

ADDIS ABABA UNIVERSITY
COLLEGE OF SOCIAL SCIENCES
CENTRE FOR AFRICAN AND ASIAN STUDIES



FACTORS AFFECTING THE ACCESS AND ATTENDANCE
OF REFUGEE EDUCATION: THE CASE STUDY OF
ERITREAN AND SOMALIA SECONDARY EDUCATION IN
ADDIS ABABA

BY YARED BEKALU BEYENE

DECEMBER, 2020

Addis Ababa University
College of Social Sciences
Centre for African and Asian Studies

Factors affecting the access and attendance of refugees' education:
The case study of Eritrean and Somalia secondary school in Addis
Ababa

By Yared Bekalu Beyene

A Research Project submitted to Center for African and Asian
Studies, Addis Ababa University, in partial fulfilment of the
requirement for the Degree of Master of Art in African Studies,
Intellectual History and Cultural Studies.

Advisor: Getachew S/Mariam (PhD)

Addis Ababa, Ethiopia

December, 2020

Declaration

I declare and affirm with the signature below that this thesis is my own work. I have followed all the ethical principles of scholarship to collect, and analyze data to conduct this study. All the academic material included in the thesis has received recognition by citation. I affirm that I have cited and referenced all the sources used in this document. Every possible effort has been made to avoid any plagiarism in the preparation of this thesis.

Name Yared Bekalu Beyene

Signature _____

Date _____

Examiners' Approval sheet

As the board members of Examiners of the M.A. thesis open defense examination, the thesis prepared by Yared Bekalu, entitled with Factors affecting the access and attendance of refugees' education: The case study of Eritrean and Somalia secondary school in Addis Ababa was certified. We suggested that the thesis be acknowledged as fulfilling the need for the degree of Masters of African studies, intellectual history and cultural studies.

Advisor

Signature

Internal Examiner

Signature

External Examiner

Signature

Abstract

The access and attendance of refugee education is tied to many factors. Thus, the study needs to understand the factors that affect the access and attendance of Eritrean and Somalia refugees' secondary education in Addis Ababa. The study mainly examines the socio-cultural, school environment, and policy-related factors that hinder secondary education at Addis Ababa. To achieve the objective of the study the research employed a descriptive survey research design. Data were mainly collected from a primary source through questionnaires, interviews, and desk reviews from secondary sources. The study used a purposive sampling technique to determine 108 (54 teachers and 54 refugee students) samples from 5 public schools. Descriptive and inferential statistics were used to analyze the empirical data by using SPSS 20 software. The study found out that (SCER, SER and PRF) were factors that are influencing access to refugee education in Addis Ababa with the result ($\beta_1 = 0.326$, $\beta_2 = 0.532$, $\beta_3 = 0.058$ and $p < 0.05$ for each variable respectively. The coefficient of determination $R^2 = 0.933$ shows that 93.3% of the variation in access and attendance is explained by the independent variables. The study concluded that language problems, low interest in education, low economic status of the refugees and unclear policy and certificate problems are influencing refugees to access secondary school in Addis Ababa. This study recommends to all concerned bodies working with refugee education; should work to solve socio-economic, school environment and policy-related problems to enhance the access and attendance of Eritrean and Somalia refugee secondary school in Addis Ababa.

Keywords: *Refugee Education, Access and Attendance, School Environment, Policy factor and Socio-Cultural & Economic factors*

Acknowledgements

Firstly, I thank my almighty God for providing me the strength through the passage of my studies and preparing this thesis. Next my special gratitude to my advisor Getachew S/Mariam for his constructive and critical comments that immensely considered it through my work. The gratitude also extends to the International Organization for Migration (IOM), for giving me a chance to conduct my MA thesis and funding the cost of the research. Finally, I appreciate all staff members of the Center for African and Asian studies for their encouragement through my course of studies in the center.

Table of Contents

Content	
Declaration.....	ii
Examiners' Approval sheet	iii
<i>Abstract</i>	iv
Acknowledgements	v
List of Tables.....	ix
List of Figures	x
Definition of key terms	xi
Abbreviations and Acronyms.....	xii
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background of the study	1
1.2 Statement of the problem.....	3
1.3 Research objective	4
1.3.1 General objective	4
1.3.2 Specific objectives	4
1.4 Research questions.....	4
1.5 Significance.....	5
1.6. Scope of the study.....	5
1.5 Development of Hypotheses	5
1.8 Limitation of the study.....	6
1.9 Organization of the theses.....	7
CHAPTER TWO RELATED LITERATURE REVIEW.....	8
2.1 Conceptual reviews.....	8
2.1.1 Factors Affecting the Access and Attendance of refugee education.....	8
2.2 Theoretical Review	12
2.2.1 Definition of urban Refugee	12
2.2.2 Right based Approach.....	13

2.2.3 Push and pull factors for urban refugee.....	15
2.2.4 Education to refugee children in global perspective	16
2.2.5 Refugee Education in Ethiopia.....	17
2.3 Empirical review	19
2.3.1 Access to refugee education indicators	19
2.3.2 Related Empirical reviews.....	20
2.4 Conceptual framework.....	22
CHAPTER THREE: RESEARCH METHOD	24
3.1 Descriptive of the study areas.....	24
3.2 Research philosophy	25
3.3 Research method.....	25
3.4 Data types	25
3.5 Methods of data collection	26
3.5.1 Questionnaire	26
3.5.2 Interview	26
3.6 Population and sample size.....	26
3.6.1 Study population.....	26
3.6.2 Sample size determination.....	27
3.7 Methods of data analysis.....	28
3.8 Research validity and reliability analysis	29
3.8.1 Validity	29
3.8.2 Reliability	30
3.9 Variable used	31
3.9.1 Independent variables	32
3.9.2 Dependent variable	32

3.10 Model of specification	32
3.11 Ethical procedures.....	32
CHAPTER FOUR: RESULT AND DISCUSSIONS	34
4.1 Demographic characteristics of the respondents	34
4.2 Description on socio-cultural and economic factors	35
4.3 Description on school- environment factors.....	38
4.4 Description on policy factors.....	41
4.5 The correlation analysis	43
4.6 Regression Analysis.....	44
4.7 The effect of socio-cultural and economic factors on access and attendance of refugees’ education	47
4.8 The effect of school-environment factor on access and attendance of refugees’ education	47
4.9 The effect of policy related factor on access and attendance of refugees’ education	47
4.10 Summary of Hypothesis.....	48
CHAPTER FIVE: CONCLUSION and RECOMMENDATION	49
5.1 Summary	49
5.1.1 Summary of the main findings	50
5.2 Conclusion	51
5.3 Recommendations.....	51
Reference.....	53
Annex I: Map of the study areas (Addis Ababa sub-cities).....	60
Annex II: Questionnaire	61
Annex III: Interview questions	66

List of Tables

Table 3.6.1: the Study population -----	27
Table 3.6.2.: Sampling size -----	28
Table 3.8.1: Collinearity Statistics-----	30
Table 3.8.2a: Reliability of data collection instruments -----	31
Table 3.8.2b: Cronbach's Alpha value for variables-----	31
Table 4.1a: Characteristics of refugee students in secondary school-----	34
Table 4.1b: Characteristics of teachers in secondary school-----	35
Table 4.2: Description about socio-cultural and economic factors-----	36
Table 4.3: Description about school environment factors -----	39
Table 4.4: Description about policy related factors -----	41
Table 4.5: Correlation summary analysis of each variables -----	44
Table 4.6 a: Model Summary of multiple regression -----	45
Table 4.6b: ANOVA Summary -----	46
Table 4.6c: multiple regression analysis result -----	46
Table 4.10: overall outcome of the research hypothesis-----	48

List of Figures

Figure 2.1.5: Number of refugee students in Addis Ababa -----	19
Figure 2.4: Models of Conceptual Frame Work-----	22

Definition of key terms

Access to education: Refers to attendance of school by children, without considering their race, gender, religion or disability (Korio, 2014)

School environment factors: factors that characterized by the school environment i.e. language of teaching, curriculum, recreational facilities and teachers) that affect the access and attendance of refugee education.

Socio-cultural and economic factors: - Refers to ways of life of a particular community as handed down from one generation to the other (Korio, 2014)

Policy factor: Refers to policies and regulations related to refugee education that limit the provision of education.

Refugee: Refers to a person who has fled from and/or cannot return to their country due to a well-founded fear of persecution, including war or civil conflict (Mwangi, 2014)

Urban refugee: The term “Urban refugee” is a person from recognized refugee-producing countries who have settled in urban centers (RCK, 2005)

Abbreviations and Acronyms

AA	Access and Attendance
ARRA	Administration of Refugees and Returnees Affairs
AU	African Union
CRRF	Comprehensive Refugee Response Framework
CWS	Church World Service
DICAC	Development and Inter-Church Aid Commission
FDRE	Federal Democratic Republic of Ethiopia
GOE	Government Of Ethiopia
ICESCR	International Covenant on Economic, Social, Cultural Rights
IDP	Internally Displaced Persons
IGAD	Inter Government Authority on Development
IOM	International Organization for Migration
MoE	Ministry of Education
MoFA	Ministry of Foreign Affairs
NGO	Non-Governmental Organization
NRC	Norwegian Refugee Council
POC	Persons Of Concern
PRF	Policy Related Factor
SCER	Socio-Cultural and Economic Related
SER	School Environment Related
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund

CHAPTER ONE: INTRODUCTION

1.1 Background of the study

Globally more than 70.8 million people are forcibly displaced in today's world. Among these 41.3 million are internally displaced persons while 25.9 million are refugees and 3.5 million are asylum seekers. Among them majorities are children (UNHCR, 2019). Data from UNHCR indicate that the flow of displaced people to Ethiopia continued to seeking security and protection within the country's borders. In the early 2020, the nation hosted 792,030 refugees who were obliged to leave their homes because of security problem, political insecurity, military conscription, conflict, famine, and other problems in their home country (UNHCR, 2020a).

Ethiopia continues to provide basic service assistance to asylum seekers and migrants in the country by recognizing through both individual and prima facies status. Because of this, the country hosted large numbers of refugees through encampment and in urban settlements. The report of the United Nations High Commissioner for Refugees shows that many nationalities have been living in Ethiopia. Those are, 45.3% of the refugees are South Sudanese, 25.3% are Somali, 22.5% are Eritreans, 5.5% are Sudanese, 0.3% are Yemenis and 1.0% are of other nationalities (UNHCR, 2020b). Huge numbers of refugees live in areas outside the camps through different arrangements. Because of the best education and other opportunities, the capital city of Ethiopia is the main centers of attraction for displaced and refugees people (RSC, 2019). Thus, about 33,325 refugees and asylum seekers live in the capital. Among them 28,330 (85.01%) are Eritrean and 810 (2.43%) are Somalia (UNHCR, 2020b). Ethiopia has been providing access to basic services within the framework of national and international ratified conventions and declarations (Kaleab, 2019). According to Moret *et al*, unfriendly conditions in the camps, the lack or limited access to services such as education, health care, and security problems with a prolonged situation in the camps are the main driving factors for refugees to settle in urban areas (Moret *et al*, 2006).

Ministry of Foreign Affairs (MoFA) indicates that after the leaders' summit on refugees in New York in September 2016, Ethiopia has made nine pledges to

provide more opportunities for refugees in the country and it is one of the first countries to initiate the implementation of the Comprehensive Refugee Response Framework (CRRF).

Since education pledge is one of the core components of the comprehensive refugee response framework. It promised to increase the enrolment of refugee students at all levels of education, from preschool to tertiary education, without discrimination, and within available resources. This initiation might also contribute regarding the improvement of refugee safeguard through increasing access to better-quality of education (MoFA, 2017).

Furthermore, to advocate the inclusion of refugee education in the mainstream education policy Ethiopia has made an agreement with IGAD member states in Djibouti in December 2017 to ensure refugees, have access to quality education in a safe learning environment (IGAD, 2017).

In Addis Ababa secondary education is provided through public schools integrated with host communities. These activities are implemented in accordance with the two Directives of the Ministry of Education in the form of circulars. the Circular number 11/1-3456/1098/35 was issued to all Regional Education Bureaus (REBs) and the Addis Ababa City Government Bureau to allow refugee children to join secondary education and higher education using three pathways, (1) Placement examination, (2) Use of certificates from their country of origin and, (3) After sitting for the national examination administered by the Minister of education (UNHCR, 2020b).

According to the UNHCR unpublished data in Addis Ababa a total of 1,301 refugee students enrolled at different levels of education, including ,808 are in preprimary, 321 in primary,150 in secondary and 22 are in higher education (UNHCR ,2020 unpublished).

Despite the country encourages access to refugee education in line with international conventions and declarations, educating refugee children in Ethiopia is a complex task. Secondary education enrolment rates still lag, however, both in absolute terms and against CRRF targets of 12% enrolment against a target of 25% (Overseas Development Institute, 2020).

Based on the reviewed literature, the access and attendance of refugee education at the secondary level is lower than others. As a result, this study tries to examine the effect of socio-cultural and economic factors, school environment

factors, and policy related factors on the access and attendance of Eritrea and Somalia refugees' secondary school at Addis Ababa.

1.2 Statement of the problem

Education is perceived as the tool to viable development, peace and stability within and among countries, making it an indispensable means for effective participation in societies and economies of the twenty-first century (UNESCO, 2000). United Nations Child's Fund also states that education for children and adolescents globally holds the important to a life with less poverty, better health and an increased ability to take the future into their own hands. Since schools serve as social spaces that bring together family members, and create bonds of trust and support education can maintains a child stability and protection especially in times of crisis (UNICEF, 2017).

However education for refugee is very important, children in protracted situation face considerable challenge to access education in urban settings including in Addis Ababa. Many pieces of research have been conducted to investigate these challenges which refugee students face while seeking access to education.

Ayele (2007) conducted his research on assessment of the provision of primary education for refugees in Dimma and Bonga camps in Gambella region in Ethiopia was not functioning efficiently due to high dropout rate, unavailability of education material and physical condition of the school environment.

Mwangi (2014) examined the school factors that influencing refugee children's access to primary education in kasarani district Nairobi, Kenya. The result illustrates that importance of curriculum, safe environment of the school, certification and academic certificates awarded to refugees children influence the access to primary education for refugee students.

Korio (2014) did research on factors influencing access to primary education in the IFO refugee camp in the Dadaab refugee complex in Kenya. The Findings of the study revealed that socio-cultural factors, school-based factors, and family economic status influenced access to primary school education in the camp.

Njue (2013) did research on factors influencing access and participation of refugee girls in primary education in Eastleigh, Nairobi County, Kenya.

According to Njue using the English language for instruction, lack of facilities and instructional materials, lack of refugee integration services in the schools had a negative effect on access and attendance of refugees.

Rediet (2015) conducted research on the provision of education for refugees: practices and challenges of primary and secondary education in Mai Aini and Adiharush refugee camps in Ethiopia. Her finding confirmed that educational activities lack of well-equipped laboratory service, pedagogy service, ICT training, language training, and absence of entertainment and absence of active co-curricular clubs were challenges of refugee students faced in their school.

However, the above-listed literature shows there are some factors that have a negative influence on access and attendance of refugee education. None of them shows factors that affect the access and attendance of Eritrean and Somalia urban refugee secondary education in Addis Ababa. Many of them are focused on access to primary education in the camp area.

Furthermore, much of these researches lack statistically sound or quantitative analysis. Most of the reviews are simple descriptive analysis and collected through qualitative interviews that are valuable but couldn't show the degree of influence on access and attendance very well. That is why this study use high level statistical analysis to examine factors that are affecting the access and attendance of Eritrean and Somalia refugee secondary education.

Therefore, the Study aimed to bridge the gap by examining the three factors that affect the access and attendance of the two refugees' community (Eritrea and Somalia) in secondary education level at Addis Ababa.

1.3 Research objective

1.3.1 General objective

The general objective of the study is to examine the factors that affect the access and attendance of Eritrean and Somalia refugees to secondary Education in Addis Ababa.

1.3.2 Specific objectives

- To examine the effect of socio-cultural and economic, school environment and policy related factors on the access and attendance of Eritrean and Somalia refugee students in secondary school at Addis Ababa.

1.4 Research questions

To achieve the stated objectives, the study looked into the following question.

1. How Socio-cultural and economic factors influence the access and attendance of Eritrean and Somalia refugee secondary school at Addis Ababa?
2. How School environment and policy related factors affect the access and attendance of Eritrean and Somalia refugee students in secondary school at Addis Ababa?

1.5 Significance

This research believed to have a positive contribution to the understanding of the various challenges and predicaments that Eritrean and Somalian refugees face while seeking access to education. Furthermore, the study will contribute to the following significance. First the government and humanitarian organizations insights into the access and attendance of urban refugee secondary education in Addis Ababa. Second, it helps various organizations or Agencies working with refugees to use this study as an input that they can develop a means or design programs that resolve the educational problems so that the attendance rate and academic performance of refugee students can be improved. Third, it gives methodological significance for the academicians who would be involved to conduct a study in the area. Finally, it also supports concerned offices and the refugee community to identify existing gaps and shortcomings.

1.6. Scope of the study

Although different refugees from different countries have been living in many urban areas in Ethiopia, this study primarily focused on urban refugees registered under ARRA who have been living in Addis Ababa. The study was delimited with Eritrea and Somalia origin refugees settled in Addis Ababa. The targets both Eritrean and Somalia secondary refugee students, who attended public school in the capital. For this study, Bole, Lafto, and Yeka sub-cities were selected for assessing refugees' education with consideration of a large proportion of residence. Specifically, the study covers 5 public secondary schools found in the above-mentioned sub-cities in Addis Ababa.

1.5 Development of Hypotheses

The hypothesis is simply a tasteful and proven guess about the answer to the research question. It is often explained as an attempt by the researcher to the phenomenon being studied, and that explanation should involve a prediction about the variables being studied. Commonly two types of hypotheses are known as the null hypothesis (H₀) and the alternate (H₁) hypothesis. The null

hypothesis always predicts that there will be no variation between the groups being studied. By contrast, the alternate hypothesis predicts that there will be a difference between the groups (Marczyk, *et al*, 2005, p. 8-9). Moreover, hypothesis testing helps to decide whether a hypothesis about the population is likely to be true or false (Kotari, 2004). Depends on the literature reviewed and the objective of the study the null and alternative hypotheses were tested at (0.05) significant level.

1. Hypothesis 1

(H1): Socio-cultural and economic factors have a positive effect on access and attendance of Eritrean and Somalia refugee education.

(H0): Socio-cultural and economic factors have no positive effect on access and attendance of Eritrean and Somalia refugee education.

2. Hypothesis 2

(H1): School-related factors have a positive effect on access and attendance of Eritrean and Somalia refugee education.

(H0): School-related factors have no positive effect on access and attendance of Eritrean and Somalia refugee education.

3. Hypothesis 3

(H1): Policy-related factors have a positive influence on access & attendance of Eritrean and Somalia refugee education.

(H0): Policy-related factors have no influence on access and attendance of Eritrean and Somalia refugee education.

1.8 Limitation of the study

In this work, the researcher faced many challenges. Some of them are described as follows. First, since the study took place at a time when the global pandemic disease (COVID-19) has occurred globally, the government of Ethiopia declared movement restriction and the schools locked down throughout the country. This situation has led the students, teachers and other key informants were hard to find easily to provide information. The second was the absence of prior research in Addis Ababa at the secondary education context. It was difficult to find up-to-date literature in the area. The third challenge was Eritrean and Somalia refugees being scattered in several parts of the City and it was difficult to get in touch with them, due to travel distance and time. For those challenges, the researcher took alternative action to gather primary and

secondary data. For example, beyond a physical presence, virtual communication was applied (Call interview, Email questionnaire, Telegram, and online data access) to collect the necessary data.

1.9 Organization of the theses

The thesis is organized into five chapters with several sub-topics underlining different important aspects, to navigate different subjects.

Chapter one organized under the introduction which consists the background of the study, the statements of problem, objective of the study, research questions, and the significance of the study, the scope of the study, limitation of the study as well as the organization of the study.

The second chapter deals with the review of the related literature. This chapter consists review of related literature on urban refugee education and it provides a highlight on the theoretical, empirical, and conceptual framework of the topic under study.

Chapter three captures the research design and methods which include population and sampling size, data type and source, data collection instrument, data analysis technique and also discussed ethical considerations.

The fourth chapter presents the findings, namely the presentation, analysis, and interpretation of the finding deeply.

The final chapter deals with the summary of findings, conclusions, and recommendations based on the outcomes of the overall study.

CHAPTER TWO RELATED LITERATURE REVIEW

2.1 Conceptual reviews

2.1.1 Factors Affecting the Access and Attendance of refugee education

2.1.1.1 Socio-Cultural and Economic Factors

The interaction between the refugee population and the host community in urban areas is determined by the existed socio-cultural and economic activities of the people. According to UNICEF's statement, many forms of discrimination exist in every society. For example, children will bring into the school attitudes, beliefs, and behaviors they have learned from their families and communities, some of which may include negative attitudes towards some groups of children, for example, assumptions as to the superiority of boys, contempt for lower class or poor children, hatred of different religions, ethnic groups or cultures (UNICEF, 2007). When people came from different cultural backgrounds psychological changes can occur in one's sense of identity, values, and beliefs. Refugee Students from different socio-cultural backgrounds may experience stress such as anxiety and depression as they try to adapt to the new culture of their new destination. As a result, students may suffer from cultural compatibility leads to low interest in education (Ayele, 2007).

Fielden also elaborated that local integration process has been highly influenced by linguistic, cultural, and social similarities between the host and refugee populations in one particular area. Because of the cultural and social value differences the refugee students might isolate or feared by others (Fielden, 2008). The Survey also supports that discrimination and xenophobia as barrier to refugee education in urban areas. Similarly, Njue strengthen that socio-cultural and economic factors such as; xenophobia, isolation and discrimination, economic status of the family, cultural compatibility, and host community attitude are likely to affect the access and attendance of refugee education (Njue, 2013). In the Meantime urban refugees challenges in difficult cost of living than those in encampments or rural settings; for refugees who are struggling to offer basic needs for their children, cost of living can prove difficult to prioritize education for their children, especially in the event When school expense and other fees are expected for registration and retention. Mendenhall, et al, confirms that livelihoods as a barrier to secondary education (Mendenhall, et al,

2017). Similarly, financial constraints due to poverty are considered as a stumbling block to the refugee's education. Poor refugees also find it difficult to access education due to the cost of transport, books, uniforms, desks, and school fees (Mwangi, 2014). Further Kannu (2008) strongly supports this idea that among many other things, economic problems are chief factors that cause dropout of African refugee students adversely affected their ability to integrate and cope well in school. Therefore, students compelled to leave their education. As the study points out, these refugee students are suffering from food shortage, school fees and clothing, which led them to cease their education. Korio (2014) also mentioned that the economic status of families plays a major role in the provision of education to children in Kenya. For instance, in areas where communities are poor, they are not able to meet the cost of education which leads to low enrollment, low attendance, and low-grade completion. To summarize the discussion, xenophobia and discrimination become problematic for accessing education where refugees tend to live in together with host populations.

2.1.1.2 School environment related factors

Most refugees in urban areas are integrated with the host community to access the service. In this case, the education facility of urban refugee is the school facility of the host community. It means that unlike camp-based refugees, urban refugees are integrated into local schools, which may be already at or over capacity. As a result, urban refugee students faced many challenges and barriers in the school environment while seeking access to secondary education. As Mendenhall, et al. (2017) elaborate on some factors that refugee students faced in urban settings. It might be live distant from schools and unavailability of transportation options for accessing school are some factors. Because of school distance from home Students and families may be dreadful of moving around the city and/or sending their children alone to school due to lack of documentation and fear of physical, and sexual violence. As Mendenhal etal show in research that distance to school and lack of transportation were cited as barriers to access for refuee education (Mendenhall et al, 2017). On the other hand, Mwangi shows that unfamiliar language is the school-related factor that impacts the access and quality of refugee education. Language problem has protection implications impacting negatively on the social development of

refugees' children and access and retention implications through a lack of interest in enrolment and dropping out (Mwangi, 2014). Based on Mwangi's study we can understand that language of instruction is the core school-related factor that denied the students access to secondary education in urban areas. UNHCR also underlined that language problem is one of the challenges that aggravates adjusting to the national curricula in the case of newly arriving refugees (UNHCR, 2009). The other important challenge related to access to refugee education in urban areas is the curriculum. UNICEF noted that where urban refugees are integrated into national systems, they also follow the curricula of the host country whether or not to be the most likely durable solution is local integration or repatriation. As UNICEF explained, the curriculum must allow every child to acquire the core academic curriculum and basic cognitive skills, together with essential life skills that equip children to challenge the problems, make well-balanced decisions and develop a healthy lifestyle, good social relationships, critical thinking, and the capacity for non-violent conflict resolution. It must develop respect for human rights and fundamental freedoms, and promote respect for different cultures and values and for the natural environment (UNICEF, 2007). The contents of some subject consisted of controversial topics which lead to conflict between the refugee and host community. For example, the war between Ethiopia and Somalia and the war that broke out between Ethiopia and Eritrea in 2000 are some examples of topics included in Ethiopia's secondary school history texts books. The host countries' curriculum lack refugee representation in their education system. This makes the curriculum irrelevant to refugee life and cultural experience (Alebachew, 2016). For example, some countries like Sierra Leone did not recognize the education they received in the refugee camps. According to UNHCR, there is a special probability in some country the returnee students in a secondary school were sent back to the first grade when they returned home because their refugee learning was not recognized. These factors hinder refugees from school in hosting countries (UNHCR, 2004). To solve the problem, the national policy on refugee education should take into account such issues as the development of curriculum, training of teachers and the employment of professionals to help schools in the education of refugee children (Alebachew, 2016). As the Minister of Education, 2018/19 report

stated unsafe school environment also had a negative effect on access and attendance of refugee education in urban settings. For example, access to quality education for refugee children in Ethiopia still remains in the areas of access, quality, equity, and safe-learning environment. UNICEF also strengthens that the school environment can be a protection tool for physical security and provide other forms of protection related to sexual violence and labour exploitation (UNICEF, 2007). According to Nicolai and Triple the school environment should be physically safe, psychologically, and emotionally healing, and cognitively transformative (Nicolai & Triple, 2003). The study carried out by UNHCR shows that lack of space to admit large numbers of children generally poor infrastructure, school facilities to rehabilitation, and insufficiently equipped classrooms prevent children from accessing education (UNHCR, 2009).

2.1.1.3 Policy related factors

Many international policies promote the right to education and encourage refugee's students to learn in government schools. As a result, numerous countries have signed and ratified global and regional treaties that protect the right to education for urban refugees residing in their region. However, the contradiction of policies regarding access to education is the factor making refugees hard to access in public schools. According to UNHCR Studies on refugee secondary education confirmed that refugees often face considerable problems related to policy to access education in urban settings. There is a widespread lack of clear regulatory frameworks and legal provisions to regulate the admission of refugee children to schools, as well as a lack of procedures for notarizing school certificates to ensure a smooth transfer to the school system back home after school repatriation. Admission without proper documentation is a major issue at all levels (UNHCR, 2009). The effect of policy on refugee education, in an urban setting, policy formation relies on various governmental ministries, whose policies, priorities, or mandates may not always align or completely contradictory to one another. In some instances, the policy related to urban refugee education might not clearly be disseminated to the office of implementation (Mendenhall *et al*, 2017). For example , in Cairo, Egypt, although the Minister of Education approved the right to refugee to join public primary schools in 2000, this right is not extensively known or clearly

understood by many local teachers, school administrators, and even stakeholders and rarely implemented in schools for all urban refugee population (Gozdziaik and Walter, 2012). Moreover, Mendenhall, *et al* (2017) underlined that whatever the nations have good policies exist on paper but may not be applied due to bureaucracy and lack of knowledge regarding a policy or lack of information on how to implement the policy. In some cases, civil servants who are responsible for implementing the policies are also unclear about the exact policy and thus implement it how they see fit instead of how it was intended. Excessive delays of information about new policy decisions have a significant consequence for refugee students trying to access admission to the school. The other factor related to policy is a certification which is the most significant barrier to urban refugees while seeking access to their secondary education. Alebachew cited Sawade, and explained that refugees due to having the challenge in transition refugee students usually will have no certificates at all, missed them during their journey from threat. As a result they have not attained certain standards of formal education. Because of lack of their certificate and document it is very difficult to recognize in formal education (Ayele, 2016). The Ministry of Education and Regional Education Bureaus will have a key role to play in technical support to the refugee education program to make sure it is in line with the national education system. Mainly Regional Education Bureau (REB) is responsible for administering the national learning achievement assessments at the secondary school placement exams to determine which grade refugee children should be (UNHCR, 2017).

2.2 Theoretical Review

2.2.1 Definition of urban Refugee

The distinction between the term urban refugees and refugees in the camp made by UNHCR is clear. This categorization is associated with the implementation of its policies of protection and assistance. UNHCR clearly drawn that urban refugees persons who decided or is forced to settle outside the camp or urban area rather than in a refugee camp in the country or territory to which the person fled (UNHCR, 2018).

RCK (2005) defines the term “Urban refugee” is a person from recognized refugee-producing countries who have settled in urban centers. Ngumuta also

used to refer to people who have forcibly left their home countries, crossed international borders, and, instead of refugee camps, reside in towns and cities (Ngumuta, 2010).

Whatever the motivation of moving camp to urban areas is different according to their interest, the urban refugees are living in urban areas, outside of camps (Mendenhall et al, 2017).

Unlike refugees in camps, out of camp refugees are depend on their assimilation into local formal or informal economies to survive in life. They are living in self-settled and dispersed in cities among host communities. Jacobsen supports that, urban refugees are often dispersed throughout a city and constrained to slum areas, shantytowns, or outer edge of the city, making it challenging to assess their desires and to select the most vulnerable among them (Jacobsen, 2006).

Though the United Nation High Commission for Refugee acknowledges the presence of urban areas the operational activities predominantly focused on camp-based assistance. The 1997 UNHCR policy was the first step for the protection of refugees around urban areas. After extensive consultation and critical reflection. UNHCR adopted a new policy in 2009 on “refugee protection and solution in urban areas”. The establishment of this policy is signified as important shift in UNHCR’s giving concern to refugees in urban areas (Church World Service, 2013).

Urban refugees in this research are characterizes to the refugees who have been accepted under ARRA to settle in Addis Ababa as an urban refugees.

2.2.2 Right based Approach

Education as a human right has been officially acknowledged from the time when the Universal Declaration of Human Rights adopted in 1948 (UNICEF and UNESCO, 2007). Since then, this right has been affirmed in numerous global human rights treaties, including the United Nations Educational, Scientific and Cultural Organization (UNESCO), Convention against Discrimination in Education, The International convention on Economic, Social and Cultural Rights (1966) and the Convention on the Elimination of All Forms of Discrimination against Women (1981) are listed as international conventions. These treaties establish a right to free and compulsory primary education for all children in line with the obligation to develop secondary education, supported

by measures to make it accessible to all children, as well as equitable access to higher education; and the responsibility to provide basic education for people who have not completed primary education (UNICEF, 2007). Furthermore, UNICEF and UNESCO confirm that the objective of education is to advance individual improvement, fortify regard for human rights and flexibilities, permit individuals to take part successfully in a free society, and advance understanding, fellowship, and tolerance (UNICEF and UNESCO, 2007). It has long been recognized that the right to education encompasses not only access to educational provision but also the obligation to eliminate discrimination at all levels of the educational system, establish minimum standards and improve quality. Furthermore, education is necessary for the fulfillment of any other civil, political, economic, or social rights. The United Nations Convention on the Rights of the Child (1989) also further strengthens and supports the concept of the right to education. In its implementation, the convention underlined the four fundamental principles of the convention are non-discrimination: the child's best interest; the right to life, survival, and development of the child to the maximum extent. It also develops an understanding of the right to education in terms of universality, participation, respect and inclusion (Assembly, 1989). The United Nations General Assembly established, in July 2010, a determination on the right to education in emergencies. It recognizes that both natural disasters and the presence of conflicts are a serious challenge to the fulfillment of international educational objectives, and recognizes that protecting schools and providing education in emergencies have to a key priority for the international community and member states. Education in emergencies is based on the fact that education is a right for all children and for those in situations of crisis and conflict, a right that critically meets short-term and long-term needs. According to Nicolai and Triplehorn Education and schooling, in particular, can provide physical protection, but also provide cognitive protection in terms of life-saving information and messages. In addition, education can provide children and youth with important psychosocial supports by restoring routines, a sense of normalcy, and hope for the future, as well as through positive interaction with peers, with trusted adults, and opportunities for expression and exploration of feelings, ideas, hopes and concerns (Nicolai and Triplehorn, 2003). According to Elizabeth the term

“education in emergencies” refers to a wide range of formal and non-formal education opportunities for children and youth people affected by crises and emergencies of different types. Education in emergency programs is a critical intervention to support the cognitive, social and emotional development of children and youth affected by natural disasters, such as earthquakes and floods, and by man-made crises, such as conflict. In recent years there has been an increasing recognition of the importance of education and its role to provide protection to some of the most vulnerable members of communities (Elizabeth, 2007). In general right based approach to education promotes social cohesion, integration and stability by an understanding of other cultures and peoples, contributing to intercultural dialogue and respect for the richness of cultural and linguistic diversity, and the right to participate in cultural life (UNESCO, 2007).

2.2.3 Push and pull factors for urban refugee

There are push and pull factors that enforce refugees to settle in urban areas. According to Alebachew (2016) research entitled with integration and identity among refugee Children in Ethiopia, there are three main reasons why a refugee can be accepted in the urban program in Ethiopia. These are protection reasons, medical reasons, and humanitarian reasons. Severe security and medicinal issue that are beyond the ability of ARRA managed health centers in the encampments the refugee may be referred to the urban.

Push factors

Camp-based refugees have frequently restricted access to some service because of their circumstances and constraint in camp as displaced people. Macchiavello points out the idea that refugees in need of or in search of particular services more readily available in urban centers also may choose this lifestyle over camps. The access of hospitals and private medical clinics can act as a factor of attraction towards urban settlements, as well as accommodation, schooling and vocational training and recreational and intellectual activities (Macchiavello, 2003). Low access to communication with UNHCR and family members is another push factor for refugees to settle in urban areas. Communication with family members abroad via the internet is easier, and often there are social networks or ethnic enclaves to provide support and assist in urban areas. In some cases, it is perceived that the prospects for resettlement may be better in a city. Some move to be reunited with family already living in urban areas (Horst,

Jacobsen 2006, Macchiavello, 2004). In general, from the above pieces of literature, (Horst, 2006; Jacobsen, 2006; Sommers, 1999), urban settlements may be chosen because of socio-economic pressures, insecurity concern political instability, and low access to service in the camp areas.

Pull factors

As noted above, the preference of refugees to settle in urban areas have push factors in camp and pull factors in cities. One of the central pull factors in this decision is the presence of a greater chance to earn a living. The accessibility of service opportunities has been identified quite regularly as an important factor in determining the choice of refugees in the urban area. Because of the countries that have not ratified the 1951 Convention or that have not given refugees the right to employment, many refugees obliged to work informally to survive their lives. According to Kobia and Cranfield, many refugees leave the camps to work and send remittances to their families. In the camps, money is often scarce and is, therefore, a valuable resource; Cash injections in the camps facilitate the improvement of general conditions. At the same time, much of the available literature also highlights the difficulties in accessing certain services such as banking and education which are often used by urban life (Kobia and Cranfield, 2009). The European Asylum Support Office also mentioned that the presence of networks of family and friends seems to be highly relevant in the preferences of the urban settings in certain cases. These networks carry and disseminate a wide range of information and assistance, including information on job prospects and work forcing demands in various host countries, link to specific employment and accommodation opportunities, as well as feedback mechanisms on the experience of their life (European Asylum Support Office, 2016).

2.2.4 Education to refugee children in global perspective

United Nations High Commission for Refugees is the international body responsible for providing education for refugees. The commission promotes education as a basic right in line with Refugee Convention of 1951 and the 1989 Convention on the Rights of the Child. According to the United Nations, Child's Fund, education is vital for refugees to advance personal independence and offers the necessary human capital for future restoration and economic development of the area of origin or settlement. Adequate education lays the

foundations for social cohesion, peace, and justice. Quality education that develops relevant skills and knowledge enables refugees to live healthy, productive lives and develop skills for self-sufficiency (UNICEF, 2007). The United Nations High Commission for Refugee (UNHCR) also states that education for refugees has four important reasons, first, education is as a human right. Second education is serving as protection tool, third education helps to meet psychosocial needs and fourth education promotes self-reliance and social and economic development by building 'human capital. According to human rights and the different universal declarations on the Rights of the Child, primary education should be free at the point of delivery and universal. Secondary education similarly would be available and accessible to all. The other important reason for refugee education is a protection tool. Refugee education saves lives and is an important factor in protecting children from exploitation and harm, including abduction, recruitment of children into armed groups, sexual and gender-based violence, and avoidance of HIV and AIDS infection. Education also creates awareness of society and the rights and responsibilities of individuals, creating stronger communities that ultimately protect children (UNHCR, 2002). Studies show that education plays a great role in meeting psychosocial needs. For instance, korio mentioned in his/her research that education provides children with a sense of restoring normalcy and familiar routine which are vital to mitigate the psychosocial impact of violence and displacement of individual refugees and all refugee communities. Education for refugee fosters self-reliance and social and economic development by building human capital. This human capital is needed for the future reconstruction and development of the area of origin or settlement of displaced person (korio, 2014)

2.2.5 Refugee Education in Ethiopia

Ethiopia as a country respects the conventions relating to the status of refugees like 1951 Convention, 1967 Protocol, and the 1969 convention of the Organization of African Union (OAU) that manages the particular aspects of refugee problems in Africa. Ethiopia as a nation initiated the policy of inclusion of refugee education in the national education system to promote refugee education. It established a national proclamation on refugees in 2004 to boost children's right to education in line with the framework of national education

policy (Moe, 2017/18). In 2016, the Ethiopian government committed to increasing student enrollment at all levels of education, from pre-school to tertiary education, without discrimination and within available resources. These pledges contribute to the enhancement of refugee protection through increased access to improved inclusive quality education and life-long learning. Moreover, Ethiopia is one of the IGAD Member States that made a commitment to and is a signatory to the Djibouti Declaration on Regional refugee education. The declaration highlights the inclusion of refugees in nationwide systems by 2020 (IGAD, 2017). In the country, ARRA, UNHCR, humanitarian, and development agencies have been making concerted efforts to improve refugee access to all levels of education in Ethiopia. Since 2016 ARRA & UNHCR has been collaborating with the Ministry of education by adapting and implementing the Education Management Information System (EMIS) to track progress towards the objective established in the national strategy (UNHCR, National Refugee Education Strategy 2015-2018 (Ethiopia) . in order to establish a strong link between the national and refugee education systems, the Minister of Education has been supporting refugee education program in the administration of placement exam and the evaluation of the learning competence central aimed at refugee children and young refugees who were unable to present education certificates from their countries of origins (Moe, 2017/18). The UNHCR factsheet on Ethiopia mentioned that the Preliminary enrolment data (pending final data analysis using the Education Management Information System (EMIS) shown, in addition to 255 refugee students who joined public universities in Ethiopia 2020 academic year, a total of 212, and 722 refugee students. They attend school at the pre-primary (59,846), primary (138,249) and secondary (14,627) levels (UNHCR Ethiopia, 2020). In Addis Ababa Secondary education is provided through public schools integrated with host communities. These activities are implemented in accordance with the two Directives of the Ministry of Education in the form of circulars. the Circular number 11/1-3456/1098/35 was issued to all Regional Education Bureaus (REBs) and the Addis Ababa City Government Bureau to allow refugee children to join secondary education and higher education using three pathways, (1) Placement examination, (2) Use of certificates from their country of origin and

(3) After sitting for the national examination administered by the Minister of education (UNHCR, 2020b).

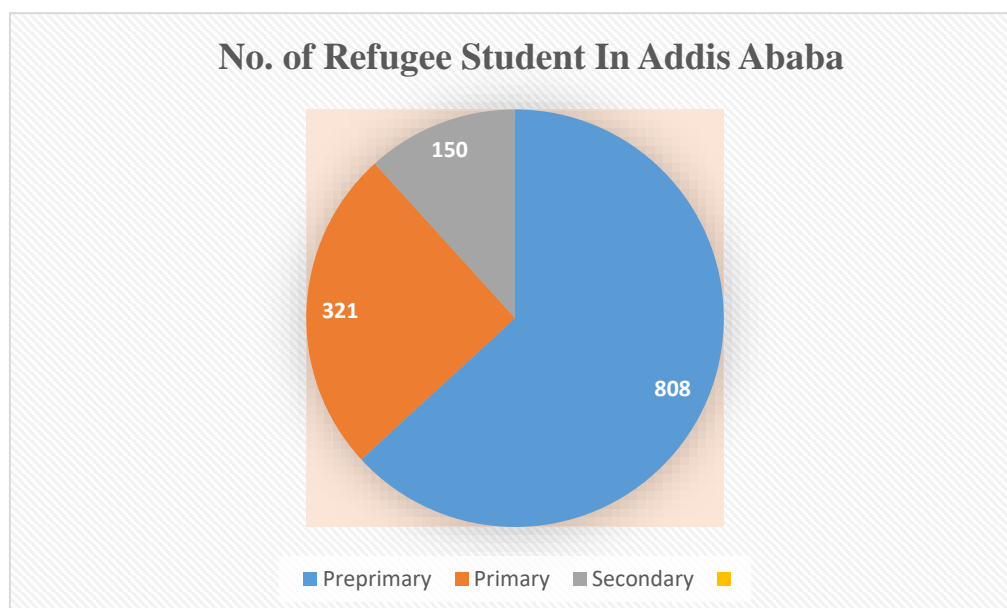


Figure 2. Refugee students in Addis Ababa (UNHCR, May 2020)

2.3 Empirical review

2.3.1 Access to refugee education indicators

Some indicators are commonly employed by UNHCR to measure the overall attribute of the refugee education program. Grade completion or promotion, repetition and dropout rate give information on how students pass through the school system. The dropout rate measures the proportion of students who leave the system without completing a given grade in a given school year, whereas, repetition rate measures the rate at which students repeat a grade (Ayele, 2007 p.37). The high percentage repetition rate of refugee students in school shows the ineffectiveness of an education system. According to the Expanded Disability Status Scale (EDSS), report grade completion and promotion rates are important measures for the overall effectiveness of the education sector and form a central element in monitoring the educational developments – a highly efficient system would have no repetition as all pupils would be taught sufficiently well to reach the standard required for progress to the next grade (UNESCO, (nd))

The other central indicator of refugees' education efficiency is the dropout rate. The number of students who do not complete their basic education is an

important indicator of any education system. Student absence is a common precursor to student drop-out, so an indicator for aggregated absence rates is an indication of potential future drop-out problems (UNESCO, (nd).

Abbas (2002) found that the highest rate of dropouts was one of the most important indicators of poor quality of education. The programs and policies designed by consecutive government and donor agencies failed to diagnose the basic reasons for poor enrollment and high dropouts.

The attendance rate also indicates the access (efficiency) of the refugee education system. The attendance rate shows the percentage of students successfully completed the school year. The objective is to assess the quality of instruction and other factors that affect school retention and drop out. High dropout and repetition rates are implicated with a high wastage ratio and lead to low internal efficiency (Ayele, 2007 p.56).

Furthermore, attendance indicators quantify absences. There are a number of attendance indicators that can be aggregated to the school level for school improvement purposes, including the average daily attendance or the percent of students missing a certain number of days of school (Pinkus, 2009). In a similar way at the school level, widespread attendance problems contribute to low performance and graduation rates. An analysis of national data found that schools with higher attendance rates had lower dropout rates (Rumberger and Thomas, 2002). In general, from the review literature we can understand that dropout, grade completion, promotion or repetition and attendance rate are some refugee education indicators.

2.3.2 Related Empirical reviews

Although many pieces of research have been conducted on refugee education access and attendance, research on urban refugee secondary education is limited. Researchers strongly argued that socio-cultural, school environment and policy factors have an influence on access and attendance of urban refugee education.

Alebachew (2016) conducted research on integration and Identity among Refugee Children in Ethiopia in Selected Primary Schools of Addis Ababa. The study result of Alebachew shows that refugee policy in Ethiopia has diverse features within openness and restriction on respecting the refugee identity. It

lacks formal school-based attitudes to help the celebration and promotion of refugee students' identity in first level schools in Addis Ababa.

Ayele (2007) did research on Assessment of the provision of primary education for refugees in dimma and bonga camps in Gambella region, Ethiopia. He used the descriptive survey research method and the finding shows that the primary education system in refugee camps was not functioning efficiently due to high dropout rate, availability of education material and physical condition of the school environment.

Mwangi (2014) conducted research on the school factors that influencing refugee children's access to primary education in keneya at kasarani district. She tried to establish the guidelines on how the language of instruction influence the access to primary education for refugee pupils, to examine the relevance of curriculum, to establish the influence of the protective environment of the school, to establish the effects of certification on refugee education and academic certificates awarded to refugee's children by using descriptive survey design method. The result shows that school factors negatively affect access to primary education. The study has covered only school factors that influence access to refugee education.

Korio (2014) did research on factors influencing access to primary education in the IFO refugee camp in the Dadaab refugee complex at Kenya. The study findings revealed that socio-cultural factors, school-based factors, and family economic status influenced access to primary education in the camp.

Njue (2013) conducted research on "Factors influencing the access and participation of refugee girls in primary education in Eastleigh, Nairobi, Kenya." The study investigated that the school, the family, and the individual factors are affecting refugee girls' education in primary school. By using the descriptive analysis method the study also confirms that using the English language for instruction, lack of facilities and instructional materials, lack of refugee integration services in the schools had a negative effect on access and attendance of refugees.

Rediet (2015) conducted research on the practice and challenge to provide education for refugees in primary and secondary school in Mai Aini and Adiharush refugee camps in Ethiopia. The study targeted to examine the practices and challenges in the provision of primary and secondary educations

for Eritrean refugees who have been residing in Mai-Aini and Adiharush refugee camps. The finding shows that lack of laboratory service pedagogy service, ICT training, language training and absence of entertainment and absence of active co-curricular clubs were challenges of refugee student faced in their school. However, the above-listed literature shows there are some factors that have a negative influence on access and attendance of refugee education, none of them show factors that affect the access and attendance of Eritrean and Somalian urban refugee secondary education in Addis Ababa. Many of them are focused on access to primary education in the camp area.

2.4 Conceptual framework

A Conceptual framework is a framework represented by a diagram to show the association between the study variables (Young, 2009). As result this study established a framework to analyze the relationship between variables. The variables are (independents and dependent) as shown in the diagram.

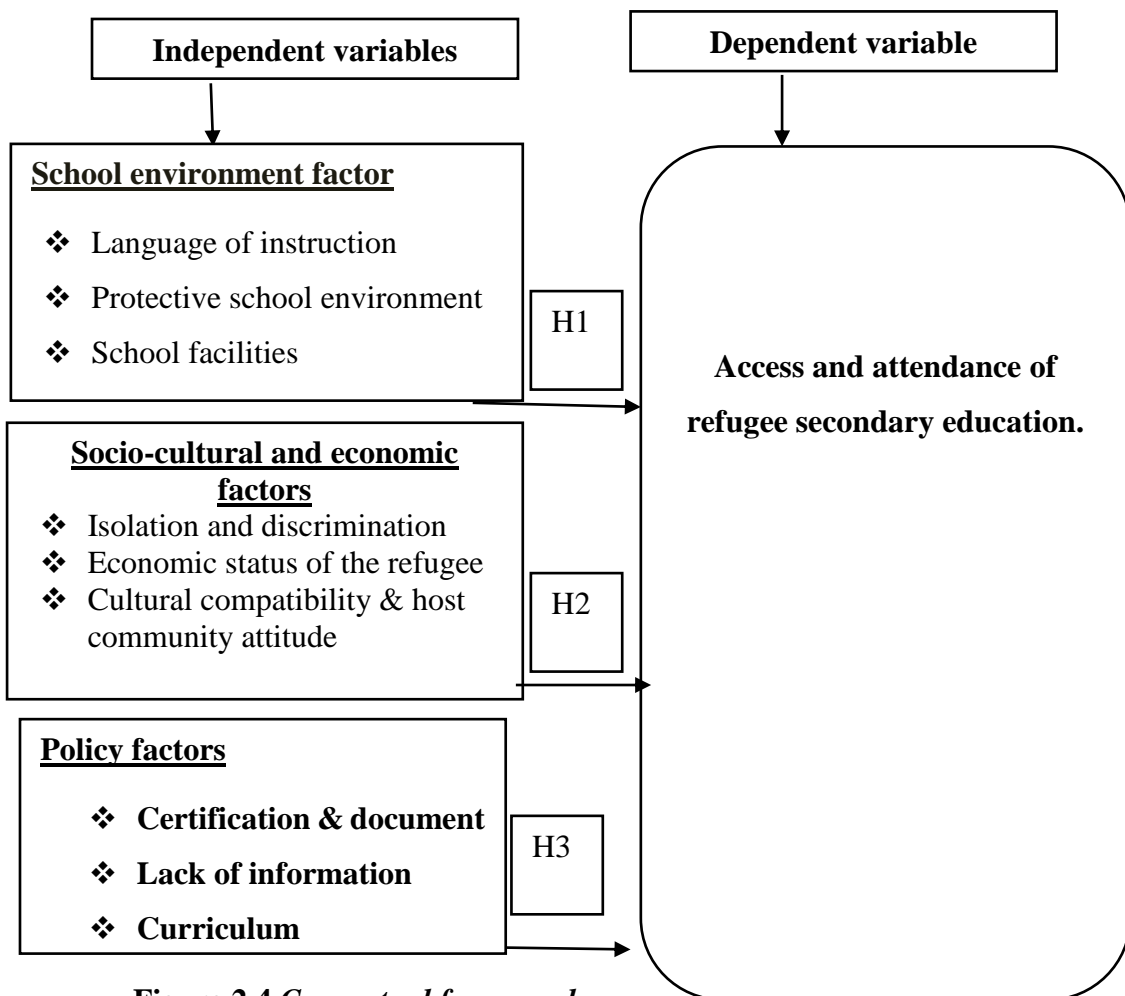


Figure 2.4 Conceptual framework

The effect of socio-cultural and economic factors, school-based factors and policy factors on access to refugee education is examined by (Korio, 2014; Mendenhall *et al*, 2017). For this particular study, the independent variables are classified into three broad categories as mentioned in the figure. Socio-cultural and economic factors like xenophobia, Isolation and discrimination, Economic status of the family, cultural compatibility, and host community attitude are likely to affect the access to refugee education. Because the urban refugees come from different socio-cultural backgrounds and they didn't get any kind of financial support from the concerning humanitarian organization. As a result refugee students are forced to spend their time making money for the survival of their families. Poor refugees also have difficulties accessing education due to the cost of transportation, books, uniforms, desks, and school fees (Mwangi, 2014). The school-based factors like the language of instruction, protective school environment have their own role to the access of refugee education (Mwangi, 2014). From the policy-related factors, host countries' curriculum lack of refugee representation has its own contribution to the access and attendance of refugee education in the host country.

CHAPTER THREE: RESEARCH METHOD

Introduction

This section describes the research design, the methods used to collect data, the sampling and sampling procedure, the research instruments for data collection, validity and reliability of the instruments and data analysis techniques. It draws attention to how the data has been collected and analyzed, reasons for the appropriateness of the choice of method in order to answer the three main research questions and meet the objectives of the study. The study is mixed in nature. Primary data was collected from selected refugee students through a questionnaire, interviews by using virtual technique and secondary data has been done through desk study.

3.1 Descriptive of the study areas

This study was conducted in Addis Ababa, the capital city of the Federal government Democratic Republic of Ethiopia. It is the largest as well as the dominant political, commercial, cultural, and historical city of the country established by Emperor Menelik in 1887. According to the central statistical agency as of July 2010, the total area of the city is around 527 square Kilometer and the population was approximated at 2,917,295 (CSA, 2010). For the purpose of Administrative, the city is organized under three divisions of government: city government, sub-city administrations, and district (Woreda) Administrations. Addis Ababa is structured into ten sub-cities; Akaki Kality, Bole, Lideta, Nefas Silk, Arada, Gulele, Kirkos, Kolfe Keraniyo, Addis Ketema, and Yeka are the ten sub-cities administration and 116 Kebeles/Woredas which is the bottom administrative unit in the city (Addis Ababa city Administration, 2020). The capital has functioned as a center for social, commercial, and political activity of the country. It has also the seat of different international and regional organizations; the headquarters of the Africa Union (AU). The city has more access to information communication technology services, public services, and other infrastructure compared to other regional capitals. For many of the refugees living in Addis Ababa, a city is a place where they can search out services; receive better medical treatment, schooling for their children, safety, and a rare employment opportunity (Rigbe,2020). As a result, a large number of refugees needed to settle in Addis Ababa. This is due to the fact that

urban centers are attractions of employment opportunities and better access to social services (ARRA, 2019). Among the 10 sub-cities Bole, Nefasilk Lafto and Yeka sub-cities are the highest refugee concentration areas in Addis Ababa. Eritrean refugees mostly live in great numbers in Yeka Abado, Nifasilk Lafto (Jemmo), (Gofa Mebrat Haile) Bole Bulbula, and Bole Arabsa than in the other areas of the city. On the other hand, Somalia refugees in Addis are geographically less distributed and concentrated mainly in the Bole Michael.

3.2 Research philosophy

The research design is a procedure to identify the method of data gathering, which instruments are used, how they are dealt with and how the gathered information is arranged and analyzed. As Kothari (2004) notes that the choice between quantitative and qualitative research methods should be determined by the research questions, in the case of this study both quantitative and qualitative approaches (mixed approach) was applied in a parallel design. Because mixed research can simultaneously address a range of confirmatory and exploratory questions with both the qualitative and the quantitative approaches (Tashakkori et al, 2009). The basic premise of using mixed methods design is it can provide a deeper exploration of causal factors with interpretation of variables, and contextual factors of the topic of study (Bartholomew and Brown, 2012; Azorín, J. M. and Cameron, 2010). The study employed a descriptive survey research design, to collect information and examines the major factors affecting refugee education in Addis Ababa. Therefore, this research design enabled the researcher to gather data from a wide range of respondents on the impact of socio-cultural and economic, school environment, and policy-related factors on Eritrean and Somalian refugee education in Addis Ababa.

3.3 Research method

This research used both qualitative and quantitative methods to address the key objectives of the research, and used a combination of two sources. The result obtained is triangulated since the researcher used qualitative and quantitative data types in the data analysis.

3.4 Data types

The Primary and secondary data were gathered from both primary and secondary sources.

3.5 Methods of data collection

This research applied both primary and secondary data collection methods to gather quantitative and qualitative data.

3.5.1 Questionnaire

The questionnaires were developed based on four variables using a five-point Likert scale. Section (a) socio-cultural and economic-related factors section (b) School environment-related factors section (c) comprises of questions regarding policy-related factors and section (d) comprises access and attendance questions. The first two sections (a and b) were distributed to refugee students and the last two sections (c and d) were to school teachers. The first reason is the respondents are too busy during learning hours and absent because of COVID-19 pandemic. Thus it was collected through (mail, telegram, and in-person) survey to minimize the difficulties. On the other hand, the questionnaire is more preferable to give unbiased information while answering the questionnaire in private than being interviewed in this particular research. As a result, questionnaires were prepared after reviewing different related literature and from the objectives of the study.

3.5.2 Interview

As the researcher identified the problem that appears likely to support in understanding the situation, data were collected through interviews with people who are considered to be particularly familiar with refugee education. The semi-structured and structured interviews are applied in the face to face setting. Interview with key informants and expertise engaging with urban refugee education aimed to get relevant information to the research. The interviews were specifically focused on the access and attendance of Eritrean & Somalia refugee education in Addis Ababa. Interview with school principals, DICAC, and MOE key informants was conducted in a face-to-face setting at the workplace. On the other hand interview with humanitarian organizations (ARRA and UNHCR), expertise was conducted on a telephone call-in line with listed questions.

3.6 Population and sample size

3.6.1 Study population

The population involved in this study are Eritrean and Somalia refugee secondary school students learning in 5 public schools at Addis Ababa. The total

number of the population eligible and used for the study is 148 refugee students and teachers found at five public secondary schools in Addis Ababa. The study put more than 10 years of teaching experience as criteria to limit the number of teachers.

Table 3.6.1 The Study population

No.	Secondary schools	Techers		Students				Total
				Eritrean		Somalia		
		Male	Female	Male	Female	Male	Female	
1	Ayer amba	8	4	-	-	2	1	16
2	Edget chora	9	6	10	12	-	-	37
3	Dr. Haddis Alemayehu	14	6	6	8	1	-	35
4	Lebu	10	5	4	9	-	-	30
5	Yeka Abado	7	5	6	12	-	-	30
	Total	48	26	26	41	3	1	148

Source: the researcher's survey, 2020

3.6.2 Sample size determination

The researcher used sample size determination to get optimum and useful information from the population. Willem and Irmtraud say sampling is a technique to identify specify number of units from a population to analysis the study population (Willem and Irmtraud, 2007). After decided how to select the sample, the researcher has to determine the sample size. The research proposal should provide information and justification for the sample size. As a result, this study select the sample from the population by using the purposive sampling technique and adopted Yamane's (1967) simplified formula. The formula applied was for sample size is given as

$$n = \frac{N}{1 + N(e)^2}$$

Where

n= sample size

N=total population

e= sampling error with 95% confidence level and p=.05

$$n = \frac{148}{1 + 148(0.05)^2} = 108$$

Table 3.6.2 sample size

<i>No</i>	<i>Secondary schools</i>	<i>population</i>		<i>Total</i>	<i>Proportion</i>	<i>Sample size</i>
		Students	Techers			
1	Ediget Chora	22	15	37	(16,11)	27
2	Yeka Abadu	18	12	30	(13,9)	22
3	Dr.Haddis .A	15	20	35	(11,14)	25
4	Ayere Amba	4	12	16	(3,9)	12
5	Lebu	15	15	30	(11,11)	22
	Total			<u>148</u>	<u>(54, 54)</u>	<u>108</u>

Source: Survey data, 2020

3.7 Methods of data analysis

The data obtained from the selected schools analyzed, interpreted, and discussed by using the quantitative and qualitative data analysis method according to the objective of the study. After the required data was collected from numbers of informants the data analysis was done. To show the response distribution of the collected data consistency mean and standard deviation were used. The study also used Correlation analysis to show the relationship between the dependent and independent variables. Linear multiple regression analysis was used to identify the influence of the independent variables on the dependent variable. The statistical analysis of the study was done by the help of SPSS version 20 software.

Lastly, the finding was presented with descriptive statistical analysis which enables to explain the collected data and investigate the relationships between

variables. On the other hand inferential statistics used to examine the causal relationship of the variables.

3.8 Research validity and reliability analysis

3.8.1 Validity

Validity is a term that used in any research refer to the technique used to approve the credibility, confirmability and justification of the findings and inferences drawn at the end of a study (Creamer, 2018). Ghauri & Grønhaug (2020) also define validity as the level of accuracy of the study results. The validity of the results can be internal or external. Internal validity refers to the examination of the accuracy of the results achieved and external validity refers to the examination of the results as to whether they can be generalized or not (Ghauri and Grønhaug 2020). According to them measurement are taken in different forms; face validity, describes the degree to which the measure used is significantly capable of what is due to the measure while convergent validity explain the degree of produced result similarity when it measurement measured, and divergent validity describes the extent of two hypothesis different from another (Ghauri and Grønhaug 2020). According to Montgomery, the value of variance inflation factor (VIF) test the regression confidents whether poorly estimated or not due to multicollinearity at critical point 5-10 (Montgomery, 2001). In this particular study validity was tested at the level of the VIF value. As a result this study has no multicollinearity problems since the VIF value of each variable is too low which does not exceed 5 or 10.

Table 3.8.1 Description of Collinearity Statistics

<i>Model</i>	<i>Collinearity Statistics</i>	
	tolerance	VIF
<i>Constant</i>		
<i>SCERF</i>	.602	1.661
<i>SERF</i>	.357	2.805
<i>PRF</i>	.460	2.175

Variable: AA: source research survey, 2020

3.8.2 Reliability

Reliability refers as the stability of the measurement used to study the relationships between variables. It is a statistical analysis expressed as a correlation coefficient, which tells us something about the relationship between two sets of scores or variables (Ghuri & Grønhaug, 2020). If the measurement is reliable, then there is lower chance that the accompanied score is due to random factors and measurement error (Marczyk, et al, 2005). After established the variables of the study, and made appropriate names, the next part of the estimation was testing the consistencies of the factors. To ensure the consistency of the research instruments the researcher had tested the reliability using Cronbach's alpha (α). It is calculated to estimate the internal consistency of the reliability of a measurement scale and gives an unbiased estimation of data generalization (Zinbarg, 2005).

Table 3.8.2a Reliability of data collection instruments

<i>Cronbach's alpha value</i>	<i>Interpretation</i>
Greater than .90	Excellent
Greater than .80	Very good
Greater than .70	Acceptable
Greater than .60	Questionable
Greater than .50	Poor
Less than .50	Unacceptable

Source: Zikmundet *et al*, 2011

An instrument should have a Cronbach alpha value of above 0.7 if it is to be considered to have good internal consistency (Hair, *et al*, 1998). The researcher used Cronbach's Alpha Coefficient at a confidence interval of 95% to test the reliability of the results. The procedure was the result of the questionnaire were provide into the computer and the Cronbach's alpha calculated using SPSS version 20. Consequently, the result shows reliability overall Cronbach's Alpha is 0.93 and each variables ranges from .818 to .958 Cronbach's Alpha value. As a result, the predictable scale shows excellent reliability. For this particular study, the reliability result is illustrated in the table.3.8.2b

Table 3.8.2b. Description of Cronbach's Alpha for variables

<i>Variable</i>	<i>Alpha value</i>	<i>No of questions</i>
SCER	.818	11
SER	.932	8
PRF	.958	6
AA	.906	7
Over all	.903	32

Source: researcher's survey, 2020

3.9 Variable used

The variables that were used in the research are those elements which may the factors and the effect of the study. Those variables are stated as follows.

3.9.1 Independent variables

The independent variable is the factor that is influenced or dictated by the researcher. In several researches, the researchers are passionate in examining the effects of the independent variable (Marczyk, et al, 2005). In this study, there are three causal (independent variables) these are socio-cultural and economic, school environment and policy related factors.

3.9.2 Dependent variable

The dependent variable is the result of the predictor variables. The dependent variable is called dependent because it is affected by the independent variable (Marczyk, et al, 2005). In this case, variable, which is postulated as dependent on the changes in the independent variable is access and attendance.

3.10 Model of specification

The appropriate statistical procedures were established to scrutinize the independent variables. The hypotheses examined and established by using regression analysis, with the aid of the statistical package for social sciences (SPSS). As a result the correlation between socio-cultural and economic factors, school environment factors, and policy-related factors with access and attendance were drawn by linear multiple regression formula.

$$Y = Z + B_p x_p + B_q x_q + B_r x_r + B_s X_s + \dots e$$

Y is the predictive variable (access and attendance) being predicted by the equation x_p , x_q , x_r and x_s are the predictor (School factors, socio-cultural and economic factors and policy factors) variables. The main purpose of statistical testing is whether B_p , B_q , B_r , and B_s (called β coefficients) are differ from zero. Z = the y-intercept at x is zero. This result is shown at significance level of p-value ($p < 0.05$) or as a 95% confidence interval.

3.11. Ethical procedures

The study needed to obtain both personal data and general information on the prior history of the refugee students, teachers and parents. This information is sensitive and therefore the researcher assured the respondents that the information was to be treated with confidentiality. The instruments were self-administered and not required to indicate personal information that could reveal the participants' identity for assurance of confidentiality. The data obtained from

students and teachers, a humanitarian organization is applied to the purpose of this research.

CHAPTER FOUR: RESULT AND DISCUSSIONS

Introduction

The primary aim of this study was to examine the effect of socio-cultural and economic, School environment and policy-related factors on access to refugee education in Addis Ababa. The data which was obtained from sample schools through different instruments for data collection; such as questionnaire and semi-structured interview. The data was described, analyzed and synthesized in tables, percentages, regression and correlation with the help of SPSS version 20. Data for the analysis were collected from 5 sample public secondary schools with a total of 108 refugee students and teachers. The total questionnaire distributed was 108 and 108 (100%) were filled and returned.

4.1 Demographic characteristics of the respondents

This section illustrates the demographic status of respondents who were participated in the interview and questionnaire. The major variables assessed for students are sex, age, grade, school, and origin of the country while the teachers' educational level, experience, sex, and age are the variable considered when the respondents filled the questionnaires.

Table 4.1a *Characteristics of refugee students in secondary school*

Character		Number of students	Percent (%)
Grade	9	21	39
	10	16	29.6
	11	10	18.5
	12	7	12.9
Age	14-18	40	74
	18-22	14	26
	>22years	0	0
Sex	F	32	59
	M	22	41
	Total	54	
Origin of country	Eritrea	50	93
	Somalia	4	7

Source: Field survey, 2020

Data shows that the majority of the respondents (59%) were female and (41%) male students. It implies that there are more female students in secondary school than male students. It also depicted that the majority of 37(68.6%) of the students are attending lower secondary education from grade 9-10. Based on the origin of their country Somalia are very few in number 7% of the total sample population.

Table 4.1b Characteristics of teachers in secondary school

Character	School teachers		(%)
Educational level	Bachelor Degree	36	66.7
	Masters Degrees	18	33.3
Age	25-35	0	0
	35-40	34	63
	>40 years	20	37
Experience in teaching	>10 years	54	100
Sex	Male	37	68.5
	Female	17	31.5

Source field survey, 2020

Table 4.1b shows the demographic characteristics of school teachers. It illustrates that the highest percentage of respondents (66.7%) were bachelor degrees, while the rest (33.3%) were master degrees. The majority (100%) of school teachers had been in their education position for over 10 years. This implies that the teachers had been in a teaching position for a considerable number of years. As a result, they have better experience to establish the factors influencing access to secondary education in Addis Ababa.

4.2 Description on socio-cultural and economic factors

The first objective of the study is to examine the effect of socio-cultural and economic factors on access and attendance of secondary school education in two refugees' communities in Addis Ababa. The students were requested to respond to a number of 11 statements regarding the socio-cultural and

economic-related factors influencing access and attendance of their secondary school education in Addis Ababa by indicating their agreement using a five-point Likert scale of SD = Strongly Disagreed, D = Disagreed, N – Not decided, A = Agreed and SA = Strongly Agreed as shown in Table 4.2.

Table 4.2 Descriptive Statistics for Socio-cultural and economic factors

No	Socio-cultural and economic factors		
	Questions	Mean	Std. Deviation
1	school location far from house make me absent from class	2.51	.859
2	Transportation coast ,school fee, and other expense are the challenge to attend the class	2.03	.571
3	I have no interest/motivation/ towards Education	2.07	.805
4	Parents are unable to provide me adequate materials e.g. revision books, pens, personal effects etc.	2.69	.467
5	Neighbor and classmates have not a good relationship with me i.e. Isolation, exclusion in play.	2.61	.561
6	My Family are not interested to my secondary education.	1.94	.721
7	Family do not check my Education activities. i.e. homework ,result report, promotion	2.03	.767
8	I do a lot of work at home to support the family	2.88	.354
9	I suffer from cultural adaptability. I.e. my religion, dressing, feeding habits and way of communication is not compatible with host community and school culture.	1.81	.929
10	My Family /guardian/ are not participate in school meeting	1.69	.914
11	There is Insecurity problem to attained the school	2.70	.740

Source: Questionnaire, 2020

Table 4.2 shows a mean of 2.88 and .354 standard deviation on the statement SCER-Q-8 “I do a lot of work at home to support the family and myself”. The majority of the respondents were agreed with this stated question. So we can understand that refugee students have the mandate to support their families through different work that had a strong effect on their education attendance and promotion. The argument has strongly supported by UNICEF (2016) refugees struggling to gain the rudimentary needs of their families are hard to prioritize education for their children, mainly if school fees are necessary to registration. Refugee students may also be obliged to work instead of going to school. Because some are under burden to send money to help or support their families. The majority of the respondents agreed with a mean of 2.70, and .740 of standard deviation on the statement SCER-Q-11 There is Insecurity problem to attend the school. From the result, most respondents were agreed with the stated inquiry and we can understand that the insecurity problem around the living area has a serious effect on the access and attendance of Eritrean and Somalia refugee students in Addis Ababa. Interview with the school director also confirmed that since most Eritrean refugee communities lived in the outskirts of the city, fright, and frustration on Sexual harassment might contribute to the absence to school. This has its own negative effects on refugee students’ motivation towards education. The same table also shows that mean 2.69 and .467 standard deviation on the statement SCER-Q-4. Parents are unable to provide me adequate materials e.g. exercise books, pens, personal effects, etc. The finding illustrates that their families did not provide them with adequate learning materials. It might be interpreted as the low economic status of the family and the inability of the households and families to provide children with clothing, educational materials, food, and other children’s need. Keith (2007) supports that access to secondary schooling is strongly household-income-related in all poor countries. In addition to an inquiry from students, an interview with a DICAC expert confirmed that although DICAC provides school materials like bags, pens, exercise books to support the students in secondary school, they needed to earn income to overcome other living expenses. This leads the students to engage in the informal market to cover other expenses which cause children to be absent, repeated, and drop-out (Personal communication with DICAC expert, April 2020, Addis Ababa).

Table 4.2 shows a mean of 2.61 and .561 standard deviation on the statement SCER-Q-5 “Neighbor and classmates have not a good relationship with me i.e. isolation, exclusion in play” The result indicates moderate numbers of the respondents were agreed with the stated inquiry and it reveals that isolation & lack of good relationships with their colleagues had a moderate impact on attendance, drop out and grade completion of Eritrean and Somalia refugee students in Addis Ababa.

Empirical evidence also support that even where refugee children have gained access to educational institutions, they may challenge discrimination from school communities who do not need to look other nation children in their classrooms or from class teachers who are not giving a chance to full participation (UNHCR, 2009). Therefore to increase the attendance, grade completion and promotion rate on Eritrean and Somalia refugee secondary education, social-cultural and economic factors should be solved. On the other hand, it indicates that 1.69 mean and .914 of standard deviation on the statement SCER-Q-10 “their family /guardian/ are not participate in school meeting” has less effect on the access and attendance of Eritrean and Somalia refugee students to secondary school in Addis Ababa.

4.3 Description on school- environment factors

Based on the objective of the study the second aim is examining the effect of school environment factors on access to refugee education in Addis Ababa. As a result, to achieve the stated objective, the students were requested to fill 8 questions regarding the school environment factors influencing the access and attendance of their education in secondary school at Addis Ababa. The responses are analyzed and summarized in table 4.3.

Table 4.3 Descriptive Statistics for school related factors

No	School related factors		
	Questions	Mean	Std. Deviation
1	Refugee students do not easily understand the instructional language used in secondary schools.	2.86	.837
2	Refugee students are unable to adjust to school environment due to their social and cultural background	2.10	.864
3	The school curriculum does not offer services that could help Refugee students recover from trauma	1.99	.981
4	The school does not offer special language classes for refugees	1.58	1.078
5	The school doesn't have recreational facilities for refugee students.	1.57	.751
6	Parents are not concerned with student progress in school	2.63	.557
7	Refugee students have no motivation towards education than work	1.98	.976
8	Refugee students' have negative attitude towards their education	2.57	1.369

Source: Questionnaire, 2020

Table 4.3 shows that mean of 2.86 and .837 standard deviation in question SER-Q-1, could refugee students understand the language of instruction in secondary education easily or not? The finding indicates that the majority of the respondents agreed that the language used in secondary school is difficult to understand. From the respondents' answers, we can understand that the language problem is the main challenge for refugees in the access and attendance of refugee students to secondary school. Dryden-Peterson supports that when the access to refugee education though, the language of instruction is the most important issue. Because in addition to coming in new education system, the

students might not be familiar with their past education which leads to learning in unfamiliar language (Dryden-Peterson, 2011).

The interview with school director also mentioned that although the Ethiopian education system used English as instructional language at the secondary school level, some subjects like Amharic are difficult for refugee students to understand. Because they came from different backgrounds. The interview with school directors also confirmed that language problems in the school environment are seriously affecting the access and attendance of refugee students in secondary school. For example, some teachers used both Amharic and English when teaching in the classroom, which is difficult for Eritrean and Somali refugee students to understand. They asked the teacher to use English when teaching in the classroom. The interview also added specific examples faced during the examination period. Refugee students request the school to afford a translator during the Amharic examination (Personal communication with the school director, May 2020, Addis Ababa).

The table also indicates that the mean is 2.63 and the standard deviation is .557 on the statement SER-Q-6 "Parents are not concerned with student progress in school" and the mean is 2.57 and the standard deviation is 1.369 in the statement SER-Q-8 "Refugee students' have a negative attitude towards their education" has a moderated contribution to access and attendance to refugee secondary education in Addis Ababa respectively. It is understandable that the respondent's answer that parents are less interested in their children's secondary education in Addis Ababa. This leads to the students having a negative attitude towards education. The idea is strongly supported by the DICAC expert and the interview with the school director. Most families of the refugee students from Eritrean and Somalia did not involve in the school environment activity and they hope to resettle rather than to educate their children in Addis Ababa. It is the major challenge to increase enrolments in secondary education at Addis Ababa (Personal communication with DICAC expert, April 2020, Addis Ababa) However, the literature argues that school environment variables can have a large influence on the educational outcomes, including recreational facilities in the schools. On the contrary, a mean of 1.57 and the standard deviation 0.751 in the statement SER-Q-5 "lack of recreational facilities in the school environment" has less influence on the access and attendance of refugees at secondary school in Addis

Ababa. Therefore, we can conclude that lack of recreational facilities is not a major barrier for urban refugee students while seeking access to secondary school.

4.4 Description on policy factors

The last variable required to answer the question of whether the policy-related factors are affecting the access and attendance of Eritrean and Somalia refugee secondary education in Addis Ababa or not is answered by the teachers. The policy-related factors consist of 8 statements requested to teachers for this variable.

Table 4.4 Descriptive Statistics for policy related factors

No	Policy related factors		
	Questions	Mean	Std. Deviation
1	There is no clear inclusion policy of education to refugee students.	1.81	1.156
2	Teachers lack know how about the policy and regulation of refugee education.	2.36	1.430
3	Complexity of refugee education policy hinder students from attending school	2.65	1.079
4	Lack of certification has a negative impact on student to attained in school	2.34	1.341
5	The curriculum is not representing the refugee students 'culture and history experience.	2.18	1.352
6	Refugee students' family are not following up and giving concern for their education.	2.29	.897
7	There is no clear inclusion policy of education to refugee students.	1.81	1.156
8	Teachers lack know how about the policy and regulation of refugee education.	2.36	1.430

Source: Questionnaire, 2020

According to the response of respondents shown in table 4.4, the statement PRF-Q-3 "Complexity of refugee education policy hindered students from attending

secondary school” result indicates that the complexity of the refugee education policy has strongly affected access and attendance to refugee education at the secondary level with the mean 2.65 and 1.079 standard deviations. Hamilton and Moore (2004) argues that the success of integration and identity of refugees within the school need clear government policies. This aspect determine the direction and availability of local level initiatives intended to enhance the education of refugee children.

The table also shows a mean of 2.36 and 1.430 standard deviations on the statement PRF-Q-2 “Teachers lack know-how about the policy and regulation of refugee education.” most respondents agreed that teachers lack of information about the policy and regulation of refugee education has influenced the access and attendance of refugee education. Similarly literature support the importance of decentralized information to all concerned bodies. For example, in the case of Cairo, however the Minister of Education approved all refugees have the right to join public schools in 2000, this right is not widely applicable because it was not clearly understood by many local teachers, school administrators, and even stakeholders and rarely implemented in schools for all urban refugee population. Lack of information about the policy and regulation of refugee education can lead to the ignorance and labeling of refugee students in the classroom, which affect the students’ attendance in education (Gozdziak and Walter, 2012).

The Table also shows that PRF-Q-4 “Lack of certification has a negative impact on the student to attained in school” the finding from table 4.4 confirms that lack of certification for registration is a policy-related factor that strongly affects the access and attendance of Eritrean and Somalia refugee education in secondary level with the mean value of 2.34 and 1.341 standard deviations. According to the finding, the lack of certification implies that the majority of the refugee did not have a certificate or were not recognized under the authority to enroll in secondary school. Their educational level because of the lack of a registration certificate, many young people do not go to school. The interview with the school director-approved that one of the challenges to register refugee students in our school is lack of certificate to ensure their education level. Many students came with no certificate to register in secondary school, but most of them are lack documents.

The same table shows that the least mean value of 1.81 in the statement PRF-Q-1 “If there is no clear inclusion policy for refugee students” The answer from respondents indicates that there is a clear and inclusive policy for refugee students. As a result, in the Addis Ababa context the question that no inclusion policy has less influence on access and attendance of refugee education in secondary school.

4.5 The correlation analysis

The Correlation refers to the relationship between variables which measures the level to which two sets variables are associated. The higher correlation value shows there is a stronger relationship between two variables (Coetzee, 2003). As a result, correlations are definitely the most fundamental and useful measurement of association between two or more variables. According to Marczyk *e tal* correlation expressed in a single number called a correlation coefficient (r) which provides information about the direction of the relationship (either positive or negative) and the intensity of the relationship (−1.0 to +1.0) (Marczyk, et al, 2005).

Table 4.5. The summary analysis of Correlation

		Correlations			
		SCERF	SERF	PRF	AA
SCERF	Pearson Correlations	1			
	Sig (2-tailed)				
	Sample.	108			
SERF	Pearson Correlations	0.631**	1		
	Sig (2-tailed)	0.000			
	Sample	108	108		
PRF	Pearson Correlations	0.472**	0.735**	1	
	Sig (2-tailed)	0.000	0.000		
	Sample	108	108	108	
AA	Pearson Correlations	0.741**	0.945**	0.747**	1
	Sig. (2-tailed)	0.000	0.000	.000	
	Sample	108	108	108	108
Source: survey output ,2020					

According to Marczyk, *et al* explanation the correlations measurement of .01 to .30 are considered smaller, the correlations value .30 to .70 are indicate moderate correlation , and .70 to .90 correlations value are considered large and the correlations of .90 to 1.00 are considered very large (Marczyk, *et al*, 2005). When considering the correlation between the independent variable and the dependent variables in this particular study the table above illustrates that SERF, PRF and SCERF have a significant strong positive relation with AA (access & attendance) ($r=.945$, $p<.05$), ($r=.747$, $p<.05$) & ($r =.741$, $p<.05$) respectively. This implies that the concerning bodies i.e. Ministry of education of Ethiopian, ARRA, IOM, UNHCR and other concerned humanitarian organizations need to give special attention to improve the variables; if they need to enhance access and attendance of urban refugees.

4.6 Regression Analysis

The regression analysis is a statistical technique used to analyses the relations between the independent variables and dependent variable. To test the effect of each independent variable (school environment related factor, socio-cultural and economic related factor, and policy-related factor) on access and attendance of urban refugee education linear multiple regression analysis was established. Moreover, the following regression assumptions were tested before the regression analysis was made.

1. Assumption one was also verified that the VIF value varies from 1.661 up to 2.805 and its tolerance level range between 0.357 up to 0.602 that is greater than 0.2 . As a result as there is no multicollinearity in the instrument.
2. The second assumption was also verified that the predicted values increase along the X-axis, the variation in the residuals roughly similar as the variance of the residuals is constant.
3. The last assumption was also verified as there are no significant cases biasing this model. There is an empirical principle that can be important to determine the R^2 value: if the value of $R^2 <0.1$: the model is poorly fit, when the value of R^2 is 0.11 to 0.30 the result is modest fit, 0.31 to 0.50 moderately fit, > 0.50: strong fit (Muijs, 2010, p 166). As Pallant demonstrates that the R^2 value determine the

amount of variance in the dependent variable able to evaluate the study model (Pallant, 2020). The under Standardized β coefficients used to determine the level of predictor variables on dependent variable (Muijs, 2010). the regression equation used to measure the unique statistical significance of each predictor variables on predicted variable (Pallant, 2020). The formula to liner multiple regression model was established as follows:

$$AA = \beta_0 + \beta_1 (SCER) + \beta_2 (SER) + \beta_3 (PRF)$$

The researcher used the above abbreviations such as AA to represent access and attendance of refuge education, SCER represent socio-cultural and economic related factor ,SER for school environment related factors and PRF for policy related factors .

Table 4.6a multiple regression model summary

Model	R	R ²	Adjusted R ² Square	Std. Error of the Estimate
1	.966 ^a	.933	.931	.15391

a. independent: PRF, SCER, SER

b. Dependent variable:

The calculation of linear multiple regression done depended on multiple regression model summary. The table 4.6a shows that the model has the ability to predict the access and attendance of variables significantly, Regression coefficient $R = .966$ or 96.6% shows that there is a strong relationship between independent variables and dependent variables. The coefficient of determination $R^2 = 0.933$ which shows that 93.3% of the variation in access and attendance is explained by school environment related factor, socio-cultural & economic related factor, and policy-related factor 6.7% of the variance in the access and attendance is described by other variables which are not investigated by this project. The finding is reveals that access and attendance will increase by 32.6 %, when there is a 1% improvement of socio-cultural and economic related factors. Similarly if other factors remain constant and there is a 1% improvement of school environment-related and policy-related factors then access and attendance will be increased by 53.2 %, 5.8%, respectively.

Table 4.6b multiple regression ANOVA Summary

Model	Sum of Squares	DF	Mean of Square	F	Significance.
Regression	34.298	3	11.433	482.624	.000
Residual	2.464	104	.024		
Total	36.761	107			

A. predicted: AA Average

B. Predictors: PRF, SCER, SER: Source, SPSS 20 output, 2020

Table ANOVA summary of multiple regression reveals that the F value is 482 and its significance value is =.000 significant because the significance level is less than $P \leq 0.05$. This indicates that the overall regression models is statistically significant, valid, and acceptable. The validity of regression model tells us all independent variables are explaining effectively, implies, there is a positive and important relationship with the dependent variable.

Table 4.6c multiple regression analysis of hypothesis testing.

<i>Model</i>		<i>Un standardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Signf.</i>
		β	Std. Error	β		
	Constant	.075	.081		.926	.356
	SCER	.326	.045	.239	7.314	.000
	SER	.532	.032	.713	16.760	.000
	PRF	.058	.020	.111	2.954	.004

a. Dependent Variable: AA :Source, calculated based on survey, 2020

According to the Table shown above, there is a positive and significant relationship between SCER, SER, PRF and AA with β value 0.326, 0.532, 0.058 and t value = 7.314, 16.760, 2.954 respectively.

4.7 The effect of socio-cultural and economic factors on access and attendance of refugees' education

The regression coefficients result confirm that the value of $\beta = .326$ is interpreted as a one-unit improvement in socio-cultural and economic factors will lead to a .326 increase of access and attendance in refugee students. It also indicates the relationship between socio-cultural and economic factors and access and attendance is positive and significant with the value of ($\beta = .326$, $t = 7.314$, and $p=0.000$). Therefore, the hypothesis socio-cultural & economic factor has a significant positive influence on access and attendance of refugee education is accepted at $p<0.05$. Literature also supports the finding that schooling expense, family numbers and the economic status of the family as a socio-economic factor affect access to secondary education, in urban settings (Mendenhall et al, 2017).

4.8 The effect of school-environment factor on access and attendance of refugees' education

The regression coefficients result confirm that the value of $\beta = .532$ is interpreted as a one-unit improvement in school-environment factors will lead to a .532 increments of access and attendance in refugee education. It also indicates the relationship between school-environment factors and access and attendance is positive and significant with the value of ($\beta = .532$, $t = 16.760$, $p=0.000$). Therefore, the hypothesis on school environment factor has a strong positive influence on access and attendance of refugee education is accepted at $p<0.000$. Literature also supports the finding that language of instruction, the relevance of curriculum, protective school environment, certification and certificate are the school-related factors that affect the access of refugee education (Mwangi, 2014).

4.9 The effect of policy related factor on access and attendance of refugees' education

The regression coefficients result confirm that the value of $\beta = (.058)$ explained as a one-unit increase in PRF will lead to a .058 increase in access and attendance of the refugee's education. Table 4.6c also shows that there was a positive and significant relationship between policy related factors and access and attendance with the value of ($\beta = .058$, $t = 2.954$, $p<0.04$). As a result, hypothesis three of the study which is policy related factors have a significant

positive influence on access and attendance is accepted at $p=0.04$. As a result, we can conclude that PRF is important to determine the access and attendance of refugee education in secondary school. Studies on refugee secondary education also support that refugees often face considerable problems related to policy to access education in urban settings. Lack of information about policies at the local and school levels, lack of capacity to implement policies, and stereotypes about refugee populations, unclear policy frameworks, shifting and volatile policy environments, and policy contradictions across government are contributed to the access of refugee education in urban settings (Mendenhall, et al, 2017). Based on the result of the regression equation the predictive model of the study is:

$$AA = \beta_0 + \beta_1 (SCER) + \beta_2 (SER) + \beta_3 (PRF)$$

$$AA = .075 + .326*SCER + .532*SER + .058*PRF + .081$$

4.10 Summary of Hypothesis

Table 4.10 Summary of overall outcome of the research hypothesis

<i>Hypothesis</i>	<i>Result</i>
H1: Socio-cultural and economic factor has a significant positive influence on access and attendance to refugee education at Addis Ababa secondary school	$p = .000$ $\beta = .0.326,$ Ho: Rejected H1: Accepted
H1: School environment factor has a significant positive influence on access and attendance to refugee education at Addis Ababa secondary school	$p = .000.$ $\beta = .0.532,$ Ho: Rejected H1: Accepted
H1: Policy related factor has a significant positive effect on access and attendance of refugee education in secondary school	$p = .004$ $\beta = .0.058,$ Ho: Rejected H1: Accepted

Source: survey result, 2020

CHAPTER FIVE: CONCLUSION and RECOMMENDATION

Introduction

This chapter describes the summary of the main findings and the conclusion obtained from the findings of this study. The chapter also presents the recommendation for different organizations working with refugee education and further research areas.

5.1 Summary

The main purpose of this study was to identify and examine the major factors that influence the access and attendance of secondary education for Eritrean and Somalian refugee communities who resided in Addis Ababa and learning in public secondary schools. Having this general objective, the study has attempted to answer the following basic research questions:

1. What socio-cultural and economic factors influence the access and attendance of refugee students in a secondary school in Addis Ababa?

2. How school environment factors affect the access and attendance of refugee secondary education in Addis Ababa?

3. How did the policy factors affect the access and attendance of refugee education in Addis Ababa? The research was applied to a mixed research approach to analyses the qualitative and quantitative data concurrently.

Correlational and regression analysis was employed to show the relationship between variables and the effect on the dependent variable. In order to get data for the above basic questions, among the many public schools found in Addis Ababa the study was carried out in 5 public secondary schools that were selected using a purposive sampling technique. All secondary schools mentioned above in which refugee students have been learning were part of the study using the purposive sampling technique. The sample population comprised grade 9-12 students and teachers of the targeted 5 secondary schools. School directors and education focal persons of DICAC, UNHCR, ARRA and MoE are interviewed to get qualitative data. Primary data was collected using a questionnaire and interviews, and secondary data was collected from document analysis. For this study, 108 questionnaires (54 and 54) were distributed to students and teachers respectively, and all questionnaires from students and teachers were collected. In addition to questionnaires, individuals who are concerned with refugees

participated in the interview. The study also followed the procedure to test the validity and reliability of the data. Therefore, to measure the validity it used multicollinearity analysis and to ensure the reliability of the instrument tested using Cronbach's alpha (α) with tabulation. Moreover, the data organized, analyzed, and interpreted in line with the basic research questions.

5.1.1 Summary of the main findings

The first objective of the study was to examine the effect of socio-cultural and economic factors on access to secondary education for Eritrean and Somalian refugee education at Addis Ababa. The study examined that working to survive, the insecurity problem, lack of adequate materials, poor relationship with neighbors and classmates have a significant influence on access and attendance of refugee education in Addis Ababa. Therefore there is a dropout, low attendance and poor participation in the classroom. The regression revealed that socio-cultural and economic factors ($\beta=.326$, $p=.000$) has a significant positive effect on access and attendance to refugee education. Therefore the result sounded that the Minister of Education and urban refugee education partners should focus on the socio-cultural and economic challenges of refugees.

The second objective of the study sought to examine the effect of school-related factors on access and attendance of secondary education for Eritrean and Somalian refugees in Addis Ababa. The study identified that language problem, family low concern towards student progress and students' low interest to education has a significant positive effect on the urban refugee education access and attendance. From the regression result, the school environment factor has a strong positive significant influence on access and attendance to refugee education ($\beta=.532$, $p=.000$). As a result, the Minister of Education, ARRA, and other concerned bodies should pay special attention to the school environment to foster their access and attendance. The third objective also sought to examine the effect of policy-related factors on access and attendance of secondary education for Eritrean and Somalian refugees in Addis Ababa. The study identified that Complexity of the policy, lack of information about the policy, lack of certificate and document to register are influential factors related to policy. The regression result shows that policy-related factors ($\beta=.058$, $p=.004$) have a significant positive influence on access and attendance of refugee education at secondary school in Addis Ababa. Therefore, complex refuge

education policy, lack of certificate and document to register, lack of information about refugee education contribute to low access and attendance for refugee students.

5.2 Conclusion

To conclude, Eritrean and Somalia refugee students face challenges while seeking access to secondary education. The finding reveals that socio-cultural, school environment, and policy-related factors have their own influence on the access to secondary school in Addis Ababa. The major problems relating to school environment factors were; the refugee students couldn't understand easily the language of instruction used at secondary school. Eritrean and Somalia refugee students' low attitude towards education and family less concern to their children education progress are the major school-related factors which are influencing the access and attendance of Eritrean and Somalia refugees' education in (Addis Ababa).

The study also concludes that Eritrean and Somalia refugees have socio-cultural and economic problems accessing secondary school in Addis Ababa. Low economic status obliged the students to engage in work to cover their living expenses and support their families. Eritreans, especially Somalia refugee's low relationship with classmates and neighbors have a significant influence on access to secondary education. Insecurity problems and low economic status of the family to provide adequate materials to their children were the challenges identified under socio-cultural and economic factors that hinder the access and attendance of Eritrean and Somalia refugees' secondary education.

The study lastly concludes that policy-related factor also has its own contribution to access and attendance of urban refugee education. The complexity of the refugee education policy, lack of information about the policy of refugee education, and lack of documents and certificates for registration are the major problems to access refugee education in Addis Ababa.

5.3 Recommendations

Based on the research findings the following recommendations will be direct towards specific concerned organizations. Since the study indicate all independent variables have a positive influence on access and attendance of

refugee education at the secondary level, it is important to reinforce and work with the school to foster access and attendance of refugee students.

- ❖ Schools and DICAC should give more emphasis to solving the language problem that most refugee students faced during their secondary education. They have to provide language classes to increase their participation.
- ❖ ARRA and schools should work with refugee student families to solve less attention to their children's education. Because the study shows that the family does not care about the student's progress and lack of follow up in school.
- ❖ DICAC and schools should work to build a positive attitude towards education. Since most students do not have a positive attitude towards their education.
- ❖ ARRA and UNHCR should secure the students from any violent frustration and creating awareness within the community to integrate the refugee students in the school area and living environment. The government of Ethiopia and stakeholders should work to support the refugee students economically. I.e. school materials, living expenses to empower the refugees living in the urban area so as they can come to attend schools.
- ❖ The school should collaborate with other organizations to assess refugee students' challenge with classmates and neighbors and to solve related to less family concern, peer influence, and hope to resettlement.
- ❖ Finally, future research should conduct and investigate the other factors that affect the access and attendance of Eritrean and Somalia refugee education in secondary school. This finding shows that 6.7% of the variation in the dependent variable (access and attendance) is explained by other variables that are not included in this study.

Reference

- Abbas, T. (2002). The home and the school in the educational achievements of South Asians. *Race Ethnicity and Education*, 5(3), 291-316.
- Addis Ababa City Administration (2020). Map of Addis Ababa sub-cities. Retived from <http://www.AACA.gov.org>
- Administrations for Refugees and Returnees Affairs (2019).Refugee population in Addis Ababa. Addis Ababa, Ethiopia
- Alebachew K. (2016). *Integration and Identity among Refugee Children in Ethiopia: Dilemmas of Eritrean and Somali Students in Selected Primary Schools of Addis Ababa* (Master's thesis).Retrieved from <http://www.AAU.edu.et>.
- Assembly, U. G. (1989). Convention on the Rights of the Child. *United Nations, Treaty Series*, 1577(3).
- Ayele M. (2007). *An assessment of the provision of primary education for refugees in Dimma and Bonga camps of Gambella region*. Addis Ababa University
- Azorín, J. M., & Cameron, R. (2010). The application of mixed methods in organizational research: A literature review. *Electronic Journal of Business Research Methods*, 8 (2), 95.
- Bartholomew, T. T., & Brown, J. R. (2012). Mixed methods, culture, and psychology: Review of mixed methods in culture-specific psychological research. *International Perspectives in Psychology: Research, Practice, Consultation*, 1(3), 177.
- Best, J. A., & Young, A. (2009). A SAFE DC: a conceptual framework for care of the homeless inpatient. *Journal of Hospital Medicine: An Official Publication of the Society of Hospital Medicine*, 4(6), 375-381.
- Betts, A., Fryszer, L., Omata, N., Sterck, O. (2019). *Refugee Economies in Addis Ababa: Towards Sustainable opportunities for urban communities?* (Oxford: RSC).
- Behera, M. C. (Ed.). (2019). *Shifting Perspectives in Tribal Studies: From an Anthropological Approach to Interdisciplinarity and Consilience*. Springer.

- Church World Service. (2013). *Accessing services in the city: The significance of urban refugee-host relations in Cameroon, Indonesia and Pakistan*. Church World Service.
- Coetzee, O. (2003). *The relationship between personality variables and work performance of credit controllers in a bank* (Doctoral dissertation).
- Creamer, E. G. (2017). *An introduction to fully integrated mixed methods research*. Sage Publications.
- Dix, S. (2006). Urbanization and the social protection of refugees in Nairobi. *Humanitarian Exchange*, 35, 7-9.
- Dryden-Peterson, S. (2011). *Refugee education: A global review*. Geneva, Switzerland: United Nations High Commissioner for Refugees.
- Elisabeth K., Emily D., Jo Kelcey and Caroline N. (2019). *Secondary Education for Youth Affected by Humanitarian Emergencies and Protracted Crises*
- European Asylum Support Office. (2016). *Annual report on the situation of asylum in the European Union 2015*.
- Federal Democratic Republic of Ethiopia Ministry of Education (2018). *Education Statics Annual Abstract 2010 E.C (2017/18)*. Addis Ababa: EMIS and ICT Directorate.
- Federal Democratic Republic of Ethiopia Ministry of Foreign Affairs (Embassy Addis Ababa) (2017). *Opportunities for refugees and host-communities in Ethiopia (2018-2020) Comprehensive Refugee Response Framework (CRRF) for Ethiopia: Meeting in the Council for Development Policy 31 October 2017 Agenda item 3.a*. Pdf
- Fielden, A. (2008). *Local integration: an under-reported solution for protracted refugee situations*. UNHCR policy development and evaluation Service. Research Paper No. 158.
- Ghauri, P., Grønhaug, K., & Strange, R. (2020). *Research methods in business studies*. Cambridge University Press.
- Goździak, E. M., & Walter, A. (2012). *Urban refugees in Cairo*. *Institute for the Study of International Forced Migration*. Georgetown University.
- Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (1998). *Multivariate data analysis (Vol. 5, No. 3, pp. 207-219)*. Upper Saddle River, NJ: Prentice hall.

- Hamilton, R., & Moore, D. W. (2004). Education of refugee children. Documenting and implementing change. In *Educational Interventions for Refugee Children. Theoretical perspectives and implementing best practice* (pp. 106-116). Routledge.
- Horst, C. (2006). Transnational Nomads: How Somalis cope with refugee life in the Dadaab camps of Kenya, Bergen Books: New York, Oxford
- Inter Government Authority on Development. (2017). Djibouti Declaration on Regional Refugee Education in IGAD member states: Regional quality education standards and inclusion into the national systems for refugee children in line with CRRF, SDG4 and Agenda 2063 on education, Djibouti: IGAD Secretariat.
- Jacobsen, K. (2006). Refugees and asylum seekers in urban areas: *a livelihoods perspective. Journal of refugee studies, 19*(3), 273-286.
- Kanu, Y. (2008). Educational Needs and Barriers for African Refugee Students, Manitoba University, Canadian Journal of Education. Canada.
- Kobia, K., & Cranfield, L. (2009). Literature review: Urban refugees. *Refugees Branch, Citizenship and Immigration Canada*, 1-19.
- Korio, I. A. (2014). Factors influencing access to primary education in IFO refugee camp in Dadaab refugee complex, Kenya (Doctoral dissertation, University of Nairobi).
- Kothari, C. R. (2004). Research methodology: Methods and techniques. New Age International.
- Keith, L. (2007). Diversity in convergence: access to education for all. *Compare: A Journal of Comparative and International Education, 37* (5). pp. 577-599. ISSN 0305-7925
- Macchiavello, M. (2003). Urban Forced Migrants in Kampala: Methodologies and Ethical and Psychological issues. In Workshop 'Research on Refugees in Urban Settings: Methods and Ethics', American University of Cairo, Egypt
- Macchiavello, M. (2004). Livelihoods strategies of urban refugees in Kampala. *Forced Migration Review, 20*, 26-27.
- Marczyk, G., DeMatteo, D., & Festinger, D. (2005). Essentials of research design and methodology. John Wiley & sons, Inc.

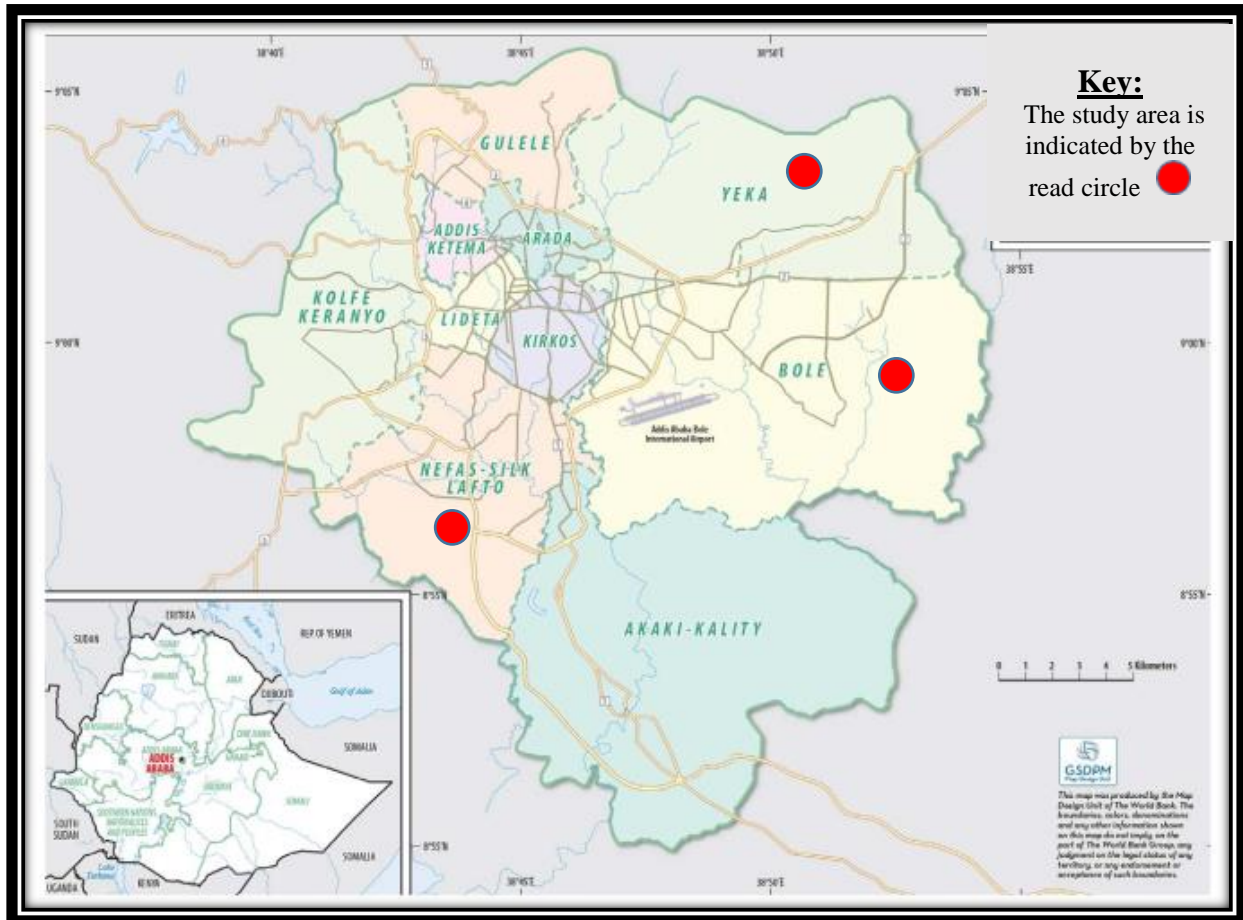
- Mendenhall, M. A., Russell, S. G., & Bruckner, E. (2017). Urban refugee education: Strengthening policies and practices for access, quality, and inclusion.
- Ministry of Foreign Affairs (Embassy Addis Ababa) (2017) Opportunities for refugees and host-communities in Ethiopia (2018-2020) Comprehensive Refugee Response Framework (CRRF) for Ethiopia: Meeting in the Council for Development Policy 31 October 2017 Agenda item 3.a. Pdf
- Montgomery, D. C., Peck, E. A., & Vining, G. G. (2012). Introduction to linear regression analysis (Vol. 821). John Wiley & Sons.
- Moret, J., Baglioni, S., & Efionayi-Mäder, D. (2006). *The path of Somali refugees into exile* (No. 46). Université de Neuchâtel.
- Mubanga, C. K. (2017). *Protecting Eritrean refugees' access to basic human rights in Ethiopia: an analysis of Ethiopian refugee law* (Doctoral dissertation).
- Muijs, D. (2010). Doing quantitative research in education with SPSS. Sage.
- Mwangi, L. N. (2014). *School factors influencing refugee children access to primary education in Kasarani district Nairobi, Kenya* (Doctoral dissertation, University of Nairobi).
- Ngumuta, S. (2010). Protecting urban refugees in Eastern Africa. *JRS Eastern Africa Newsletter*, 48, 2-3.
- Nicolai, S. (2003). *Education in emergencies: A tool kit for starting and managing education in emergencies*. Save the Children UK.
- Nicolai, S., & Triplehorn, C. (2003). The role of education in protecting children in conflict. *Network Paper: Humanitarian Practice Network (HPN)*, 42, 1-36.
- Njue, P. M. (2013). *Factors influencing access and participation of refugee girls in primary education in Eastleigh, Nairobi County, Kenya* (Doctoral dissertation, University of Nairobi,).
- Overseas Development Institute (2020). Strengthening the knowledge base for education in emergencies practitioners and partners – Ethiopia Case Study,” commissioned by the Global Education Cluster, UNHCR, and the Inter-agency Network for Education in Emergencies.
- Pallant, J. (2020). *SPSS survival manual: A step by step guide to data analysis using IBM SPSS*. Routledge.

- Pinkus, L. M. (2009). Moving beyond AYP: High school performance indicators. *Alliance for Excellent Education*, 1-20.
- RCK (2005). Self-Settled Refugees in Nairobi – A Close Look at their Coping Strategies, Refugee Consortium of Kenya, Nairobi, Kenya
- Rediet S. (2015). *Provision of education for refugees: practices and challenges of primary and secondary education in Mai Aini and Adiharush refugee camps*. MA thesis, Addis Ababa University, Ethiopia
- Rigbe T. (2020). *Assessments on challenges and opportunities of urban refugee livelihoods from the great lakes region in Addis Ababa* (doctoral dissertation, St. Mary's university).
- Rumberger, R. W., & Thomas, S. L. (2000). The distribution of dropout and turnover rates among urban and suburban high schools. *Sociology of education*, 39-67.
- Samuel, H. (2014). Living out of Camp–Alternative to Camp-Based assistance for Eritrean Refugees in Ethiopia. *Commissioned by NRC*.
- Sommers, M. (1999). *Emergency education for children*. Massachusetts Institute of Technology, Center for International Studies.
- Tashakkori, A., Johnson, R. B., & Teddlie, C. (2020). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences*. Sage publications.
- United Nations Higher Commission for Refugee Ethiopia (2018). Urban Refugees Factsheet. Retrieved from [http:// www.unhcr.org /Ethiopia](http://www.unhcr.org/Ethiopia) (PDF)
- United Nations Higher Commission for Refugee (2020a). Ethiopia refugee education strategy 2020-2025: Towards inclusion. Retrieved September 13 from <http://www.unhcrEthiopia.org/pdf>.
- United Nations Higher Commission for Refugee (2020b). Ethiopia operation Addis Ababa humanitarian SNPSHOT. Retrieved September 15 from http://data2.unhcr.org/en_country/eth
- United Nations Higher Commission for Refugee (1966). International Covenant on Economic, Social and Cultural Rights, Adopted and opened for signature, ratification and accession by General Assembly resolution 2200A (XXI).

- United Nations Higher Commission for Refugee (2009) Refugee Education in Urban Settings Case Studies from Nairobi – Kampala – Amman – Damascus.
- United Nations Higher Commission for Refugee (2015). Ethiopia refugee education strategy 2015-2018. Ethiopia
- United Nations Higher Commission for Refugee (2017). Working towards inclusion: Refugees within the national systems of Ethiopia.
- United Nations Higher Commission for Refugee (2018). Global trends 2018. Retrieved from <https://www.UNHCR/global/document/pdf>.
- United Nations Higher Commission for Refugee (2019). Ethiopia Country Refugee Response Plan: The integrated response plan for refugees from Eritrea, Sudan, South Sudan and Somalia (January 2019 - December 2020)
- United Nations Higher Commission for Refugee (2019). Displaced and Disconnected, Country Reports.
- United Nations Higher Commission for Refugee (2019). Ethiopia Fact Sheet, Retrieved April 2020 from <http://www.UNHCR/Ethiopia/pdf>
- United Nations Children's Fund (2016). Uprooted: The growing crisis for refugee and migrant children, UNICEF, New York.
- United Nations Children's Fund (2017). Education Uprooted for every migrant, refugee and displaced child, education, UNICEF, New York.
- United Nations Educational, Scientific and Cultural Organization (2000). The Dakar Framework for Action: Education for All: *Meeting our Commitments*. Paris: UNESCO. Derived from the World Education Forum Proceedings, Dakar, Senegal.
- United Nations Educational, Scientific and Cultural Organization (2007). A Human Rights-Based Approach to EFA: A framework for the realization of children's right to education and rights within education, UNICEF. New York, USA.
- United Nations Educational, Scientific and Cultural Organization (nd). Expanded Disability Status Scale: Key performance indicator models. Final report V3.0 .Retrieved from https://www. UNESCO.org/Key_performance_indicators.pdf

- Willem E. Saris, Irmtraud N. Gallhofer (2007). Design, evaluation, and analysis of questionnaires for survey research .John Wiley & Sons, Inc., Hoboken, New Jersey, USA.
- Yamane, T. (1967). *Statistics: An introductory analysis* (No. HA29 Y2 1967).
- Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M. (2010). *Business research methods*. (8th ed.). Mason, OH: South-Western/Cengage Learning.
- Zinbarg, R. E., Revelle, W., Yovel, I., & Li, W. (2005). Cronbach's α , Revelle's β , and McDonald's ω H: Their relations with each other and two alternative conceptualizations of reliability. *psychometrika*, 70(1), 123-133.

Annex I: Map of the study areas (Addis Ababa sub-cities)



Annex II: Questionnaire

Addis Ababa University College of social science Center for African and oriental studies MA program questionnaire.

To be completed by teachers and refugee students

Dear participants,

My name is Yared Bekalu Beyene. I am a postgraduate student in the center for African and oriental studies: master's program at Addis Ababa University. Now I am conducting research in the area of "Access and Attendance of the Eritrean and Somalia Refugees' Secondary Education in Addis Ababa". This study is conducted with the aim of examining the factors affecting the access and attendance of refugee education in Addis Ababa. Therefore, your answers are very important and valuable to the successful completion of my study.

Please complete all questions to the best of your ability, as the questions require. The data you provide will be kept confidential and used only for this research purpose.

I thank you in advance for your cooperation.

Dear Students this section requires you to put (X) you agree with the statement factors that hinder access and attendance of refugees in secondary education by rating the following statements on a five-point scale. The choices are strongly disagreed (SD) (1), disagree (D) (2), not sure (N) (3), Agree (A) (4), and strongly agree (SA) (5)

Grade _____ age ____ sex _____ School ----- country origin -----

No	Section A: socio- cultural and economic Related Factors	SD	D	N	A	SA
		1	2	3	4	5
1.	school location far from house make me absent from class					
2.	Transportation cost ,school fee, and other expense are the challenge to attend the class					
3.	I have no interest/motivation/ towards Education					
4.	Parents are unable to provide me adequate materials e.g. revision books, pens, personal effects etc.					
5.	Neighbor and classmates have not a good relationship with me i.e. Isolation , exclusion in play					
6.	My Family are not interested to my secondary education.					
7.	Family do not check my Education activities. i.e. homework ,result report, promotion					
8.	I do a lot of work at home to support the family					
9.	I suffer from cultural adaptability. i.e. my religion, dressing ,feeding habits and way of communication is not compatible with host community and school culture.					
10	My Family /guardian/ are not participate in school meeting					
11	There is Insecurity problem to attained the school					

No	Section B: School Environment related factors	SD	D	N	A	SA
		1	2	3	4	5
1.	Refugee students do not easily understand the instructional language used in secondary schools.					
2.	Refugee students' are unable to adjust to school environment due to their social and cultural background					
3.	The school curriculum does not offer services that could help Refugee students recover from trauma					
4.	The school does not offer special language classes for refugees					
5.	The school doesn't have recreational facilities for refugee students.					
6.	Parents are not concerned with student progress in school					
7.	Refugee students have no motivation towards education than work					
8.	Refugee students' have negative attitude towards their education					

Dear teachers this section requires you to put (X) you agree the statement factors that hinder access and attendance of refugee in secondary education by rating the following statements on a five point scale. The choices are strongly disagree (SD, 1), disagree (D, 2), not sure (N, 3), Agree (A, 4) and strongly agree (SA, 5)

School ----- sex----- level of Education (MA/BA) -----

No	Section C: Policy related factors	SD	D	N	A	SA
		1	2	3	4	5
1.	There is no clear inclusion policy of education to refugee students.					
2.	Teachers lack know how about the policy and regulation of refugee education.					
3.	Complexity of refugee education policy hinder students from attending school					
4.	Lack of certification has a negative impact on student to attained in school					
5.	The curriculum is not representing the refugee students 'culture and history experience.					
6.	Refugee students' family are not following up and giving concern for their education.					

No.	SECTION D: ACCESS & ATTENDANCE	SD	D	N	A	SA
		1	2	3	4	5
1	The access and attendant of refugee education is increasing from time to time					
2	Stack holders (ARRA & MOE) support the refugee education without discrimination and within available resources					
3	The refugee students share the available resources in equitable way in the school as of the hosting students					
4	Refugee students are equally participate and perform like non refugee students					
5	The secondary Education curriculum is inclusive for the refugee students					
6	Barriers to access and attendance of refugees education are reduced					
7	Refugee Students dropout rate decrease and promotion rate increased					

E1 Please comment on the overall refugee education access and attendance in Addis Ababa?

E2 What can be done to enhance refuge education access and attendance in the side of Government /Humanitarian aid organizations?

Annex III: Interview questions

A. Interview questions for school principal

1. What document do you need from refugees for registration? What are the criteria to admit refugee children into your school? If they do not fulfill your requirements what measurement take?
2. What activities do you have to promote in your school for newly arriving refugees?
3. Special events that interlink the predecessor
4. What are the most significant challenges concerning the refugee students in your school?
5. Are refugee parents are actively participate in school environment? What are their concerns and attitude towards education?
6. Is there any differential treatment arranged for refugee students in your school? (Different fee scale, Information session, induction training, language training, protection measures from vulnerability and violence, extra classes etc.) Additional support after school, accelerated learning programs.
7. What are the challenges they face while you are handling refugee students? What solutions do you take?
8. Is there any Challenges beyond the school to be managed by education bureaus and or scholarship providers or families and or relatives?
9. What humanitarian assistance you need to achieve the refugee students' access and attendance in secondary education in Addis Ababa.

B. Interview questions for organizations (ARRA, UNHCR & DICAC) involving urban refugee education

1. Your organization? -----
2. On average how many refugees are currently registered with staying in Addis Ababa? Somalia ---- Eritrean -----? How many are school aged.
3. How many of them are attended secondary education in Addis Ababa and supported by your organization
4. What did your organization involve to provide for urban refugee education?

5. What is the role of your organization in addressing the needs of refugee students in terms of access and attendance at the secondary education level?

6. What are the current problems to implement the refugee education policy in Addis Ababa in light of access and attendance?
7. What do you think about the main challenges that Eritrean and Somalia refugee children are facing while seeking secondary education in Addis Ababa? What do you think such challenges can be solved?
8. How do UNHCR and other humanitarian organizations assist to Eritrean and Somalia refugees able to access secondary school?