by the supply-side factors such as access to and quality of schools.

Finally, Woldehanna, et al (2006) found out that school enrollment and attainment choices are affected by three main factor household's demand for education; supply of education service; and government educational policies. Socio-economic Status, Stress, institutional factors, income of the house hold and emotional factors were found to be one of those factors that contribute to decline in enrolment rate (Debbir & Jennifer, 2004). Since we understand from the different literature above factors that affect enrolment of the children are numerous; in the sections below we will try to discuss some of the factors that affect enrolment of primary schools, namely poverty, and culture.

2.4.1 Poverty

Several studies carried out during the last two decades have isolated a number of factors that influence school enrolment but the role that poverty plays in this context has seldom been addressed. Poverty is a multifaceted fact that cannot be described entirely as scarcity of material resources of a person or a household. From a sociological point of view, the word 'poor' describes an entire social group or class that differs from others, not only in terms of its income or consumption level, but also in several other respects. School enrolment behavior of those living in poverty is one such aspect. The possibility that the poor behave differently while deciding to enroll their children in a primary school needs to be explored as children belonging to poor households are less likely to attend primary school and the negative effect of poverty is likely to be more pronounced on girls (G. M. Arif and et al, 1999).

Overall African case studies indicate that the probability of enrolment in primary school was less influenced by direct costs than opportunity costs (e.g. child work- related), although the results showed mixed patterns. In cases where direct costs matter, the impact was found to be more significant for poor households than rich households as poorer families tend to have more children and limited budgets. Some studies also found that the direct costs of schooling were higher for girls than for boys, which may reduce the chance of schooling for girls (World Bank, 2004).

Poverty stands out as one among the major reasons which limits children from enrolling in school. Studies found out that Household poverty had a lot of repercussions on the child and the family where the child comes from. UNESCO (2002) found that students drop out from school for poverty. Poverty is one of the most crucial factors of dropout from school. In the same way, one of the disadvantages the Ethiopian girls face in education is due to the low income of their families explained that girls who come from economically advantaged families are more likely to enter and remain in schools than are girls from disadvantaged families (Tassew, *et al*, 2006).

2.4.2 Cultural factors

Culture is an inclusive concept; it usually subsumes elements like norms, values, beliefs, languages, statuses and roles, religion, and attitudes that a social group belongs to. Different research shows that cultural factors like early and forced marriage, attitudes of family and community towards girls' education, lack of female teachers and physical access to schools were barriers to girls' education. Also, Zoy (2009) found out that cultural factors such as physical distance of school, insecurity, parents' disinterest for girls' education, lack of female teachers, parents' focus on work for survival, inappropriate treatment by teachers, and early marriage of girls were the reasons why children dropped out of school.

Religion is frequently associated with low female participation in Schools (Odaga and Heneveld, 1995). The reasons have to do with the fear of parents based on the assumption that education promotes values and behavior for girls that are contrary to cultural norms. Hofstede (2005) discovered cultural dimensions to understand and explain the cultural norms that affect school enrolment and retention. Hofstede's model contains six cultural dimensions: power distance, individualism versus collectivism, masculinity versus femininity, uncertainty avoidance, Long term orientation versus short term orientation, and indulgence versus constraint. Of the six dimensions, the researcher have used four dimensions, namely power distance, individualism versus collectivism ,masculinity versus femininity, and uncertainty avoidance, to measure the magnitude of the cultural factors.

2.5 Factors Related to Students Dropout

Drop out is often a process rather than the result of one single event, and therefore has more than one proximate cause. General research on the phenomenon of school dropouts has shown that multiple factors are associated with dropping out and that such a phenomenon is a long-term process of disengagement that occurs over time and begins in the earliest grades. In the United States, the National Center for Education Statistics (NCES, 1996, 2010) and private research organizations have identified two types of factors related to dropping out: those associated with families and those related to an individual's experience in school.

A number of family background factors, such as socioeconomic status, race/ethnicity, single-parent families, siblings' educational attainment, and family mobility are correlated with the likelihood of dropping out. Of these factors, socioeconomic status, most commonly measured by parental income and education levels, shows the strongest correlation with dropping out (Bilagher, 2006). A number of studies have also found that dropping out is more likely to occur among students coming from single-parent families and students with an older sibling who has already dropped out, than among counterparts not possessing these characteristics. Other aspects of a student's home life such as the level of parental involvement and support, parent's educational expectations, parent's attitudes about school, and stability of the family environment can also influence a youth's decision to stay in school (Bilagher, 2006).

Students' past school performance is also related to the likelihood of dropping out. For example, some research shows that students with a history of poor academic achievement, evidenced by low grades and poor test scores, are more likely to drop out than students who have a history of academic success. In addition, students who are over age for their grade level or have repeated a grade are more likely to drop out. Other school factors related to dropping out include students having a history of behavioral problems and higher rates of chronic truancy and tardiness. Research also indicates that dropout rates are associated with various characteristics of the schools themselves, such as size of the school, level of resources, and degree of support for students with academic or behavioral problems (Ampiah & Adu-Yeboah, 2009). Finally, there

are a lot of challenges that cause dropout of students which some of them is discussed here including economic factors and school related factors.

2.5.1 Economic factor

Many poorer households depend considerably on the labor of their children especially girls in order to supplement household income either directly on the farm or in the market place or indirectly by undertaking household tasks. Poverty and unwillingness to bear the educational cost of books, uniforms and other expenses have contributed to lower participation of girls in education. Hence, educational costs such as fees, uniforms, and books are also often deterring parents from educating girls. In the same way, one of the disadvantages the Ethiopian girls face in education is due to the low income of their families explained that girls who come from economically advantaged families are more likely to enter and remain in schools than are girls from disadvantaged families (Endeshew,2007).

Apart from this, different researches done about Africa refugee students in Canada suggest that lack of economic resources available to the refugee students and their families posed a severe challenge for social integration and educational success for the students. More than half the 40 students who participated that study reported holding full-time jobs (either from 4:00 p.m. till midnight or from 11:00 p.m. till 7:00 a.m.), to support themselves and surviving family members in Africa, and to repay or help parents and relatives repay money (loans) that the Canadian federal government has spent on their airfares, initial housing, and other refugee resettlement programs. Balancing eight hours of work each day with academic work was simply exhausting, as one student indicated that things are harder in .Canada than they thought; because students work long hours and come home lately. This ultimately influenced their academic performance and eventually led dropping out from school (McBrien, 2005).

2.5.2 School related factors

School factors were cited in many studies as constituting more important determinants of students' dropout. The most commonly studied school features include the availability and quality of school facilities, proximity and costs, and have differential effects on the enrolment of

children by gender. Expansion of primary schools through public expenditure or private investment reduces one of the supply-side constraints on household enrolment decisions (World Bank, 2004). According to this study, improving access or the level of provision in general, significantly influences the level of students dropout, although its impact may be variable by level of schooling and region (World Bank, 2004).

Chimombo(2000) observed that while the enrolment of boys and girls are almost the same in the first two standards, boys have a higher propensity to persist in school than girls and that where there are more schooling problems, it is the girls who are affected more by those problems. Kuthemba Mwale (1991) summarizes school related factors to school dropout as irrelevant curriculum, teacher shortage, and lack of teaching and learning resources. These school related factors for school dropout in Malawi extend to overcrowding in classrooms as evidenced by a pupil/teacher ratio of 1:87 (Education Statistics 1991), distance to school and gender streaming by subject.

School distance influence students as Okojie (2001) found out that accessibility to schools is a problem in many rural communities in Africa. Proximity to schools is very important for girls because parents are often afraid to allow their daughters to walk long distances to attend school after the age of puberty. Expanding on the effects of distance to persistence in school, Odaga and Heneveld (1995) isolated two issues: the first relates to the length of distance and energy, which the children have to expend to cover the distance, often on an empty stomach. The other relates to the concern and apprehension parents have for the sexual safety of their daughters (Odaga 1995: 30). The above argument clearly indicates that the problem of distance to schools will affect both boys and girls but girls are, however, more likely to be affected than boys.

Also Tassewet *al* (2006) The demand for school is also likely to be influenced by the distance between the household and the school as those living farther away from primary school may face higher opportunity (time) and direct (transport) costs. If a school is close to a child's home, the likelihood of enrolment is high for both girls and boys. With an increase in physical distance, girls' participation in schooling is lower due to logistical problems and associated safety risks. This suggests that school access is not only important in terms of reducing the transport costs to

households, but also in terms of alleviating parental fears about their daughters' safety and a potential loss of family honor. The positive association between child schooling and school availability was particularly strong in the case of girls, as parents had previously been reluctant to send their daughters to distant schools (particularly in rural areas) because of safety concerns. Teshomse (2002) found in Amhara and Oromia regions schools also play their own part in the drop out of female students. In both regions the shortage of instructional materials and textbooks were found to be the crucial ones. This implies that any innovation, which promotes girls education, requires meeting these needs for success. In fact there are more things to be considered including school distance, safety, gender sensitive facilities, classroom size, school libraries and teacher absenteeism. Although direct school costs are highly related to female dropouts, the single most influential factor for female dropouts in both regions are the costs of instructional materials.

Another significant school related factor which Tassewet *al* (2006) found was low proportion of female teachers, which is male dominated. Study shows that staffing is a critical factor not only in terms of numbers but also in terms of qualification, gender balance and commitment. The need for more women teachers has been identified by many studies. Endashew (2007) found out that in Dessie Zuria Woreda school related factors such as long school distance, low proportion of female teachers, and lack of teachers training which influenced students' enrolment and dropout. Kassa (2006) found out that factors that affected females' participation in education are: qualification of teachers, school cost such as house rent, food supply cost, and long distance to school.

2.6 Measures to be taken to Increase Enrolment and Reduce Dropouts

Dropouts are those who leave school before the end of the final year of an education cycle in which they are enrolled (Loxley, 1987). Dropping out occurs after pupils have obtained access to schooling. Together with failure and repetition it leads to low primary completion rates. Many studies also indicate that class repetition can cause dropouts. Lockheed and Verspoor (1991) indicate that fewer than 60 percent of the children who enter school in the low-income countries and about 70 percent of those who enter; school in the low-middle-income countries reach the

last year of primary school. According to Odaga and Heneveld (1995), a significant number of children who enrol in the first grade do not complete primary school in Sub-Saharan Africa. They note that dropout rates are high at the primary level in general, with slightly more girls dropping out than boys.

Even though there are low primary school enrolments in developing countries particularly Sub-Saharan countries in Africa the following measures will be helpful to increase enrolment; increasing parents awareness towards education for example, a child whose parents have awareness towards education is twice more likely to be enrolled than the child whose parents have not get awareness towards education. Mother education is another key factor of better girls' enrolment in the school. A girl whose mother has received any education is three times more likely to be enrolled as compared with girls whose mother has no education. This effect greatly of girls living low income countries; if those mothers are educated through adult literacy programmes the enrolment rate of their daughters will increase (UNICEF, 2014).

Mbabazi et al 2014 suggested that improve students enrolment by improve the implementation of laws and policies on child labour ,Promote and emphasize poverty eradication programs as a tool for the retention of children in school; Review and improve factors relating to teacher motivation (not necessarily monetary); Clarify further the age at which children should start school; Mobilize a wider constituency of educational actors and strengthen structures to do community monitoring of child enrolment and school attendance; Regulate the school dues charged in different schools and provide reasoning for differences in school dues; Provide children and parents on more information regarding their rights and responsibilities towards education; Recruit more teachers; Provide training for Local leaders (LCs) in education issues; Consider implementing medical facilities and placing nurses in school (long-term measure).

Furthermore, Mbabazi et al 2014 suggested reducing dropout by Sensitize parents on the importance of sending their children to school; Strengthen child labour laws and policies; Improve tracking of those who dropped out; Improve school environment: recruit more teachers, construct more classrooms and introduce alternative methods of punishment; Construct more schools to address the issue of long distance to school; Involve community members: former

students and role models provide talks in schools to explain why education is important; Reduce conflict at school and between clusters by addressing discrimination; Improve food security in the child's home; Demand that schools provide co-curricular activities that will ensure the child's interest in school; Focus on job creation, which in turn will incentivize children to attend school; Provide adult education for those who did not complete primary school; Raise teacher salary .

In Ethiopia context there were a lot of measures to increase enrolment and reduce dropout which different studies suggested for instance Endashew (2007) suggest to improve enrolment and reduce dropout situations encourage timely enrolment, that is there should be efforts to enroll children in school at an earlier age according to the policy, especially for girls. Diversifying the occupation, this means that adopting a poverty-alleviation strategy, particularly for households with less number of livestock and low land holdings in helping to diversify their economy to off - farm activities otherwise the problem seems likely to continue to affect children (especially girls) for a long time to come. Providing economic or material incentives, this is to providing children with financial support to buy pens, pencils, and books, abolition of fees or materials for clothing (uniforms) that will help to solve some of the barriers to stay in schools. Moreover, in areas of food deficit, school feeding programs will help to keep children in schools, gives additional strength to children traveling longer distances and improve their learning capacity.

Also, Endashew (2007) suggested sensitizing the communities by making Information campaigns and permanent efforts to improve cultural and social traditions that affect girls' education has to be carried out. Committees and societies have to be established and supported to teach on harmful cultural and traditional practices. Lowering school distance through expansion of alternative schools - Short distances help children to combine school and work where child labor could be the motive for dropping out of school. This could also shorten the time required for traveling between home and school that reduce dangers for personal safety and security of daughters. Opening more schools in villages based on population intensity has to be considered; similar to opening of more tertiary level institutions in the country. Improving proportion of female teachers', that is to employ more female teachers and school officials in primary schools. This brings successful role models very close to female students particularly in rural areas.

Finally, improving the household heads' attitude towards female education - efforts be supported to raise the level of male awareness of the community and family economic benefits likely to arise from increased participation of women and girls in educational and income generating activities.

According to the study of Kassa (2006), the following have been recommended to improve females' participation in Tocha Woreda. Recruiting qualified teachers, conducting workshops, and seminars with parents and religious leaders to make society and parents aware on the benefits of female education. Building 2nd cycle primary and secondary schools at reasonable distances, building boarding houses for distant female students, improving home technologies to minimize the incidence of female child labor are also recommended. Furthermore recruiting more female teachers to be role models, school principals and concerned government bodies offering especial support to female students, take serious measures on forced and early marriage would help to increase females' participation in education.

Teshome (2002) suggested that institutional and administrative actions are required to minimize the prevalence of females' dropout, reducing overage enrolment, providing economic or material incentives. Lowering the cost of instructional materials, creating an attractive and gender sensitive school environment, lowering school distance. Promoting gender sensitivity training, Introducing flexible school hours, Provision of in-school health services, Sensitizing the community, enhancing the rights and status of women through regulatory and legal processes is also essential, community development programs, staffing: More female teachers and directors should be employed in primary schools. This brings successful role models very close to female students particularly in rural areas. Finally Tassewet et al (2006) suggested that female staff should be allocated for advice and counseling as well as for teaching in order to reduce girls' dropout from school.

Also, the ways of increasing enrolment including provide strategies and policies that can increase enrolment for example, Ethiopia's Education Sector Development Programme (ESDP) outlines the Government's strategy for improving educational quality, relevance, efficiency, equity and access. As of 2012, UNICEF has supported the establishment of 178 Alternative Basic Education

learning spaces (ABECs) for Grades one to four that has contributed to an estimated 6 percent increase in the Gross Enrolment Rate (UNICEF, 2014).

The strongest student indicators of dropping out of school attendance, behavior, and course failure, or the ABCs offer a starting point for developing a more effective dropout prevention strategy. For dropout prevention, the three-tiered model is as follows: The primary stage, or foundation, of the prevention model involves district- and school-wide reforms aimed at providing high-quality instruction that promotes engaged learning and successful high school completion for every student. The foundation of the prevention pyramid is school-wide instructional excellence and coherence, as well as school-wide positive behavior systems that foster student success and prevent dropout outcomes. In addition, teachers need high-quality instructional materials that are relevant to students' lives, including standards-based curricular materials, engaging lesson plans, and assessment materials that will enable teachers to tailor instruction to student needs. Also, to be effective, instruction must take place in a "personalized and orderly learning environment" (Mac Iver, M. A. & Mac Iver, D. J., 2009).

3. RESEARCH DESIGN AND METHODOLOGY

This part deals with the description of the study area, research design, sources of data. Moreover, it deals with population, sample size and sampling technique, data collection instruments, data collection procedures, data analysis and interpretation, and ethical consideration.

3.1 Description of the Study Area

Faafan zone is one of nine zones of the Ethiopian Somali Regional state. The zone is located in the North eastern corner of the Region bordering Northern Somalia and lies from 90, 18' and 100, 12' N. Latitude and 420, 37' and 430, 26' E. Longitude. The capital city of this zone is Jijiga town, which is also the capital city of Somali Regional State (SRS). Other towns and cities in this zone include karibayah, Dhurwaale, Awbare, Derwonaji, Shedder, Tuli gulled and Hart Sheik. Faafan zone is also bordered on the south by Jarar zone, on the west by the Oromia Region, on the north by Siti zone and on the east by Somalia (ERA, 2003).

Topography is mainly flat lowland with altitudes ranging from 1200 to 2117 m.a.s.l. Except the Eastern part which turns rugged as it dissents to the *Shinile Woreda* lowland. Dominant Climate is *Kolla* with mean annual temperature (MAT) of 25⁰C for *Belg* and 20⁰C for *Kiremt*. Rainfall in (mm) is scant and erratic with mean annual rainfall (MAR) of 400-900mm. Almost all the 386,200ha of the zone falls within arable land of which 276,900ha or 72% is productive land and mostly suitable for dry-land crop production with length of growing period (LGP) of between 100-120 days (ERA, 2003). In Faafan zone there are three refugee camps, which one camp is located in Kabribayah woreda and the other two camps are located in Awbare woreda, one in Awbare city itself and one in the kabele of Shedder (ERA, 2003).

This three refugee camps, which this study will base on, was established in three different times and they have different population size. Kabribayah refugee camps which is the oldest camp when we compare with the other two camps was established during 1998 European calendar, it has total population of 15,505, out of this 7,597 are male and 7,908 are female (ARRA record, June 26, 2014). Awbare refugee camps which is second to kabribayah was established during 2005, and it has a total population of 12,496, out of this 5,748 are male and 6,748 are female

(ARRA record, June 26, 2014). The latest refugee camp which was opened in Faafan zone is shedder refugee camps. This camp it was established during 2008 and it has a total population 12280, out of this 5724 are male and 6556 are female (ARRA record, Dec 28, 2014). Finally, this three refugee camps that mentioned above have primary schools each and this study is based on that three primary schools (ARRA, 2014).

3.2 Research Design

The main intention of this study as mentioned earlier was to see the existing situation of gender disparity in education with respect to enrolment and dropouts in primary schools of Faafan zone refugee camps. Based on the objectives and research question of the study, descriptive survey design was employed on gender disparity in enrolment and dropout of the primary schools of Fafan zone refugee camps. This is because it is preferred over other methods as it enables to make investigation with prediction, narration of events, comparisons, and drawing of conclusions based on the information obtained from relatively large and representative samples of the target population. In addition, a mixed approach of the research included the combined deployment of quantitative and qualitative approach. This combination allowed the triangulation of the qualitative and quantitative data in order to reach the result. As Tashakkori and Teddlie, (2003) stated that Mixed methods research can answer research questions that the other methodologies cannot.

3.3 Sources of Data

The researcher used both primary and secondary sources of data to get adequate information about gender disparity in enrolment and dropout of primary schools of Fafan zone refugee camps.

3.3.1 Primary sources of data

The primary sources of this study were school principals, teachers, students, education officers working in refugee camps and PTA representatives. The data from primary sources was gathered through questionnaires, interview guide and focused group discussion.

3.3.2 Secondary source of data

The secondary source of this study was school annual reports on enrolment and dropout in the last three years, ARRA reports on education, and UNHCR reports. This secondary source was essential and supplementary sources of information to fill the gap of the primary data and to provide additional information for the researcher.

3.4 Population, Sample Size and Sampling Techniques

In Ethiopia there are around 21 refugee camps, out of this 8 refugee camps are located in Somali Regional State. Out of these eight refugee camps, five of them are located in Liban zone while three of them are located in Faafan zone. The three refugee camps that are located in Faafan zone are Kebribayaha refugee camp, Shedder refugee camp, and Awbare refugee camp. These refugee camps have primary schools which consist of the two cycles. Therefore, three camps have three primary schools namely Kebribayah refugee primary school, Shedder refugee primary school, and Awbare refugee primary school, and these schools were selected using availability sampling since they are only three schools. To ensure a fair representation of samples from each category of data sources, 54 teachers from the population of 108 was selected using stratified sampling technique depending on the population distribution of teachers in these primary schools. 45 students council (police) were selected using purposive sampling by consulting teachers and school directors. 21 PTA's members were selected from population of 21 PTAs in three refugee schools using available sampling technique for focused group discussion. Whereas all school principals and vice principals of the three primary schools and education officers were selected for interview using availability sampling as depicted in the table below.

Table 1 Population, Sample Size and Sampling Technique

S/N	Types of Respondents	Population	Sample Size		Sampling Technique
			No	%	
1.	Schools	3	3	100%	Available
2.	Teachers	108	54	50%	Stratified
3.	Students	45	45	100%	Purposive
4.	PTAs	21	21	100%	Available
5.	Principals & Vice-principals	6	6	100%	Available
6.	Education Officers	3	3	100%	Available

N.B: *Students: students council (police), Education officers: program officers in the camp*

3.5 .Data Collection Instruments

To conduct this study, the researcher used multiple approaches, which combined both qualitative and quantitative methods. The intended data for the study was acquired through questionnaires, interviews, focus group discussion and document analysis. The use of multi-methods was employed in the study to secure an in-depth understanding of the phenomenon in question.

3.5.1 Questionnaires

A questionnaire was prepared to collect information from teachers and students. Both open-ended and closed-ended questions were included in the questionnaire to create an opportunity for respondents to express their feeling freely. The questionnaire was prepared in English language and then translated in to Somali language. With regard to the questionnaire 18 teachers were selected from each school using stratified sampling, and 15 students were selected each school using purposive sampling. Therefore, these randomly selected teachers, and students filled the questionnaires that the researcher provided.

The questionnaire was constructed in four parts: the first part of the questionnaire was used to obtain relevant background information about respondents; the second part was designed to secure information about the existing situation of gender disparity in enrolment and dropout in these primary schools. The third part was constructed for perception of respondents towards

gender education and the fourth part was constructed to obtain information about the factors that influence students' enrolment and dropout in these primary schools.

Before the actual data collection, pilot test was employed in order to ensure the validity and reliability of the questionnaire. For the reliability Cronbach alpha test was used and alpha results of all parts of questionnaires were above 0.80. According the reliability test reveal that questionnaires which were tried out by pilot test have good reliability. The researcher sorted the feedback, which were gotten from the small scale of respondents from selected schools and bodies that was out of the sample study, to get necessary feedback. That helped the researcher to make improvement, corrective changes and adjustment. The questionnaire have a number of questions from gender disparity in education, enrolment, dropout, factors influencing students enrolment and dropout, and strategies to reduces dropout and increase enrolment, and used to collect the necessary data for the study.

3.5.2 Interview guide

The second type of instrument was interview. Semi-structured interview was employed for 6 school principals and vice- principals and 3 education officers. The procedure of the interview was Semi-structured interviews because it has some pre-set questions, but allows more scope for open-ended answers and has more freedom and flexibility for additional important information. The collected data was categorized based on similarities of responses. That helped the researcher to get relevant and more reliable information.

3.5.3 Focus Group Discussion

The focus group discussion was held to obtain detailed information, attitude and feelings of the participants toward the study. 21 parent teacher association (PTAs) representatives from the three primary schools which consist of 7 PTA representatives from each school with one group at each refugee camps were selected. The researcher kept the discussion on track by asking a series of open-ended questions meant to stimulate the discussion.

3.5.4 Documents

Besides questionnaire and interviews, the researcher was used the documents as secondary sources of data collection. The documents included ARRA schools annual reports of student's enrolment and dropout and yearly report of UNHCR. Also educational guidelines, national and regional policies have also been used as inputs in this study.

3.6. Procedures of Data Collection

The first step in data collection process was getting the willingness of the respondents to fill questionnaire, have an interview and focused group discussion. The researcher introduced himself and his purpose through writing a letter of cooperation. Once the willingness of the respondents was assured, they were oriented to avoid confusion. Before distributing the questionnaire to the actual respondents, its reliability was checked through pilot test. Then, the questionnaires were distributed to be filled by teachers, and students. The interview and focused group discussion were held with principals and education officials and parent teacher association representative respectively. Finally, the collected data was analyzed accordingly.

3.7. Methods of Data Analysis

Both quantitative and qualitative data analysis were used in order to answer the research questions. The data were coded and organized to facilitate the analysis these include sex (female coded as =1, male coded as =2) and likert scale strongly agree =1, agree=2, undecided=3, disagree =4, strongly disagree=5) and The analysis was made by employing the descriptive statistics through percentage technique, frequency counts and inferential techniques. In addition inferential statistics through Chi-square test was employed to assess the variables explicated in all questions in accounting for the relationship between teacher and students " perceptions toward gender disparity in enrolment and dropout of the students to determine the significance level of responses from the respondents at significance level of α =analysis. In all above cases, the obtained difference was tested by using statistical significance at 0.05 levels by using SPSS V 16 software. The data that was collected through open-ended questionnaire, interview, focus group discussion and document analysis was analyzed qualitatively by using thematization and conceptualization.

3.8 Ethical Considerations

Participants of this research were fully informed regarding the objectives of the study and answers were treated as confidential and use only for academic purposes .Also, it was informed that only it would be used for the purpose of this research subject. In contrast, the researcher tried to create and maintain a climate of comfort. Any communication with concerned bodies was accomplished at their good will, without harming and treating of the personal and institutional well being. Teachers were also given consent forms and student assent to share with their parents. All of them complied willingly the signatures. The school records and information were kept confidential.

4. RESULTS AND DISCUSSION

This chapter deals with presentation, analysis and interpretation of the data gathered from respondents through questionnaires, interview, focus group discussion, and document analysis. Hence, both qualitative and quantitative analyses of data were incorporated in this chapter. The quantitative parts were analyzed through statistical measures and the qualitative were analyzed through organizing and giving shape to the responses of interviews, and focus group discussion by selecting words of expressions to triangulate the questionnaire which was made based on the research questions.

Furthermore, this chapter consists of five major parts. The first section deals with the background characteristics of respondents and the second section presents the analysis and interpretation of the main data. This section also incorporated sub-parts. The first part of this section examines gender based enrolment and dropout situation for the last three years of the selected primary schools, the second part deals with attitude and perception of gender towards education and the third part deals with factors that influence students' enrolment and dropout in these primary schools. Further, the data were collected from a total of 129 respondents. Among 54 questionnaires that were distributed to teacher respondents, 50(92.59%) questionnaires were filled in and collected. The remaining 4 (7.40%) questionnaires were not returned. Also the 45 questionnaires that were distributed to students' respondents, 40(88.88%) questionnaires were filled in and collected. The remaining 5 (11.11%) questionnaires were not returned. Finally, the data analysis and interpretation was done based on 50(92.59%) of teachers, 40(88.88%) students, 6(100%) of principals, 3(100%) of education officers and 21(100%) of PTA members.

4.1. Background Characteristics of the Respondents

Four relevant demographic variables of the respondents were gathered as background information. These are sex, age, qualification and years of experience. These characteristics of the respondents are summarized below.

Table 2 Background Characteristics of the Respondents

S/ n	Respondents	Teachers		Principals & V- Principals		Students		PTA		Education Officers		
		F	%	F	%	f	%	f	%	f	%	
1.	Sex	male	42	84	6	100	30	75	16	76	3	100
		female	8	16	-	-	10	25	5	24	-	-
2.	Age in years	13-30	20	40	2	33.33	40	100	1	4	-	-
		31-40	24	48	4	66.67	-	-	10	33	3	100
		41-50	05	10	-	-	-	-	9	30	-	-
		>=51	01	02	-	-	-	-	1	4	-	-
3.	Qualification	Grade 5-8	-	-	-	-	40	100	-	-	-	-
		TTI	-	-	-	-	-	-	-	-	-	-
		Diploma	15	30	3	50	-	-	-	-	-	-
		Degree	35	70	3	50	-	-	-	-	3	100
4.	Experience	<5yrs	13	26	3	50	-	-	-	-	-	-
		6-10 yrs	26	52	3	50	-	-	-	-	3	100
		>10 yrs	11	22	-	-	-	-	-	-	-	-
		Total	50	100	6	100	40	100	21	100	3	100

Table 2 above shows the background characteristics of the respondents based on category and their age interval. According to table 2 above, item 1 states the respondents category based by gender, 42(84%) of teacher respondents and 30(75%) of students respondents were male. Moreover, 6(100%) of principals and vice-principals, 16(76%) of PTA, 3(100%) of education officers were males. It also shows that 8(16%) of teachers, 10(25%) of students and 5(24%) of PTA were female respondents. Therefore, the data indicates that out of 120 of respondents, only 23 (19.16%) were females and 97 (80.83%) were males. This implies that there were more male participants in this study; there is no any gender balance toward education leadership position in these refugee camps, and also this shows gender disparity.

Age is the other background characteristics of respondents under consideration. Accordingly, item 2 on table 2 above shows the age interval of the respondents. All students' respondents age

range between 13-30 years old which is 40 (33.33%). Also, majority of the teachers, principals, PTAs, and education officers respondents (38) were within the age interval of 31-40 (31.66%) categories, 23(19.16%) fall within the category of 13-30 years while 14(11.66%) of them between 41-50 years and the rest 2(1.66%) within ≥ 51 years old. So, this implies that all respondents were mature enough to give confidential information enriched by their valuable experiences about gender disparity in enrolment and dropout of primary schools in Fafan zone refugee camps.

In terms of education level majority of the respondents were degree holders 35(70%) teachers, 3 principals (50%), 3(100%) education officers. Whereas 15(30%) teachers and 3(50%) vice principals were diploma holders. This indicates all the teachers assigned in the target schools are expected to have at least a diploma. Not having teachers who are less qualified than TTI level could have a positive impact on the teaching and learning process in general and teachers' teaching capacity in particular. On the other hand, it shows the efforts made by the schools to upgrade the teachers' and principals' educational background to the bachelor degree level. Therefore, this implies that all respondents were well educated to give confidential information enriched by their valuable knowledge about gender disparity in enrolment and dropout of primary schools in Fafan zone refugee camps.

When it comes to the work experience, 13(26%) of teachers worked 1-5 years, 26 (52%) teachers worked 6-10 years, again 11 (22%) teachers had worked more than 10 years. Majority of teachers 26(52%) have only 6-10 years experience, the teachers who had worked 1-5 years and those who worked for more than 10 years were not few in number. As to principals, 3(50%) of principals have worked 6-10 years, while 3(50%) of vice-principals have worked 1-5 years. When it comes to education officers, 3(100%) have worked 6-10 years. Therefore, this implies that all respondents were experienced to give confidential information enriched by their valuable experience about gender disparity in enrolment and dropout of primary schools in Fafan zone refugee camps, and this experiences could be reflected in their responses and bring success to this study.

4.2. Gender Based Enrolment and Dropout Situations

Gender based enrolment and dropout situations from 2013/2014 academic year to 2015/2016 academic year of Kabribayah refugee camp primary school, Sheder refugee camp primary school, and Awbare refugee camp primary school is presented below.

Table 3: Students enrolled and dropped from 2013/14 to 2015/2016 of the primary schools

School	Year	Students Enrolled			Students Dropped		
		Male	Female	Total	Male	Female	Total
Kabribayah camp	2013/2014	1700	1315	3015	83	96	179
	2014/2015	1388	1113	2501	104	117	221
	2015/2016	1388	1113	2501	104	117	221
Sheder camp	2013/2014	1558	1386	2944	31	48	79
	2014/2015	1631	1560	3191	72	119	191
	2015/2016	1558	1386	2944	19	32	51
Awbare camp	2013/2014	1141	1121	2262	50	65	115
	2014/2015	1146	1028	2174	41	48	89
	2015/2016	1483	1078	2561	56	79	135

Source: ARRA Refugee primary schools yearly Report

The table above shows that in the year 2013/2014; 3015 students enrolled in Kabribayah refugee primary school, 1700 (56.38%) students were male while 1315(43.61%) were female students. This shows that in the years 2013/2014 more male students enrolled than female students in kabribayah refugee primary school. On other hand, in that year 179 students dropped out from school which 83(46.36%) were male while 96(53.63%) were female students. This shows us that in the year 2013/2014 more female students' dropped out from school than male students. Finally, in that year out of 3015 students enrolled 179 (5.93%) students dropped out from the school.

Also, table above shows that in the year 2014/2015; 2501 students enrolled in Kabribayah refugee primary school, 1388 (55.49%) students were male while 1113(44.50%) were female

students. This shows that in the year 2014/2015 more male students enrolled than female students in kabribayah refugee primary school. On other hand, in that same year 221 students dropped out from school which 104(47.05%) were male while 117(52.94%) were female students. This shows us that in the year 2014/2015 more female students' dropped out from school than male students. Lastly, in that year out of 2501 students enrolled 221 (8.83%) students dropped out from the school.

Finally, table above shows that in the year 2015/2016; 2322 students enrolled in Kabribayah refugee primary school, 1279 (55.08%) students were male while 1043(44.91%) were female students. This shows that in the years 2015/2016 more male students enrolled than female students in kabribayah refugee primary school. On other hand, in that same year 196 students dropped out from school which 95(48.46%) were male while 101(51.53%) were female students. This shows us that in the year 2015/2016 more female students' dropped out from school than male students. All in all, in that year out of 2322 students enrolled 196 (8.44%) students dropped out from the school.

The table above shows that in the year 2013/2014; 2944 students enrolled in Sheder refugee primary school, 1558 (52.92%) students were male while 1386 (47.07%) were female students. This shows that in the years 2013/2014 more male students enrolled than female students in Sheder refugee primary school. On other hand, in that year 79 students dropped out from school which 31(39.24%) were male while 48(60.75%) were female students. This shows us that in the year 2013/2014 more female students' dropped out from school than male students. Finally, in that year out of 2944 students enrolled 79 (2.68%) students dropped out from the school.

Also, table above shows that in the year 2014/2015; 3191 students enrolled in Sheder refugee primary school, 1631 (51.11%) students were male while 1560(48.88%) were female students. This shows that in the years 2014/2015 more male students enrolled than female students in Sheder refugee primary school. On other hand, in that same year 191 students dropped out from school which 72(37.69%) were male while 119(62.30%) were female students. This shows us that in the year 2014/2015 more female students' dropped out from school than male students. In

conclusion, in that year out of 3191 students enrolled 191 (5.98%) students dropped out from the school.

Finally, table above shows that in the year 2015/2016; 3409 students enrolled in Sheder refugee primary school, 1884 (55.26%) students were male while 1525(44.73%) were female students. This shows that in the years 2015/2016 more male students enrolled than female students in Sheder refugee primary school. On other hand, in that same year 51 students dropped out from school which 19(37.25%) were male while 32(62.74%) were female students. This shows us that in the year 2015/2016 more female students' dropped out from school than male students. All in all, in that year out of 3409 students enrolled 51 (1.49%) students dropped out from the school.

The table above shows that in the year 2013/2014; 2264 students enrolled in Awbare refugee primary school, 1141 (50.39%) students were male while 1121 (49.51%) were female students. This shows that in the years 2013/2014 more male students enrolled than female students in Awbare refugee primary school. On other hand, in that year 115 students dropped out from school which 50(43.47%) were male while 65(56.52%) were female students. This shows us that in the year 2013/2014 more female students' dropped out from school than male students. Finally, in that year out of 2264 students enrolled 115 (5.07%) students dropped out from the school.

Apart from this, table above shows that in the year 2014/15; 2174 students enrolled in Awbare refugee primary school, 1146 (52.71%) students were male while 1028(47.28%) were female students. This shows that in the years 2014/15 more male students enrolled than female students in Awbare refugee primary school. On other hand, in that same year 89 students dropped out from school which 41(46.06%) were male while 48(53.93%) were female students. This shows us that in the year 2014/15 more female students' dropped out from school than male students. Finally, in that year out of 2174 students enrolled 89 (4.09%) students dropped out from the school.

Lastly, table above shows that in the year 2015/16; 2561 students enrolled in Awbare refugee primary school, 1483 (57.90%) students were male while 1076(42.01%) were female students.

This shows that in the years 2015/16 more male students enrolled than female students in Awbare refugee primary school. On other hand, in that same year 135 students dropped out from school which 56(41.48%) were male while 79(58.05%) were female students. This shows us that in the year 2015/16 more female students' dropped out from school than male students. All in all, in that year out of 2561 students enrolled 135 (5.27%) students dropped out from the school.

In general, from the above table, it is possible to conclude that the enrollment of female student is decreasing from time to time and also drop out is increasing from year to year. Therefore, care should be taken in terms of retaining female students in the schools. Concerning refugee education, UNHCR strives to the overall educational goal of ensuring that all refugee children have access to schooling. Specifically, with regard to primary education the objective is to ensure all refugee children have access to primary education which includes at a minimum literacy and numeracy (UNHCR, 1994).

4.3. Respondents gender beliefs and perception towards education

Educational enrolment and attainment in sub-Saharan Africa remains skewed in favor of boys and against girls. This is particularly so especially amongst the poorest countries and those have recently suffered conflict such as the Democratic Republic of Congo, Somalia and Angola. As educational levels progress; girls face more disadvantages which filter them out of the educational system a faster rate than boys. Attention is required to address these issues from a policy perspective in individual countries (Dube, 2015).

Further disparities in the education system are seen in the types of subjects that girls and women, boys and man take in the education system with males preferring physical sciences while girls are inclined to arts and social sciences. It is observed that the gender gap in enrolment is essentially a function of socio-cultural effects deriving from attitudes and beliefs about boys and girls (Dube, 2015).

One of the main purposes of this study was to investigate attitude and perception of education towards gender and the following table deals it.

Table 4 Respondent gender perception towards education

N/s	Items	Respondents	Likert scale		N	Mean	Standard Deviation	Chi-square	P-value	
			1	2						
1.	Educating a boy is useful to his life, while for a girl it is not that useful to her	Teachers	F	10	40	50	1.80	6.400	0.011	
			%	20	80	100				
		Students	F	23	17	40	1.42			0.501
			%	57.5	42.5	100				
2.	Daughters should help their mothers in household chores after they return from school and boys should concentrate on their stud	Teachers	F	7	43	50	1.86	10.000	0.002	
			%	14	86	100				
		Students	F	23	17	40	1.42			0.501
			%	57.5	42.5	100				
3.	Males should involve in household chores like fetching water, collecting fuel wood, caring for siblings	Teachers	F	46	4	50	1.08	10.000	0.002	
			%	92	8	100				
		Students	F	14	26	40	1.65			0.483
			%	35	65	100				
4.	Education helps the boy to get a job, while girl has to become a mother and housewife only	Teachers	F	4	46	50	1.92	12.844	0.000	
			%	8	92	100				
		Students	F	24	16	40	1.40			0.496
			%	60	40	100				
5.	A girl is born to take care of a family in future and not for a job outside; hence education for her is not necessary	Teachers	F	22	28	50	1.56	5.378	0.020	
			%	44	56	100				
		Students	F	34	6	40	1.15			0.362
			%	85	15	100				

Key: F=frequency, %=percent, M=mean, SD=standard deviation, degree of freedom=1 and table value=9.488, $\alpha=0.05$

On the above table, item 1, teachers and students were asked to rate if educating a boy is more useful for his life other than educating a girl. Accordingly, different responses were indicated. For this, majority of the teachers 40(80%) responded disagree and 23(57.5%) of students agree. From this different responses, one can conclude that the attitude of male students toward girls education is not positive and that is the reason most of the students respondents support the idea.

The calculated mean score of teachers were equal to 1.80 with 0.404 standard deviations. Similarly students mean score were equal to 1.42 with 0.501 standard deviations. A chi-square test calculated to check whether there is idea difference exists between the responses of the respondents. The computed chi-square value 6.400 is below the critical table value at 1 degree of freedom with its corresponding p-value of 0.011 less than alpha 0.05. This implies that there is significance difference between the respondents of the groups. From this, it is possible to conclude that there is statistically difference between the responses of the respondents.

The interview with the education officers also revealed that low attitude of the students towards education; *“once resettlement process for third country got started or signed resettlement for USA students give low attention for the education”*.

Also the second row of the table above states that 43(86%) of the teachers disagree that daughters should help their mother in household chores after they return from school and boys should concentrate on their study while 23(57.5%) of the students agree that statement. This shows us that majority of the students respondents which were male dominated prefer to concentrate their study while there sisters helping their mothers.

Apart from this, the calculated mean score of teachers were equal to 1.86 with 0.351 standard deviations. Similarly students mean score were equal to 1.42 with 0.501 standard deviations. A chi-square test calculated to check whether there is idea difference exists between the responses of the respondents. The computed chi-square value 10.000 is below the critical table value at 1 degree of freedom with its corresponding p-value of 0 .002 less than alpha 0.05. This implies that there is significance difference between the respondents of the groups. From this, it is possible to conclude that there is statistically difference between the responses of the respondents.

Focus group discussion held with the PTAs, they mentioned they prefer their daughters should help household chores instead of studying while they return form school , but they were satisfied

their sons to concentrate studying when return from school. This implies that the attitude of parents toward girls' education is negative.

On the table above, item 3 explains that 46(92%) of the teachers agree that males should involve household chores like fetching water, collecting fuel wood, and caring for siblings while 26(65%) of the students disagree. This shows us that students' respondents don't interest males to involve household chores like fetching water, collecting fuel wood and caring for sibling as soon as they have a female in the home.

In addition, the calculated mean score of teachers were equal to 1.08 with 0.351 standard deviations. Similarly students mean score were equal to 1.65 with 0.483 standard deviations. A chi-square test calculated to check whether there is a difference exists between the responses of the respondents. The computed chi-square value 10.000 is below the critical table value at 1 degree of freedom with its corresponding p-value of 0.002 less than alpha 0.05. This implies that there is a significant difference between the respondents of the groups. From this, it is possible to conclude that there is a statistically difference between the responses of the respondents.

Focus group discussion held with the PTAs, they explained their sons don't interest to involve household chores like fetching water, collecting fuel wood and caring for sibling therefore; they prefer to send their daughters to fetching water, collecting fuel wood and caring for sibling.

On the fourth row of the table above shows that 46(92%) of the teachers disagree that education may help the boy to get a job, while girl has to become a mother and housewife only while 24(60%) of the students responded agree. This shows that students' respondents believe that educating girls is useless since they will become at the end a mother and housewife. But teachers believe that education helps girls to get a job just like boys.

Furthermore, the calculated mean score of teachers were equal to 1.92 with 0.274 standard deviations. Similarly students mean score were equal to 1.40 with 0.496 standard deviations. A chi-square test calculated to check whether there is a difference exists between the responses of the respondents. The computed chi-square value 12.844 is below the critical table value at 1 degree of freedom with its corresponding p-value of 0.000 less than alpha 0.05. This implies that there is a significant difference between the respondents of the groups. From this, it is possible to conclude that there is a statistically difference between the responses of the respondents.

Based on the focus group discussion of the PTAs; they emphasized education helps the boy to get job while girls become a mother and house wife. Therefore, they concluded even if the girl is well educated once she get married she will stay at home and care her children.

Finally, in the fifth row of the table above 28(56%) of the teachers respondents disagree that girls are born to take care of a family in future and not for a job outside; hence education for them is not necessary while 34(85%) of students respondents agree this statement. This shows us that students respondents believe that girls are born to take care of family and not job outside of the home; therefore educating them doesn't bring meaning. Therefore, we can say that the attitude of the boys towards girls' education is negative.

In addition, the calculated mean score of teachers were equal to 1.56 with 0.501 standard deviations. Similarly students mean score were equal to 1.15 with 0.362 standard deviations. A chi-square test calculated to check whether there is idea difference exists between the responses of the respondents. The computed chi-square value 5.378 is below the critical table value at 1 degree of freedom with its corresponding p-value of 0 .020 less than alpha 0.05. This implies that there is significance difference between the respondents of the groups. From this, it is possible to conclude that there is statistically difference between the responses of the respondents.

On the focus group discussion held with PTAs. They mentioned that *“in Muslim religion girls are encourage to stay at home and not job for outside so education for them is not necessary”*. Results clearly portrays that the perception or attitude of parents and male students towards females education is negative. This agree with (Dube, 2015) which observed that the gender gap in enrolment is essentially a function of socio-cultural effects deriving from attitudes and beliefs about parents and boys. Also, Tobik (2009) observes in Kenya (massia land) that the males became the beneficiary of the education system and the female factor was ignored. Analysis of distribution of education on enrolment reflects disparities between the sexes. The number of girls who were in schools was less than 50% of the total enrolment. The study further found high drop-out rate among the girls as they advance from primary to tertiary levels.

4.4. Factors determining gender disparities in enrolment and dropout

Conditions that influence the improvement of girls' education have been discussed in a number of ways. With particular reference to Sub-Saharan Africa, Odaga and Heneveld (1995) discuss

factors affecting female education under three categories: socio-economic and socio-cultural, factors related to the school environment, and political and institutional factors. Hyde (1993) summarizes conditions for improving women's education in Sub-Saharan Africa from four perspectives: family level, societal level, school level factors and factors influencing achievement. Njau and Wamahiu (1998) indicate that some of the critical factors in female dropout include pregnancy, psychological cost of pregnancy, direct cost of schooling, societal perceptions, the labour market, opportunity costs, family poverty, irrelevant curriculum, insecurity, structural attributes and classroom culture.

On the other hand, school characteristics such as distance and school quality are also important factors of school enrollment and completion probability. Distance to the nearest school from the homestead may negatively impact attendance and increase dropout rate, especially in rural areas and for girls. In addition to access, quality of school such as teachers' qualifications, availability of textbooks, toilets, pedagogy, library, sport field and classroom facilities are important factor because returns to schooling is dependent on child's acquisition of basic skills and knowledge. If the household perceives that school cannot provide children with such basic skills, they may decide that an investment in education is not worth the small return and Poor school quality may thus discourage households from sending their children to school., and eventually lead parents may withdraw their children from school and involve them in income generating activities or household's domestic works (World Bank, 2004).

Finally, attitude and culture of the community influence students' enrolment and dropout. It might come as no surprise that many parents invest much more in their sons' education (Colclough, Rose and Tembon, 2000).

4.4.1. Impact of cultural practices on enrolment and drop out

One of the main purposes of this study is to find out whether cultural practices have an influencing on girls enrolments and dropout of primary schools of Fafan zone refugee camps and the following table deals it.

Table 5 Cultural practices has an influence on girls

N/s	Items	Respondents	Likert scale					N	Mean	Standard Deviation	Chi-square	P-value	
			1	2	3	4	5						
1	Most female students do not go back to school after circumcision	Teachers	f	27	8	4	5	6	50	2.10	1.460	28.889	0.000
			%	54	16	8	10	12	100				
		Students	f	10	12	5	8	5	40	2.65	1.388		
			%	25	30	12.5	20	12.5	100				
2	Somali customs does not recognize girl education	Teachers	f	22	17	2	4	5	50	2.06	1.316	31.667	0.000
			%	44	34	4	8	10	100				
		Students	f	14	7	5	6	8	40	2.68	1.575		
			%	35	17.5	12.5	15	20	100				
3	Most female students are subjected to a lot of domestic work at home that makes them perform poorly in schools	Teachers	f	26	9	4	5	6	50	2.12	1.452	32.111	0.000
			%	52	18	8	10	12	100				
		Students	f	13	7	5	7	8	40	2.75	1.565		
			%	32.5	17.5	12.5	17.5	20	100				
4	Somali community value girls who stay at home and look after family	Teachers	f	20	10	3	10	7	50	2.48	1.529	30.333	0.000
			%	40	20	6	20	14	100				
		Students	f	18	8	6	4	4	40	2.20	1.381		
			%	45	20	15	10	10	100				
5	Once a female student gets circumcised she may approach by any man for marriage and stops schooling	Teachers	f	20	12	8	4	6	50	2.28	1.386	31.556	0.000
			%	40	24	16	8	12	100				
		Students	f	19	4	3	7	7	40	2.48	1.633		
			%	47.5	10	7.5	17.5	17.5	100				

Key: F=frequency, %=percent, M=mean, SD=standard deviation, degree of freedom=4 and table value=9.488, $\alpha=0.05$

On the above table, item 1, teachers and students were asked to rate if most of the female students do not return school after they are circumcised. Accordingly, same responses were indicated. For this, majority of the teachers 35(70%) responded agree and 22(55%) of students agree. From these responses, one can conclude that most female students in Fafan zone refugee camps do not go back to school after they are circumcised.

The calculated mean score of teachers were equal to 2.10 with 1.460 standard deviations. Similarly students mean score were equal to 2.65 with 1.388 standard deviations. A chi-square test calculated to check whether there is idea difference exists between the responses of the respondents. The computed chi-square value 28.889 is below the critical table value at 4 degree of freedom with its corresponding p-value of 0.000 less than alpha 0.05. This implies that there is significance difference between the respondents of the groups. From this, it is possible to conclude that there is statistically difference between the responses of the respondents.

Focus group discussion held with the PTAs, they mentioned that “*once a female student circumcised she may not go back to school*”. This agrees with Gele et al (2012), who indicated that when Somali girls circumcised they don't go back to school.

On the above table, item 2, teachers and students were asked to rate Somali customs does not recognize girls education. Accordingly, same responses were indicated. For this, majority of the teachers 39(78%) responded agree and 21(52.5%) of students agree. From these responses, one can conclude that since the objective is Somali customs does not recognize girls' education respondents supported the idea.

On the other hand, the calculated mean score of teachers were equal to 2.06 with 1.316 standard deviations. Similarly students mean score were equal to 2.68 with 1.575 standard deviations. A chi-square test calculated to check whether there is idea difference exists between the responses of the respondents. The computed chi-square value 31.667 is below the critical table value at 4 degree of freedom with its corresponding p-value of 0 .000 less than alpha 0.05. This implies that there is significance difference between the respondents of the groups. From this, it is possible to conclude that there is statistically difference between the responses of the respondents.

Based on the focus group discussion held with the PTAs, they mentioned that Somali customs does not recognize girls' education.

On the above table, item 3, teachers and students were asked to rate most female students are subject to a lot of domestic work at home that makes them perform poorly in schools. Accordingly, same responses were indicated. For this, majority of the teachers 35(70%) responded agree and 20(50%) of students agree. From these responses, one can conclude that most female students in Fafan zone refugee camps are subject to a lot of domestic work at home that makes them perform poorly in schools.

In addition, the calculated mean score of teachers were equal to 2.12 with 1.452 standard deviations. Similarly students mean score were equal to 2.75 with 1.565 standard deviations. A chi-square test calculated to check whether there is idea difference exists between the responses of the respondents. The computed chi-square value 32.111 is below the critical table value at 4 degree of freedom with its corresponding p-value of 0 .000 less than alpha 0.05. This implies that there is significance difference between the respondents of the groups. From this, it is possible to conclude that there is statistically difference between the responses of the respondents.

Regarding interview made with principals stated that *“most of the female students are subject to a lot of domestic work at home that make them perform poorly in class which eventually leads to dropout out from school”*.

On the above table, item 4, teachers and students were asked to rate if Somali community value girls who stay at home and look after family. Accordingly, same responses were indicated. For this, majority of the teachers 26(65%) responded agree and 30(60%) of students agree. From these responses, one can conclude that since the objective is Somali community value girls who stay at home and look after family respondents supported the idea.

Moreover, the calculated mean score of teachers were equal to 2.48 with 1.529 standard deviations. Similarly students mean score were equal to 2.20 with 1.381 standard deviations. A chi-square test calculated to check whether there is idea difference exists between the responses of the respondents. The computed chi-square value 30.333 is below the critical table value at 4 degree of freedom with its corresponding p-value of 0 .000 less than alpha 0.05. This implies that

there is significance difference between the respondents of the groups. From this, it is possible to conclude that there is statistically difference between the responses of the respondents.

Based on the focus group discussion of the PTAs; they emphasized that Somali community value girls who stay at home and look after family. Further they mentioned that this influenced girls' enrolment to primary schools and now girls prefer to stay at home, and care their families instead of enrolling.

Lastly, on the above table, item 5, teachers and students were asked to rate once a female student get circumcised she may approach by any man for marriage and stops schooling. Accordingly, same responses were indicated. For this, majority of the teachers 32(64%) responded agree and 23(57.5%) of students agree. From these responses, one can conclude that once a female student gets circumcised she may approach by any man for marriage and stops schooling.

Also, the calculated mean score of teachers were equal to 2.28 with 1.386 standard deviations. Similarly students mean score were equal to 2.48 with 1.633 standard deviations. A chi-square test calculated to check whether there is idea difference exists between the responses of the respondents. The computed chi-square value 31.556 is below the critical table value at 4 degree of freedom with its corresponding p-value of 0 .000 less than alpha 0.05. This implies that there is significance difference between the respondents of the groups. From this, it is possible to conclude that there is statistically difference between the responses of the respondents.

Regarding interview made with principals and education officers' stated early marriage is one of the highest factors in their schools which cause female students dropout. And they mentioned that "*when a female student gets circumcised any man seduces her instantly she gets married and stops schooling*". Also they indicated that they enrolled many female students for primary school in an academic year but few girls complete their studies at the end of the four years. This was due to early marriages of the girls. This agrees with Gele et al (2012), who indicated that once a Somali girl gets circumcised she's considered mature for marriage and this therefore hinders primary school acquisition and proceeding with the same. Also this agrees with Endeshaw (2007) study conducted in Dessie, Amhara Region, gender disparity in education, found out that household heads attitude towards education, and early marriage influence girls' education. Also Teshome (2002) found that cultural practices and institutions including early

marriage, engagement, circumcision, pregnancy, harassment, religious beliefs, and employment in domestic market significantly contribute to female dropouts in both Amhara and Oromia.

4.4.2 Influence of school based factors on gender disparity in enrollment and dropout

Availability and quality of schools are important determinants of educational participation, particularly for specific groups like the poor and girls. School quality determines, to a large extent, whether children benefit from going to school. For various developing countries a so-called push out effect has been found, meaning that children have a higher probability of dropping out if school quality is low. Availability of resources such as teacher, class rooms, electricity, toilets, pedagogy, library, sport field and laboratory equipments have an influence to retain students in the school (Colclough, Rose and Tembon, 2000).

The case for resource availability seems obvious: when there are no schools or teachers, children are not able to obtain an education. Also, the way schools are distributed across the country may play a role, because it determines the distance children have to travel to school (Mingat, 2007).

The most obvious reason that may undermine enrolment and increase school dropout rate is the actual availability of schools themselves. Secondly the proximity of the schools to primary school-age children is also vital Herz et al (1991) quoted a study by Robinson done in Egypt in 1987, which showed that the enrolment and the persistence of boys and girls were a function of distance to the available schools. Thus for instance the location of a school within 1 km of a community resulted in an enrolment rate of 94 percent for boys and 74 percent for girls; when the distance was increased to 2 km., boys' enrolment fell only slightly to 90 percent, but girls' enrolment plummeted to 64 percent.

Expanding on the effects of distance to persistence in school, Odaga and Heneveld (1995) isolated two issues: the first relates to the length of distance and energy, which the children have to expend to cover the distance, often on an empty stomach. The other relates to the concern and apprehension parents have for the sexual safety of their daughters (Odaga 1995: 30). The above argument clearly indicates that the problem of distance to schools will affect both boys and girls but girls are, however, more likely to be affected than boys'.

Table 6: Influence of school based factors on gender disparity in enrollment and dropout

N/s	Items	Respondents		Likert scale					N	Mean	Standard Deviation	Chi-square	P-value
				1	2	3	4	5					
1	Teachers teaching load is high in refugee camp	Teachers	f	27	8	4	5	6	50	2.10	1.460	29.778	0.000
			%	54	16	8	10	12	100				
		Students	f	10	13	5	7	5	40	2.60	1.374		
			%	25	32.5	12.5	17.5	12.5	100				
2	Long school distance from camp	Teachers	f	20	17	4	4	5	50	2.14	1.309	31.000	0.000
			%	44	34	4	8	10	100				
		Students	f	17	5	8	5	5	40	2.40	1.464		
			%	42.5	12.5	20	12.5	12.5	100				
3	Low student teacher ratio ensures high attention level	Teachers	f	23	14	4	4	5	50	2.08	1.338	32.444	0.000
			%	36	28	8	8	10	100				
		Students	f	13	11	7	5	4	40	2.40	1.336		
			%	32.5	27.5	17.5	12.5	10	100				
4	Shortage of budget to construct additional class rooms	Teachers	f	18	12	3	10	7	50	2.52	1.502	30.778	0.000
			%	36	24	6	20	14	100				
		Students	f	19	10	7	1	3	40	1.98	1.209		
			%	47.5	25	17.5	2.5	7.5	100				
5	Shortage of school facilities	Teachers	f	20	12	8	4	6	50	2.28	1.386	28.556	0.000
			%	40	24	16	8	12	100				
		Students	f	17	8	2	7	6	40	2.42	1.551		
			%	42.5	20	5	17.5	15	100				

Key: F=frequency, %=percent, M=mean, SD=standard deviation, degree of freedom=4 and table value=9.488, $\alpha=0.05$

On the above table, item 1, teachers and students were asked to rate if teachers teaching load is high in refugee camps. Accordingly, same responses were indicated. For this, majority of the teachers 35(70%) responded agree and 23(57.5%) of students agree. From these responses, one can conclude that teachers teaching load is high in Fafan zone refugee primary school, and this can influence on students performance and teachers motivation.

The calculated mean score of teachers were equal to 2.10 with 1.460 standard deviations. Similarly students mean score were equal to 2.60 with 1.374 standard deviations. A chi-square test calculated to check whether there is idea difference exists between the responses of the respondents. The computed chi-square value 29.778 is below the critical table value at 4 degree of freedom with its corresponding p-value of 0.000 less than alpha 0.05. This implies that there is significance difference between the respondents of the groups. From this, it is possible to conclude that there is statistically difference between the responses of the respondents.

Regarding interview made with education officers stated that *“one of the challenges faced refugee primary schools is high teachers teaching load which de-motivated teachers and influenced students performs, and caused dropout out from school”*. In line with this Bertu, (2014) found out that in west shoe zone factors that cause turnover of the teachers include poor working condition, high teachers teaching load, student misbehavior which de-motivate teachers. Also, Joseph et al (2015), study conducted in Kenya revealed that Pupils-Teachers Ration significantly influences performance of pupils in national examinations.

On the above table, item 2, teachers and students were asked to rate long school distance from the camp. Accordingly, same responses were indicated. For this, majority of the teachers 37(74%) responded agree and 22(55%) of students agree. From these responses, one can conclude that there is long school distance for Fafan zone refugee camps which hindered students enrollment specially girls, and caused dropout of students.

Apart from this, the calculated mean score of teachers were equal to 2.14 with 1.309 standard deviations. Similarly students mean score were equal to 2.40 with 1.464 standard deviations. A chi-square test calculated to check whether there is idea difference exists between the responses of the respondents. The computed chi-square value 31.000 is below the critical table value at 4 degree of freedom with its corresponding p-value of 0 .000 less than alpha 0.05. This implies that

there is significance difference between the respondents of the groups. From this, it is possible to conclude that there is statistically difference between the responses of the respondents.

Based on the focus group discussion held with the PTAs, they mentioned that long school distance is one of the factors influenced students enrolment and dropout. This agrees with Colclough, Rose and Tembon (2000) which founded Ethiopia and Guinea that children who lived further away from school were less likely to be enrolled.

On the above table, item 3, teachers and students were asked to rate if low students teacher ratio ensures high attention level. Accordingly, same responses were indicated. For this, majority of the teachers 37(74%) responded agree and 24(60%) of students agree. From these responses, one can conclude that there is high teacher-students ration in Fafan zone refugee primary schools.

In addition, the calculated mean score of teachers were equal to 2.08 with 1.338 standard deviations. Similarly students mean score were equal to 2.40 with 1.336 standard deviations. A chi-square test calculated to check whether there is idea difference exists between the responses of the respondents. The computed chi-square value 32.444 is below the critical table value at 4 degree of freedom with its corresponding p-value of 0 .000 less than alpha 0.05. This implies that there is significance difference between the respondents of the groups. From this, it is possible to conclude that there is statistically difference between the responses of the respondents.

Regarding interview made with principals and vice-principals stated that “*current ratio of teachers to students is 1:95*”. This indicates that every teacher of this primary school at least teaches 95 students in one class; this shows us that high attention level of ratio of teachers and students.

On the above table, item 4, teachers and students were asked to rate shortage of budget to construct additional class rooms. Accordingly, same responses were indicated. For this, majority of the teachers 32(64%) responded agree and 25(62.5%) of students agree. From these responses, one can conclude that since the objective is about shortage of budget to construct additional class rooms’ respondents supported the idea.

Moreover, the calculated mean score of teachers were equal to 2.52 with 1.502 standard deviations. Similarly students mean score were equal to 1.98 with 1.209 standard deviations. A

chi-square test calculated to check whether there is idea difference exists between the responses of the respondents. The computed chi-square value 30.778 is below the critical table value at 4 degree of freedom with its corresponding p-value of 0 .000 less than alpha 0.05. This implies that there is significance difference between the respondents of the groups. From this, it is possible to conclude that there is statistically difference between the responses of the respondents.

Regarding interview made with education officers stated that refugee primary schools Fafan zone experienced shortage of budget to construct additional class rooms and to hire additional teachers. And this ultimately influenced students enrollment and increased dropout.

Finally, on the above table, item 5, teachers and students were asked to rate shortage of school facilities. Accordingly, same responses were indicated. For this, majority of the teachers 32(64%) responded agree and 25(62.5%) of students agree. From these responses, one can conclude that there is a shortage of school facilities from Fafan zone refugee primary schools.

Also, the calculated mean score of teachers were equal to 2.28 with 1.386 standard deviations. Similarly students mean score were equal to 2.42 with 1.551 standard deviations. A chi-square test calculated to check whether there is idea difference exists between the responses of the respondents. The computed chi-square value 28.556 is below the critical table value at 4 degree of freedom with its corresponding p-value of 0 .000 less than alpha 0.05. This implies that there is significance difference between the respondents of the groups. From this, it is possible to conclude that there is statistically difference between the responses of the respondents.

Regarding interview made with principals and education officers' stated shortage of school facilities like shortage of class rooms, toilets, library and pedagogy materials, laboratory, and also shortage sport fields and materials. This agrees with Teshome (2002), which found in Amhara and Oromia region that schools also play their own part in the drop out of female students. In both regions the shortage of instructional materials and textbooks were found to be the crucial ones. This implies that any innovation, which promotes girls education, requires meeting these needs for success. In fact there are more things to be considered including school distance, safety, gender sensitive facilities, classroom size, school libraries and teacher absenteeism.

4.4.3 Influence of domestic labor on gender disparity in enrollment and dropout

Davison and Kanyuka (1990) observed that cultural factors in Malawi and gender-specific attitudes about the division of labor also shape the decisions about whether a child should or should not be in school. They argued that the disadvantage of girls' education is mediated through gender-based divisions of labor and social roles. Thus, there are in most societies, gender-based divisions of labor in both the production of goods and services and in household-based production, which affect access to schooling. In most instances boys tend to be favored.

Child labor is a source of income in a family. Boys become cow and goat herders in rural areas where farmers keep cattle. Along the lakeshore absenteeism from class and eventually dropout is caused by demands for income generation through fishing. Children are used for agricultural labor since most farmers are females and depend heavily on their children for food and crop production. Also, many children in Malawi began work at very early stages and were not enrolled in school at all. Girls spent their time child minding their siblings. Both boys and girls spend their time working on estate farms, or in family fields. Cultural factors in Malawi and gender-specific attitudes about the division of labor also shape the decisions about whether a child should or should not be in school. There are differential parental expectations of female and male children in the performance of household chores with the female children carrying the larger bulk of the duties. Further, they more often become housemaids in various houses while boys become houseboys later in life (Davison and Kanyuka, 1990).

Teshome (2002) found that although direct school costs are highly related to female dropouts, the single most influential factor for female dropouts in both regions are the costs of instructional materials. The reasons why other factors were less influential may partially be explained in terms of the reforms already instituted by ESDP. Overall, domestic work represents the single most important area for which parents need the labor of their daughters. Dropout from school is particularly high during harvest time. In Oromia the contribution of domestic work to female dropouts has been rated as low. This seems so only because there is an abundance of labor on the labour market. Otherwise, this demand affects female education.

Table 7: The influence of domestic labor on gender disparity in enrollment and dropout

N/s	Items	Respondents	Likert scale					N	Mean	Standard Deviation	Chi-square	P-value	
			1	2	3	4	5						
1	Parents involve female students in activities to increase family income	Teachers	f	27	8	4	5	6	50	2.10	1.460	29.778	0.000
			%	54	16	8	10	12	100				
		Students	f	10	13	7	7	3	40	2.50	1.328		
			%	25	32.5	17.5	17.5	7.5	100				
2	Female students are forced to look after their animals instead of enrolling in schools	Teachers	f	19	17	5	5	4	50	2.16	1.267	28.222	0.000
			%	38	34	10	10	8	100				
		Students	f	16	6	10	5	3	40	2.32	1.328		
			%	40	15	25	12.5	7.5	100				
3	Working child provides funds for his/ her school needs	Teachers	f	20	12	7	5	6	50	2.30	1.403	21.889	0.000
			%	40	24	14	10	12	100				
		Students	f	13	11	7	5	4	40	2.40	1.336		
			%	32.5	27.5	17.5	12.5	10	100				
4	Female students have been subjected to domestic labor and chores that significantly consumes their studying hours	Teachers	f	18	12	3	10	7	50	2.30	1.502	30.778	0.000
			%	36	24	6	20	14	100				
		Students	f	19	10	7	1	3	40	1.98	1.209		
			%	47.5	25	17.5	2.5	7.5	100				
5	Female students are engaged in household work to enable adults to work outside the home	Teachers	f	20	12	8	4	6	50	2.28	1.386	28.556	0.000
			%	40	24	16	8	12	100				
		Students	f	17	8	2	7	6	40	2.42	1.551		
			%	42.5	20	5	17.5	15	100				

Key: F=frequency, %=percent, M=mean, SD=standard deviation, degree of freedom=4 and table value=9.488, $\alpha=0.05$

On the above table, item 1, teachers and students were asked to rate if parents involve female students in activities to increase family income. Accordingly, same responses were indicated. For this, majority of the teachers 35(70%) responded agree and 23(57.5%) of students agree. From these responses, one can conclude that most refugee parents in Fafan zone refugee camp involve female students in activities to increase family income.

The calculated mean score of teachers were equal to 2.10 with 1.460 standard deviations. Similarly students mean score were equal to 2.50 with 1.328 standard deviations. A chi-square test calculated to check whether there is idea difference exists between the responses of the respondents. The computed chi-square value 29.778 is below the critical table value at 4 degree of freedom with its corresponding p-value of 0.000 less than alpha 0.05. This implies that there is significance difference between the respondents of the groups. From this, it is possible to conclude that there is statistically difference between the responses of the respondents.

Regarding interview made with education officers stated that *“refugee parents engage female students in activities to enhance family income, and this resulted low female student’s enrolment and high female students drop out in the primary schools of the refugees”*. This agrees with Chebet (2005) who argues that the girl child in Somali community is always expected to perform domestic duties in the house and this makes them always late, and lack concentration in schools hence the end result is poor performance that discourages them from school than dropouts.

On the above table, item 2, teachers and students were asked to rate whether female students are forced to look after their animals instead of enrolling in schools. Accordingly, same responses were indicated. For this, majority of the teachers 36(72%) responded agree and 22(55%) of students agree. From these responses, one can conclude that since the objective is female students are forced to look after their animals instead of enrolling in schools respondents supported the idea.

Apart from this, the calculated mean score of teachers were equal to 2.16 with 1.267 standard deviations. Similarly students mean score were equal to 2.32 with 1.328 standard deviations. A chi-square test calculated to check whether there is idea difference exists between the responses of the respondents. The computed chi-square value 28.222 is below the critical table value at 4

degree of freedom with its corresponding p-value of 0 .000 less than alpha 0.05. This implies that there is significance difference between the respondents of the groups. From this, it is possible to conclude that there is statistically difference between the responses of the respondents.

Based on the focus group discussion held with the PTAs, they mentioned that refugee parents have goats and sheep's in the camp, and they force their daughters to look after these animals instead of enrolling in schools; because most parents in the camp don't value girls education. As a result this influenced the enrolment of female students in these refugee primary schools.

On the above table, item 3, teachers and students were asked to rate working child provides funds for his/her school needs. Accordingly, same responses were indicated. For this, majority of the teachers 32(64%) responded agree and 24(60%) of students agree. From these responses, one can conclude that there are refugee students in the camp which work in order to provide his/her school needs.

In addition, the calculated mean score of teachers were equal to 2.30 with 1.403 standard deviations. Similarly students mean score were equal to 2.40 with 1.336 standard deviations. A chi-square test calculated to check whether there is idea difference exists between the responses of the respondents. The computed chi-square value 21.889 is below the critical table value at 4 degree of freedom with its corresponding p-value of 0 .000 less than alpha 0.05. This implies that there is significance difference between the respondents of the groups. From this, it is possible to conclude that there is statistically difference between the responses of the respondents.

Regarding interview made with principals and vice-principals stated that working child provides funds for his/her school needs; for instance, a working child buys by himself/herself uniform, exercise book, and pens. But this work ultimately influences his/her study since he/she is too tired for work it is too difficult to attend the class regularly, and this eventually lead to dropout.

On the above table, item 4, teachers and students were asked to rate if female students have been subjected to domestic labor and chores that significantly consumed their studying hours. Accordingly, same responses were indicated. For this, majority of the teachers 30(60%) responded agree and 29(72.5%) of students agree. From these responses, one can conclude that

since the objective is female students have been subjected to domestic labor and chores that significantly consumes their studying hours respondents supported the idea.

Furthermore, the calculated mean score of teachers were equal to 2.30 with 1.502 standard deviations. Similarly students mean score were equal to 1.98 with 1.209 standard deviations. A chi-square test calculated to check whether there is idea difference exists between the responses of the respondents. The computed chi-square value 30.778 is below the critical table value at 4 degree of freedom with its corresponding p-value of 0 .000 less than alpha 0.05. This implies that there is significance difference between the respondents of the groups. From this, it is possible to conclude that there is statistically difference between the responses of the respondents.

Based on the interview with principals and vice-principals, they emphasized that *“refugee female students in the camp are busy to domestic labor and chores and they do not get a time for study; this influence their performance in the class which at last leads to dropout from primary school”*. This agrees with Odaga and Haneveld, (1995) which found that opportunity costs of girls’ schooling are associated with resources/services lost due to sending the child to school. Child labor is Indispensable to the survival of many rural households in Sub-Sahara Africa: agricultural work, domestic work (cooking, collecting fuel. fetching water) marketing as well as child care services are required from children, with girls demanded more than boys.

Lastly, on the above table, item 5, teachers and students were asked to rate female students are engaged in household work to enable adults to work outside the home. Accordingly, same responses were indicated. For this, majority of the teachers 32(64%) responded agree and 25(62.5%) of students agree. From these responses, one can conclude that there are female students in Fafan zone refugee camps which engage household work in order their parents work outside the home.

Also, the calculated mean score of teachers were equal to 2.28 with 1.386 standard deviations. Similarly students mean score were equal to 2.42 with 1.551 standard deviations. A chi-square test calculated to check whether there is idea difference exists between the responses of the respondents. The computed chi-square value 28.556 is below the critical table value at 4 degree of freedom with its corresponding p-value of 0 .000 less than alpha 0.05. This implies that there

is significance difference between the respondents of the groups. From this, it is possible to conclude that there is statistically difference between the responses of the respondents.

Based on the focus group discussion held with the PTAs, they mentioned that most of adult refugees in the camp work outside the home to increase family income since the food they get from ARRA is not enough to them for one month. Then they engage house hold work of the home to the female students and this influenced their primary education. This agrees with Dagea, (2013) who indicated that there is an intense contract between parents and children which have led to refugee girl children having significant family responsibilities which interfere with a student's potential to progress academically. This shows that children have been subjected to domestic labor and chores that significantly consumes their studying hours and this has led to deterioration in their performance in class.

Finally, based on the focus group discussion that was held for the PTAs they suggest creating community awareness towards girls' education, lowering school distance through expansion of alternatives schools and eradicating harmful traditions like Female Genital Mutilation (FGM) and early marriage. Also, based on the open-ended questions that were asked for the teachers they suggested hire additional teachers, and sensitizing parents toward domestic role of girls at home. As well, school principals and vice-principals suggested fulfilling school facilities like constructing additional classroom, toilets, library, pedagogy, laboratory and its equipment, sport field and materials, mobilizing refugee community, and hiring additional teachers. At last, education officers suggested to increase the budget allocated for the schools so as to fulfill school needs , and create community awareness sections in order to change the attitude of the community toward education in general and females education in particular so as to upgrade students enrolment and reduce dropout.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This final chapter of the study is concerned to summarize the study, draw conclusions on the basis of the findings and suggest some possible working recommendations to figure out the gender disparity in enrolment and dropout of primary schools of Fafan zone refugee camps.

Therefore, to attain at the overall objectives of the research, data gathering instrument (questionnaire, interview and focused group discussion) were employed. After the pilot study was conducted, the data which gathered through the above mentioned tools was tabulated, analyzed and discussed in chapter four. Based on the analysis and discussion, the following summary, conclusions and recommendations were made.

5.1. Summary

The purpose of this study was to assess gender disparity in education with respect to enrolment and drop out of three primary schools of Fafan zone refugee camps. In order to achieve this purpose, the study had the following questions.

1. What is the status of gender based enrolment and dropout situation in primary schools of Fafan zone refugee camps?
2. What is the gender beliefs and perception toward education in primary schools of Fafan zone refugee camps?
3. What are the major cultural, school and domestic labor related factors affecting students' enrolment and dropout in primary schools of the selected refugee camps?
4. What kind of strategies can be used to reduce the dropout of students and increase enrolment in these refugee camps?

The study was carried out using descriptive survey research design. This study was also employed both quantitative and qualitative research approaches. In addition, both secondary and primary source of data were used furthermore, both open-ended and close-ended questionnaire

were used to collect the necessary data for the study. The questionnaire was used to collect data from teachers and students. Moreover, interview was conducted to gather in order to stabilize and enrich the questionnaire responses and to get the views of principals and vice-principals and education officers toward gender disparity in enrolment and dropout of primary schools of Fafan zone refugee camps, as well focused group discussion was employed and held with PTAs. The study included all available primary schools in the research area using availability sampling technique.

Sample size of the study was 54 teachers, 45 students, 6 school principals, 21 PTA members and 3 education officers (program officers). The researcher used stratified random sampling technique to select teachers, and purposive sampling to select students. Also availability sampling technique was used for selecting principals and vice principals, PTA members and education officers. The researcher used data gathering instrument such as questionnaire, interview, focused group discussion and document analysis. The questionnaire was pilot tested before it was distributed to the sample respondents. The data were analyzed using descriptive and inferential statistics such as percentage, frequency, mean, standard deviation, and chi-square. Hence, the following are major findings of the study:

On the status of gender based enrolment and dropout situation in primary school of Fafan zone refugee camps, the study found out that there is a gender disparity towards enrollment and dropout of student in the selected refugee camp primary schools. The enrollment of female student is decreasing from time to time and also drop out is increasing from year to year in. In general there exists disparity in enrolments and drop-outs between male and female students in the refugees. Several factors are said to contribute to this fact (as we will discuss in the next few paragraphs).

On gender beliefs and perception toward girl's education the study found prevalence of negative attitude of male students toward female education. 85% of student respondents supported that girls education is not useful to them since they will become a mother and house wife in the future. Therefore, it better to concentrate house hold chores. The result of focus group discussions with PTAs shows the same; girls shall focus on household chores than education

since they will, sooner or later, master domestic works once they got married. This concurs with the findings of Dube (2015) who argued that in the poorest nations of Sub-Saharan Africa, educational enrolment and attainment tends to work more on favor of boys than girls.

On the other hand, several factors were found to have underpinned the existing disparities in enrollment and drop out: Cultural factors affect enrolment and dropout of girls in the primary schools. The study found that female students don't return to school after circumcision, and they immediately get married as agreed by 63.33% of the respondents. Thus, child marriage and other harmful traditional practices spearhead the factors that contribute to disparities in enrollment and dropout. In addition to that, 66.6% of the respondent also indicated that attitude of parents towards girls education was very low, henceforth, culminating the disparity problem of students.

School related factors that affect student's enrolment and dropout in general and female in particular, were found to be high student class-ratio (1:100) and high teacher class ratio (1:95) as supported by 64.44% of the respondents. Long school distance as agreed by 65.55 % of the respondents, shortage of school facilities like toilets, text book, library, pedagogy, laboratory, sport field, and material as supported by 63.33 % of the respondents, and shortage of school budget to construct additional class rooms and hire additional teachers as agreed by 65.55% of the respondents were found to be additional school related factors that contributed to the disparity in general and increased girls' drop out in particular.

Domestic factor was also found to be one contributing factor, as mentioned earlier. In most societies, there exists a gender-based division of labor which, in most cases, affects girls' education. The study found that refugee community involve female students in domestic work at home in order to allow adults to work outside which significantly consumes their studying hours as supported by 65.55% of the respondents . Furthermore, it was found that female students are forced to look after animals instead of enrolling in schools as supported by 64.44% of the respondents. Also, it was found that refugee children do work so as to provide school needs as agreed by 51.11% of the respondents.

Based on the mechanisms to reduce dropout and increase enrolment, the study found out that creating community awareness towards girls' education, lowering school distance through expansion of alternatives schools and eradicating harmful traditions like Female Genital Mutilation (FGM) and early marriage as 100% of the PTAs supported. Also, it was found out hire additional teachers, and sensitizing parents toward domestic role of girls at home as supported by 95% of the teachers. As well it was found fulfilling school facilities like constructing additional classroom, toilets, library, pedagogy, and laboratory and its equipment, sport field and materials, mobilizing refugee community, and hiring additional teachers as 100% of school principals and vice-principals supported. At last, it was found out that to increase the budget allocated for the schools so as to fulfill school needs, and create community awareness sections in order to change the attitude of the community toward education in general and females' education in particular as supported by 100% of education officers. Therefore, to improve the above mentioned challenges concerning students' enrolment and dropout the following conclusions and recommendations were made.

5.2 Conclusions

Education is known to have importance for individual and collective well-beings. Even though a lot of effort was made to eliminate gender disparity on enrolment and dropout globally; a number of school aged children majority being girls are still out of school. This is true in sub-Saharan Africa countries especially conflict affected children.

According to this study, clear difference between boys and girls enrolment and dropout in the primary schools was found. This shows the prevalence gender disparity in enrollment and dropout of students in refugee camp primary schools.

In addition, attitude and beliefs of community (basically their negative attitude towards female education) influenced girls' education and resulted low enrolment and high dropout of girls in the primary schools. Cultural factors like Somali customs, female genital mutilation, and early marriage influenced females' enrolment and dropout uncovering the fact that bad costumes and harmful traditions exist in the refugee communities which discourage females' education. Shortage of school facilities created bad environment in the school which ultimately influenced student enrolment and dropout in generally, and girls particularly. On the teachers' side,

prevalence of course over-loads de-motivated teachers and negatively affected students' performance, eventually spearheading high turnover of the teachers.

Other factors affecting enrollments and drop outs includes the school distance from the camps which brings-fort to students reluctance; shortage of budget to construct additional class rooms and to hire additional teachers, signifying high student-class ratio and high student-teacher ratio; domestic work (labor) which consumes most of girls time for education, leading to drop out of female students; child labor where some of the refugee children in the camp work to provide funds for his/ her school needs like text books, pens and so on which eventually increases the likelihood of class absenteeism and low performance leading to drop out.

Considering all these challenges to enrollment, increasing parents awareness towards education, Sensitize parents on the importance of sending their girls to school; campaigns against traditional harmful practices by ARRA, UNHCR and NGO's; Improved tracking of those who dropped out; Improve school environment: recruit more teachers, construct more classrooms, promoting gender sensitivity training, lowering the cost of instructional materials, lowering school distance creating an attractive and gender sensitive school environment, were found to be some of the ways to reduce dropout and increase enrolment of female students of the selected refugee camps.

5.3 Recommendations

Keeping in view the findings and conclusions of this research, the following recommendations were forwarded:

- To deal with the gender disparity in the camps toward enrolment and dropout of students, principals, teachers, and PTAs have to encourage timely enrollment to the community, and should strengthen their effort in mobilizing dropped students and not enrolled children in the camp.
- Education officers and principals have to organize community awareness sessions in order to remove negative attitude of male students and parents toward female education.
- ARRA, UNHCR and other NGOs working in these refugee camps have to sensitize community by organizing training and information campaigns against harmful traditional practices and other bad customs that affect females' education.

- Since there are shortage of school facilities; ARRA and UNHCR should fulfill school facilities like class rooms, toilets, library, pedagogy, laboratory, sport field and material, in order schools to be suitable for teaching and learning, by allocating enough budgets.
- Long school distance is one of the biggest challenge students' encounters in Fafan zone refugee camps. Therefore, ARRA, UNHCR and other implementing partners have to work on lowering school distances through expansion of alternative schools.
- Education officers and principal should reduce high teacher teaching load in these primary school by hiring additional teachers.
- Primary schools of Fafan zone refugee camps experienced shortage of budget to construct additional class rooms and to hire additional teacher so ARRA and UNHCR should look for ways to find other funds or increase budget they allocate for these schools.
- Female students have been subject to domestic labor and chores at home in order to enable adults to work outside the home. Therefore, ARRA and UNHCR should encourage refugee community to educate females. In the same vein, they have to adopt poverty alleviation strategies like creating livelihood programs particularly for households with less income.
- Children working in the camp so as to full fill their school needs; ARRA, UNHCR and other NGOs working in these refugee camps have to provide material support such as uniform, pens, and book in order these children attend class regularly.

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7. APPENDICES

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by Teachers

Dear Sir/Madam, The aim of this Questionnaire is to gather information on the topic entitled gender disparity in enrolment and dropout of primary schools of Fafan zone refugee camps so as to forward possible solutions. Since the information you will provide the researcher have a great importance for this study you are kindly requested to give correct and reliable information. Your participation in this study is voluntary and will not affect your professional career and personal life, and also You aren't expected to write your name. Moreover, the Researcher would like to ensure you that the information you will provide is confidential and be used only for the research purpose.

Thank you in Advance

Instruction

- Put a tick (√) for the following questions in the boxes indicated.

Part one: Background Information of Respondents

1. Name of the primary school: _____

2. Sex: Male: Female:

3. Age: 20 and below: 21-30: 31-40: 41-50: Above 50:

4. Qualification: Degree: Diploma Certificate: Below Certificate: Master and Above:

5. Field of Specialization: _____

6. Years of service: 5 years and below: ,6-10 years: ,11-15 years: ,16-20 years:

21 years and above:

7. Your current position: principal: , teaching staff : Supervisor: Department head:

Part two: the following statements assess the major factors of gender disparity in enrolment and dropout of primary schools. They require your agreement or disagreement based on your belief. Select your opinion using the following 5 points rating scale and then tick (✓) your answer in the following table. Strongly Agree (SA), Agree (A), Undecided (U), Disagree (DA), and Strongly Disagree (SD).

N/S	Items-related to culture related factors	SA	A	U	DA	SD
1.	Most female students do not go back to school after circumcision.					
2.	Somali customs does not recognize girl education					
3.	Most female students are subjected to a lot of domestic work at home that makes them perform poorly in schools.					
4.	Somali community values girls who stay at home and look after family					
5.	Once a female student gets circumcised she may be approached by any man for marriage and stops schooling.					
	Items related to school based factors					
1	Teachers teaching load is high in refugee camp					
2	Long school distance from the camps					
3	Low student teacher ratio ensures high attention level					
4	Shortage of budget to construct additional classrooms					
5	Shortage of school facilities					
	Items related to domestic labor factors					
1	Somali families involve female students in activities to increase family income					

2	Female students are forced to look after their animals instead of enrolling in schools					
3	Working child provides funds for his/ her fees					
4	Female students have been subjected to domestic labor and chores that significantly consumes their studying hours					
5	Female students are engaged in household work to enable adults to work outside the home					

Open- ended Items

13. What are the major factors influence students' enrolments in primary education?

A. _____

B. _____

C. _____

14. Can you list them the major factors that cause students dropout from primary education?

A. _____

B. _____

C. _____

15. What kind of strategies would you suggest to increase enrolment and reduce dropout?

Part Three: the following statements assess gender perceptions towards education. They require your agreement or disagreement based on your belief. Select your opinion using the following 2 points rating scale and then tick (√) your answer in the following table.

1. Agree

2. Disagree

Gender roles perception -to what extent do you agree or disagree with following concepts?

N/S	Items	Agree	Disagree
1.	Educating a boy is useful to his life, while for a girl it is not that useful to her.		
2.	Daughters should help their mothers in household chores after their return from school and boys should concentrate on their study.		
3.	Males should involve in household chores like fetching water, collecting fuel wood, caring for siblings.		
4.	Education helps the boy to get a job, while girl has to become a mother and housewife only.		
5.	A girl is born to take care of a family in future and not for a job outside; hence education for her is not necessary.		

21. What possible measures do you suggest to minimize the problem?

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Questionnaire to be filled by students

Dear Sir/Madam, The aim of this Questionnaire is to gather information on the topic entitled gender disparity in enrolment and dropout of primary schools of Fafan zone refugee camps so as to forward possible solutions. Since the information you will provide the researcher have a great importance for this study you are kindly requested to give correct and reliable information. Your participation in this study is voluntary and will not affect your professional career and personal life, and also You aren't expected to write your name. Moreover, the Researcher would like to ensure you that the information you will provide is confidential and be used only for the research purpose.

Thank you in Advance

Instruction

- Put a tick (√) for the following questions in the boxes indicated.

Part one: Background Information of Respondents

Age		Sex		Your educational level	
				Grade	Tick (√)
		Male		5	<input type="checkbox"/>
				6	<input type="checkbox"/>
Below 13 years old	<input type="checkbox"/>	Female		7	<input type="checkbox"/>

14-16	<input type="checkbox"/>			8	<input type="checkbox"/>
16-19	<input type="checkbox"/>				
19-22	<input type="checkbox"/>				
22-25	<input type="checkbox"/>				
above 25 years old	<input type="checkbox"/>				

Part two: the following statements assess the major factors of gender disparity in enrolment and dropout of primary schools. They require your agreement or disagreement based on your belief. Select your opinion using the following 5 points rating scale and then tick (√) your answer in the following table.

Strongly Agree (SA), Agree (A), Undecided (U), Disagree (DA), and Strongly Disagree (SD).

N/S	Items-related to culture related factors	SA	A	U	DA	SD
1.	After circumcision female students do not go back to school					
2.	Somali customs does not recognize girl education					
3.	Female students do a lot of household chores at home which makes them perform poorly in schools					
4.	Somali community values girls who stay at home and look after family					
5.	Once a female student gets circumcised she may be approached by any man for marriage and stops schooling.					
	Items related to school based factors					
1	High number of students in the classes					
2	Long school distance from the camps					
3	A single teacher teaching different subjects					
4	Shortage of budget to construct additional classrooms					
5	Shortage of school facilities like toilets, library, pedagogy, sport fields and materials					
	Items related to domestic labor factors					
1	Parents involve female students in activities to increase					

	family income					
2	Female students are forced to look after their animals instead of enrolling in schools					
3	Working child provides funds for his/ her school needs					
4	Female students have been subjected to domestic labor and chores that significantly consumes their studying hours					
5	Female students are engaged in household work to enable adults to work outside the home					

Part three: the following statements assess gender perceptions towards education. They require your agreement or disagreement based on your belief. Select your opinion using the following 2 points rating scale and then tick (\checkmark) your answer in the following table.

1. Agree
2. Disagree

Gender roles perception -to what extent do you agree or disagree with following concepts?

N/S	Items	Agree	Disagree
1.	Educating a boy is useful to his life, while for a girl it is not that useful to her.		
2.	Daughters should help their mothers in household chores after they return from school and boys should concentrate on their study.		
3.	Males should involve in household chores like fetching water, collecting fuel wood, caring for siblings.		
4.	Education helps the boy to get a job, while girl has to become a mother and housewife only.		
5.	A girl is born to take care of a family in future and not for a job outside; hence education for her is not necessary.		

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DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview for principals and vice principals

Dear Sir/Madam, The aim of this interview is to gather information on the topic entitled Gender disparity in enrolment and dropout for primary schools in Fafan zone refugee camps so as to forward possible solutions. Since the information you will provide the researcher have a great importance for this study you are kindly requested to give correct and reliable information. Moreover, the Researcher would like to ensure you that the information you will provide is confidential and be used only for the research purpose.

Thank you in Advance

Instruction

- Put a tick (√) for the following questions in the boxes indicated.

Part one -Personal information

1. Name of the school he/she works: _____

- Put a tick (√) for the following questions in the boxes indicated.

2. Sex: Male: Female:

3. Age: 20 and below: 21-30: 31-40: 41-50: Above 50:

4. Qualification: Degree: Diploma Certificate: Below Certificate: Master and Above:

5. Years of service: 5 years and below: ,6-10 years: ,11-15 years: ,16-20 years: ,
21 years and above:

Part Two: Interview for the officers

1. Give us some information about your school, the time it was constructed, the number of teachers that work; their qualifications, experience and sex ?

2. What about the availability of the facilities such as class rooms, library, pedagogy, sport facilities, and toilets look like in your school?

3. Tell us the drop out and enrolment rates of students in your school over last three academic years from 2006 to 2008 Ethiopian calendar?

4. What are the ratios of the school population to school aged children?

5. What is the ratio of teachers to students?

6. What is the ratio of class to students?

7. What is the attitude of the community towards education?

8. Comparing boys and girls which one enrolls most and drops out from school?

9. What do you think is the cause for the problems?

10. What do you suggest to overcome these problems?

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
COLLEGE EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

INTERVIEW FOR Education Officers or program Officers

Dear Sir/Madam, The aim of this interview is to gather information on the topic entitled Gender disparity in enrolment and dropout for primary schools in Fafan zone refugee camps so as to forward possible solutions. Since the information you will provide the researcher have a great importance for this study you are kindly requested to give correct and reliable information. Moreover, the Researcher would like to ensure you that the information you will provide is confidential and be used only for the research purpose.

Thank you in Advance

Instruction

- Put a tick (√) for the following questions in the boxes indicated.

Part one -Personal information

1. Name of the refugee camp he/she works: _____

- Put a tick (√) for the following questions in the boxes indicated.

2. Sex: Male: Female:

3. Age: 20 and below: 21-30: 31-40: 41-50: Above 50:

4. Qualification: Degree: Diploma Certificate: Below Certificate: Master and Above:

5. Years of service: 5 years and below: ,6-10 years: ,11-15 years: ,16-20 years: ,
21 years and above:

Part Two: Interview for the officers

1. What is the status of refugee camp primary education?

2. What is the status of school aged children in the camp?

3. What are the challenges faced refugee primary schools?

4. What are the factors that influence students' enrolment at primary education?

5. Can you tell as the factors that cause students dropout from primary education?

6. Can you suggest possible measures to be taken that will reduce the problem?

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

COLLEGE EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

FOCUS GROUP DISCUSSION for PTAs Representatives

Dear Sir/Madam, The aim of this focus group discussion is to gather information on the topic entitled Gender disparity in enrolment and dropout for primary schools in Fafan zone refugee camps so as to forward possible solutions. Since the information you will provide the researcher have a great importance for this study you are kindly requested to give correct and reliable information. Moreover, the Researcher would like to ensure you that the information you will provide is confidential and be used only for the research purpose.

Thank you in Advance

QUESTIONS FOR THE FOCUS GROUP DISCUSSION

1. Do children generally enroll timely to school in your area? -----
2. What do you think are the main reasons for the poor enrolment of children to school? -----
3. How is the attitude of the community toward girls' education, Do they think girls education is important? -----

If your answer is yes, tell us in what major ways they are perceived important?

4. Which group of students most dropout of primary school? Boys or Girls? -----
5. What are the domestic labor factors that contribute to the dropout of female students from primary school? -----
6. What is the main school related factors influencing students' enrolment and dropout? -----
7. What are the main economic and cultural practices that contribute to the discontinuation of education of students in this area? -----
8. What are the main cultural factors that contribute to the discontinuation of female students in particular? -----
9. What has to be done to increase enrolment and reduce dropout of the students in general and particularly female students.