

**IMPACTS OF GENDER – BASED VIOLENCE ON THE GIRL CHILD EDUCATION IN
BWERA SUB COUNTY, KASESE DISTRICT, AND WESTERN UGANDA.**

BY

BY BWAMBALE NATO

BDS/44267/143/DU

**A RESEARCH DISSERTATION SUBMITTED TOTHECOLLEGE OF
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THE AWARD OF BACHELORS DEGREE IN
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KAMPALA INTERNATIONAL
UNIVERSITY**

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DECLARATION

I BWAMBALE NATO hereby declare that this Research Report has never been presented to any institution either partially or in total for any academic award, publication, or other use. The works here are original. Where the works of others are quoted, references have been given.

I therefore wish to present it for the award of the Bachelors Degree in Development Studies of Kampala international university.


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DATE

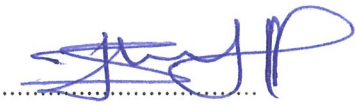
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APPROVAL

This research report of Bwambale Nato is approved as fulfilling the partial requirements for the award of the Bachelor of Development Studies of Kampala international University.

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DEDICATION

This research report is dedicated to the Almighty God, my father Thalyakabuya Wereiam Masereka, Mummy Biira Gevina, brothers and sisters for their encouragement and love they showed during the course of my studies.

This research shall also be dedicated to Kampala international university at large; this is because it ensured a peaceful co-existence during my study in the university

Finally, I would like to dedicate this work to my tireless supervisor Dr. Lubaale Grace who guided me throughout the research work.

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I am indebted to my supervisor Dr. Lubaale Grace for the guidance and support he accorded me with patience. I wish to thank the staff of Kampala international University for the dedication they showed while teaching us.

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May the Lord God bless you abundantly?

ABBREVIATION AND ACRONYMS

BDS	Bachelors of Development Studies
CBO	Community Based Organization
GBV	Gender Based Violence
HIV	Human Immunodeficiency Virus
KALI	Karambi Action for Life Improvement
KIU	Kampala international university
LGBT	Lesbian, Gay, Bisexual and Transgender
NGO	Non-governmental Organization
SDA	Seventh Day Adventists
SGBV	School Gender Based Violence
SRGBV	School Related Gender Based Violence
U.P.E	Universal Primary Education
U.S.E	Universal Secondary Education
UBOS	Uganda Bureau of Statistics
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nation Initiative on Children Education Fund

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ABSTRACT

The research investigated on impacts of GBV on girl child Education in Bwera relationships between GBV and girls' child Education in Bwera Sub County Kasese district.

The study used a case study research design to get an estimation of the respondents' views in regard to the objectives of the study. The target was selected people in Kasese district putting much focus on Bwera Sub County. The study therefore used a sample of 80 respondents from a target population of 100 respondents. It employed a purposive sampling to avoid bias in data presentation. This study used both primary and secondary sources which all involved data from the field and literature already written by other authors. Due to limited time, the researcher used questionnaires (respondent's fill- in what they knew about the topic in regard with the formulated questions) and interviews (face to face narration). After data collection, it was ethically analyzed by use of frequency tables and percentages. The findings revealed that males participated less in the study with a percentage of 44% and 56% for females respectively, respondents of bracket age 30-39 and 40-49 participated more with 31%, most respondents completed certificate and Diploma. The findings also revealed that majority of the respondents had a working experience of 1-5 years that is 50% responses therefore it implied that the survey was carried out from the most experienced respondents. The findings depicted that most of the respondents knew that there were effects of GBV on girl child school enrolment with a percentage of 65% further it revealed that it undermines the social, economic, psychological, spiritual and emotional wellbeing of the girl child with a percentage of 38% responses, 56% of the respondents' responses implies that there are strategies to curb GBV and 62% mentioned UPE and USE as the most applicable strategies. Objective two analyzed effects of GBV on the girl child performance in schools. The study revealed that 76% of the respondents agreed that there are impacts and majority with a percentage of 28% said it undermines the social and economic development of girls and women, increased illiteracy levels among girls (25%), encourage development of policies (25%), creation of opportunities for studies (22%). The study revealed that most of the respondents believed in the promotion of girl right to education with a percentage of 86% who revealed the importance of educating girl children, improves on how girls attain responsibilities in homes (34%), shapes the ability of a girl to acquire formal knowledge and skills (31%), reduces on the high rates of dependencies (19%) and 13% mentioned that it promotes awareness in girls about their life styles. Elimination ways like formulation of clubs in schools, involvement of girl children as central players, enacting strict laws in favor of girl children can be adopted to overcome challenges.

The study therefore concluded that the impacts of GBV like increased illiteracy levels among girls, undermined social and economic development of girls and women, creation of opportunities for studies and encouraged development of policies have increased gender inequality. Therefore the study recommended gender issues be mainstreamed throughout the education system, girls education clubs be introduced in schools so as girls can reach out to fellow pupils and students and awareness raising and sensitization should be embarked on to target the entire school population. Hence further research is recommended on how GBV constraints the realization of the right to education, relationship between SRGBV and women's levels of literacy and the relationship between people's awareness for importance of educating girls and women in their social and economic development.

CHAPTER ONE

1.0 Introduction

The study examines the effects of gender based violence to the girl child education in Bwera Sub – county Kasese District.

This chapter describes the background of the study, statement of the problem, purpose of the study, objectives, and research questions, significance of the study and scope of the study.

1.1 Background

The Global Campaign of Activism against Based Gender Violence (GBV) is undertaken annually during the period starting November 25th, the International Day for Elimination of Violence against Women and ending on December 10th International Human Rights Day. The 16 Days Campaign is observed by actors in Government, Civil Society, Local Communities and Development Partners to organize and speak out for increased attention to the prevalence and occurrence of Gender Based Violence and to call for action to prevent GBV and respond appropriately to incidence of GBV. The Sixteen days of activism aims at raising awareness, influencing behaviour change and securing high level political commitment to end gender violence. The focus on collective action by all stakeholders steams from the fact that interventions to address GBV are multi-sectoral in nature and require stakeholders to execute their various responsibilities to prevent and respond to GBV.

In Uganda according to the Uganda's own statistics, the average Uganda is a 14-year-old girl, living in a rural area, she has a one in four chances of becoming pregnant during adolescence, is at high risk of being in an early marriage, and were likely dropout of school before reaching secondary level. She is also twice as likely to be living with HIV as a boy of her age, since adolescent girls and young women now account for 71% of new HIV infections in Uganda. This girl's future does not appear to be bright. If she is not set up to succeed and thrive, then how can Uganda.

Gender-based Violence in school was also found to be a threat to children's retention and performance, right to education, right to protection and right to development. According to the New Vision of 10th.10. 2017, added 23rd Dec-2015, by Canon Businge.

According to the new analysis presented in the paper Of Global Partnership for Education, shows that this affects the girls' ability to master basic numeracy skills. Sexual violence is a highly destructive form of school related gender-based violence that contributes to girls' poor performance and drop out. Unintended pregnancy resulting from sexual coercion and rape effectively marks the end of their education in many rural areas of Kasese and most especially in Bwera Sub County. Gender based violence is violence targeted at individuals' groups on the basis of their gender. Gender-based violence is often divided into two interlinked categories, interpersonal and institutional violence. Interpersonal violence refers to an act of economic, sexual, psychological or other violence perpetrated by an individual against another individual.

Structural/institutional violence means any form of structural inequality or institutional discrimination that maintains a person in a subordinate position, whether physical or ideological, to other people within the family, household or community (Manjoo 2011).

1.2 Conceptual perspective

Education generally concerns itself with the imparting of knowledge in people. Knowledge in this case can be seen as the corpus of instruction and social ethos, which hinge on the acquisition of abstract ideas, which makes for a refined mind and acquisition of psycho-motor skills which in turn makes for a skilled person or at least positions one in the right frame of mind to acquire the skill necessary for existence in an atomized social order. Thus, education is the first and foremost a social tool that is imperative for the continued survival and growth of human society, khan, (2016)

1.3 Problem Statement

Though much efforts by government and other development partners are put forward to stop violence against women and girls at household and community levels, various hindrances still exist that discourage the strength accorded in order to eliminate Gender – Based Violence. Gender-based violence here is manifested in actions like forced marriage of young girls, female genital mutilation, verbal abuse and laws and regulations that limit women's and girls' rights to access services in relation to men's and boys'.

Responses to Gender-Based Violence cannot be considered when there is a gap of individuals, households, communities; it impacts the civil, political, social and cultural rights of girls and

women. Therefore, strategies of justice based, health based and others can change social norms both for women and men.

1.4 Purpose of the Study

The study is to investigate the relationship between gender-based violence and the girl child education in Bwera Sub County in Kasese district.

1.5 Objectives of the Study

This involves the general and specific objectives of the study research

1.5.1 General objectives of the study

To assess the effects of Gender-Based Violence on Girl Child Education in Bwera Sub –County Kasese District.

1.5.2 Specific objectives

To determine the impacts of Gender – Based Violence on the Girl Child Enrolment in schools in Bwera Sub County Kasese District.

To investigate the effects of Gender – Based Violence to the Girl Child Performance in schools of Bwera Sub County.

To find out the effects of Gender-Based Violence on the Girl Child Achievement of education in Bwera Sub County.

1.6 Research Questions

What are the impacts of Gender – Based Violence on Girl Child Enrolment in School of Bwera Sub County Kasese District?

What are the effects of Gender – Based Violence to the girl child performance in schools of Bwera Sub County?

What are the possible effects of Gender-Based Violence on the Girl Child achievement of Education in schools of Bwera Sub County?

1.7 Scope of the Study

This comprises of the geographical, content, time scope and the theoretical scope of the study.

1.7.1 Geographical scope

The study were be conducted in Bukonzo West Constituency Kasese District in Bwera Sub County in villages like Irughe, Nyakimasa one and two, Kaleghe - Nyakabale, Mitimusaju trading center, and Bunyiswa, KyoghaCentral and KyoghaSouth.

The study will involve research outreach to people living in the above mentioned villages.

1.7.2 Content scope

The research will analyze the effects of gender – based violence on the girl child education in Bwera Sub County Kasese district.

1.7.3 Time scope

The study were be conducted in two months and to cover the information in relation from 2000-2016 periods to find out the effects of gender based violence on the girl child education in Bwera Sub county Kasese district and the research is to obtain data that is relevant using the various data collection methodologies as applied.

1.7.4Theoretical scope

The theory of change for tackling Violence against Women and Girls. By: Gender and Development Network [GADN], DFID

The theory says that Violence against Women and Girls (VAWG) is the most widespread form of abuse worldwide, affecting one third of all women in their lifetime. Addressing violence against women and girls is a central development goal in its own right, and key to achieving other development outcomes for individual women, their families, communities and nations. DFID's business plan [2011-2015] identifies tackling violence against women and girls as a policy and commits DFID to pilot new and innovative approaches to prevent it.

1.8 Significances of the study

All the research findings of this study were be vital in the following ways; they were help the government, NGOs, CBOs and other players at all levels regarding the findings to strengthen the

existing mechanisms, come up with other action plans in order to fight gender – based violence which limits girls’ education in Bwera Sub County Kasese District. The research is also expected to help future researchers since it were identify the causes of gender –based violence and its effects to the level of education standards in Bwera Sub county Kasese District.

1.9 Definition of significant key words/terms

Child

The UN convention on human rights of child defines child as everyone under 18 years of age unless ‘under the law applicable to the child, majority is attained earlier’ (office of the human rights commission for human rights, 1989). The UK has ratified this convention, the general assembly (2013).

Girl child

the convention on the rights of the child recognizes that “ states parties shall respect and ensure the rights set forth in the present convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child’s or his/ her parents or legal guardian’s race, colour, sex, language, religion, political or other opinions, national, ethnic or social origin, property, disability, birth or status “ however in many countries available indicators show that the girl child is discriminated against from the earliest stages of life, through her childhood and into adulthood. In some areas of the world, men outnumbers women by 5 in every 100, (general assembly 2013)

Gender Based violence

This is the general term used to capture violence that occurs as a result of the normative role expectations associated with each gender, along with the unequal power relationships between the two genders, within the context of a specific society. (Bloom 2008 p14).

Defined as “violence that is directed against women because she is a woman or that affect women disproportionately” thereby underlining that violence against women is not first occurring to women randomly, but rather an issue affecting them because of their gender.

Further, GBV is defined as including “acts that inflict physical, mental or sexual harm or suffering, threats of such acts coercion and other deprivations of liberty”

Education

Is the process of facilitating learning or the acquisition of knowledge, skills, and values, beliefs and habits.

CHAPTER TWO

LITERITURE REVIEW

2.0 Introduction

Kombo & Tromp [2006] Observed that literature review refers to the works that the researcher consulted in order to understand and investigate the research problem.

This chapter were illustrate the use of the already existing materials with information related to the subject matter like text books, newspaper articles and journals and look for ways how the research were attempt to address the gaps or loopholes in the existing knowledge.

2.1 Theoretical Framework

The theory of change for tackling Violence against Women and Girls. By: Gender and Development Network [GADN], DFID

The theory says that violence against women and girls [VAWG] is the most widespread form of abuse worldwide, affecting one third of all women in their lifetime. Addressing violence against women and girls is a central development goal in its own right, and key to achieving other development outcomes for individual women, their families, communities and nations. DFID's business plan [2011-2015] identifies tackling violence against women and girls as a policy and commits DFID to plot new and innovative approaches to prevent it.

The theory of change [ToC] on ending gender based violence against women and girls consists of a diagram and accompanying narrative. Together they provide an overview of the interventions, outputs and outcomes that can reduce and ultimately eradicate violence against women and girls. It is not intended to be prescriptive, but to map the multiple pathways to tackling violence against women and girls and provide a starting point for programmes to develop their own theories of change.

The theory of change draws on the experience of a range of actors delivering programmes and services addressing violence against women and girls, including donor agencies, women human rights defenders, women's rights organizations and other civil society organizations.

2.2 What are the impacts of Gender – Based Violence on Girl Child Enrolment in School of Bwera Sub County Kasese District?

Unintended pregnancy resulting from sexual coercion and rape effectively marks the end of their education in many rural areas of Kasese and most especially in Bwera Sub County.

Parents withdraw their girls from school due to a growing school related gender based violence which is according to reports of teacher-pupils' harassment among schools. Girls in communities displaced by humanitarian crises or conflict are particularly vulnerable to abuse and so gender based violence in conflicted areas of Kasese leave a dangerous legacy.

Early marriage plans can also discourage a girl's parents from educating their daughter because they believe that informal education benefits only her future family in law. Child marriage associated with lower education and economic status of girls. Child brides are less able than older or unmarried girls to access schooling and income generating opportunities or to benefit from education or other related development program. Girls in school are often forced to terminate their education when they marry early [**Save the Children 2004**].

Early childbearing and motherhood, which usually accompanies early marriage, also is associated with lower levels of education and higher rate of poverty [**Singh and Samara 1996, Mensch, Bruce and Greene 1998**].

Opportunities for young mothers to continue their education or to work often are limited because they have little access to resources and are responsible for childbearing and household tasks [**Save The Children 2004**], thus, early childbearing as well as early marriage tends to preclude further education and reinforce poverty. 'I didn't sit for my Primary Living Examination [PLE] in 2009. My parents arranged my marriage without my consent with a stranger. I gave birth to my first born when I was 15. I have two [2] children with my husband who is a peasant with little income to support the family since all of us have no better paying jobs. I wanted to go back to school after giving birth but I had no one to leave my child with, Narrates Yuniya Kamaliya who was a pupil at Kasisi Primary School, Rutete Sub County Kabarole district.

Girls and particularly the poorest, continue to face the greatest challenges in accessing primary school, 9% of the children around the world are out of school, among these half almost of the girls were never set foot in a classroom, equivalent to 15million girls, compared with just over a

third of the boys. However, while girls are less likely to enroll in primary school in the first place, boys are more likely to leave school early.

2.3 What are the effects of Gender – Based Violence to the girl child performance in schools of Bwera Sub County?

Being exposed or having experienced school related gender-based violence can have critical impacts on children's development. For example; Defilement, child molesting, mother battery etc retards the emotional development of the women and child. Especially in terms of mental and physical well-being including child health [HIV and early pregnancies] it has been demonstrated by UNESCO.2016 out in the open. Education sector responses to violence based on sexual orientation and gender identity, that victims of violence are more likely to accept aggressive types of behavior or be violent themselves after suffering from violence.

Falling grades; There is stigmatization of the victims or persons who have experienced SRGBV in the community, which results into the person's loss of confidences, isolation from the community plus lack of reported incidents. This leads to the girl child dropping out of school due to the stigmatization and thus low level of education and low attendance of the girl child.

Lack of concentration; Children who witness domestic violence particularly girls are at increased risk of anxiety, depression, low self esteem and poor school performance, among other problems that harm their well-being, concentration and personal development. And also girls who witness gender-based violence are more likely to become victims and abusers later in life as it was found out by survey in Costa Rica, Poland revealed that girls are three times more likely to use violence thus recurring negative impacts to their attainment of basic education if I refer to girl children of Bwera Sub County Kasese district in western Uganda.

Inability to study, most girls who experience violence especially the school related gender based violence like sexual harassment, rape tend to shy away from their fellow pupils and students therefore this makes them fail to focus on studies a thing lowers girl children performance in school activities like exams, games and sports in Bwera Sub County.

2.4 What are the possible effects of Gender-Based Violence on the Girl Child achievement of Education in schools of Bwera Sub County?

Dropping out of school, according to the New Vision of 10th 10.2017, Kasese pupils out of school. The sharp drop in the number of pupils has raised fears within the district; more than half of the pupils enrolled at Kayanja Primary School in Munkunyu Sub County have abandoned school to engage in fishing activities. Out of the 412 pupils who enrolled last year only 122 are still in school with the rest abandoning school to engage in fishing activities according to John Rugarama the school head teacher. More so Kabugho Jovia a project officer At Karambi Action for Life Improvement [KALI], explained that most children have been reported to be engaging in fishing activities and that parents have a habit of marrying off their daughters at a young age.

.Non-school attendance. According to the CDO of Buhuhira Sub County Mr. Wilson Lhuwabo in his speech during GOOD HOPE–KURARA organized meeting on 28th.july. 2016, said that early marriages have led to increased young mother and talked about Kithoma market which is ever on Wednesdays that children do not go to school especially girls who follow their parents to the market and others to do pity businesses. Comparatively it's the same story in Bwera Sub County where parents go with their girl children to the market of Customs-Lhubiriha which is there every Tuesday and Friday limiting them from attending schools hence failing to attain quality education.

Gender based violence, whether physical, psychological or of any other form is a blunt violation of human rights. School related gender based violence [SRGBV] or fear of SRGBV can adversely affect girls' attendance and performance in schools but also the quality of the entire education system.

School related gender-based violence affects learning for girls, while boys and girls can be both victims and perpetrators of SRGBV; girls are often at greater risk of sexual violence.

According to the new analysis presented in the paper Of Global Partnership for Education, shows that this affects the girls' ability to master basic numeracy skills. Sexual violence is a highly destructive form of school related gender-based violence that contributes to girls' poor performance and drop out.

Evidence across and within countries like Uganda, is uneven and incomplete. Cross-national surveys and learning assessment that collect data on violence within school settings have generally focused on physical violence and bullying and have not always applied a gender perspective.

Gender based violence remains one of the most intractable constraints to realizing the right to education. Without overcoming this obstacle, education for all cannot be achieved. Girls are a majority among out-of school children and youth, although in an increasing number of countries boys are at a disadvantage. Even though the education of girls and women has a powerful trans-generational effect and is a key determinant of social development and women empowerment, limited progress has been made in increasing girls' participation in basic education.

Evidence from research, such as the UN secretary general's world report on violence against children [2006], reveals that the phenomenon of GBV affects all countries including Uganda in this case Kasese district and Bwera Sub County in western Uganda. Girls and women are most frequently targeted owing to physical and/or social vulnerability. Homosexuals, lesbians as well as bi-sexual and transgender people can often be victims of gender-based violence.

Persistent gender gaps at critical points of education access. Despite several gains, women and girls remain at an educational disadvantage compared to men at critical areas of access. While the first point of primary enrolment indicates relative gender parity, other levels such as secondary, tertiary and BTVET have critical barriers to entry. In secondary education, despite the implementation of USE, girls' enrolment still stood at 45.7% by 2012 [EMIS, 2012] in BTVET, implementation of universal post primary education and training program which started in BTVET institutions has only managed to register 29.8% in 2010/11 and a further decrease to 18% girls accessing the institution.

A report submitted by a journalist Mutegeki Geoffrey in March 2012, in Kabarole, 20 primary pupils have been married off in a period of three months. These include three from Kibyo primary school, five from Mahyoro primary school in Karangura Sub County, five from Kibaata primary school Bunyangabo Sub County and seven from Kateebwa SDA primary school from Kateebwa Sub County. Research indicates that their parents aided the process in exchange of goats and some other material items.

The forum on Marriage and the Rights of Woman and Girls, explains that where these elements are linked with gender inequalities and biases for the majority of young girls, their socialization which grooms them to be mothers and submissive wives, limits their development to only reproductive role. Whilst girls in Africa are already less likely to go to attend school than boys, particularly in poorer households, the non-education of the girl child is a problem compound by child marriage, with studies showing a strong correlation between a woman's age at marriage and the level of education she achieves. Large numbers of the girls who drop out of school do so because of early marriage, leaving many women who married early illiterate.

2.5 Related Literature

The effects of school related Gender Based Violence on academic performance by Kibriya 2016 the *case study of Ghana. Violence* in and around educational settings is a global phenomenon. Sexual harassment and abuse may be the most well known forms of school related gender based violence (SRGBV),but it can take many other forms SRGBV includes violence or abuse that is based on gendered stereotypes or that targets students on the basis of their sex, sexuality or gender identities. Kibriya et al 2016.

Gender Issues *Affecting the Girl Child in Kenya* by Wambua Leonard Munyao, (PhD) (2013)This paper examines the experiences of Kenyan children with a special emphasis to the girl child The paper brings out some major gender concern that affect the girl child in Kenya. The main question of this paper is how the girl child in Kenya can escape the effect of the gender issues that tend to affect the girl Child's present and later stage of adulthood. The paper found out that Kenya girl Child is adversely affected by gender issues ranging from female genital mutilation, early marriage, girl child drops out of school since most parents prefer educating the boy child rather the girl child when faced with financial constraints, sexual abuse and gender based labor division which affect the girl child school performance since the girls fail to competitively do their school given home work.

Universal Declaration of Human Rights [1948] article 16; 2, marriage shall be entered into with the free and full consent of the intending spouses. Therefore, early and forced marriage is violation of human right. Child marriage denies girls their rights to health, education to live in security and to choose when and whom they marry.

According to Defence for Children International [DCI] on 15th.06.2015 on GBV and girl's right to education in Sierra Leone, the right to education is regarded as universal and inviolable, yet all over the world children especially girls, continues to be denied their right to quality schooling.

According to Uganda's own statistics, the average Uganda is a 14-year-old girl, living in a rural area, she has a one in four chances of becoming pregnant during adolescence, is at high risk of being in an early marriage, and were likely dropout of school before reaching secondary level. She is also twice as likely to be living with HIV as a boy of her age, since adolescent girls and young women now account for 71% of new HIV infections in Uganda. This girl's future does not appear to be bright. If she is not set up to succeed and thrive, then how can Uganda

The last Uganda Demographic Health Survey show that 56% of women age 15-29 have experienced physical violence since the age of 15 and 28% of women have experienced sexual violence in their lifetime. That means that more than half of Ugandan women-mothers, wives, sisters and daughters-do not feel safe because they have been abused at home, at school or at work. Many women and girls suffer in silence, both physically and emotionally, as social forces such as extreme poverty, impaired access to employment and education, divorce restrictions, land grabbing after the death of a husband and legal marginalization serve to limit their access to solution to their problems.

2.6 Study Gaps

Evidence a cross and within countries like Uganda, there is an even and incomplete cross-national surveys and learning assessment that collects data on violence within school settings have generally focused on physical violence and bullying and have not always applied a gender perspective.

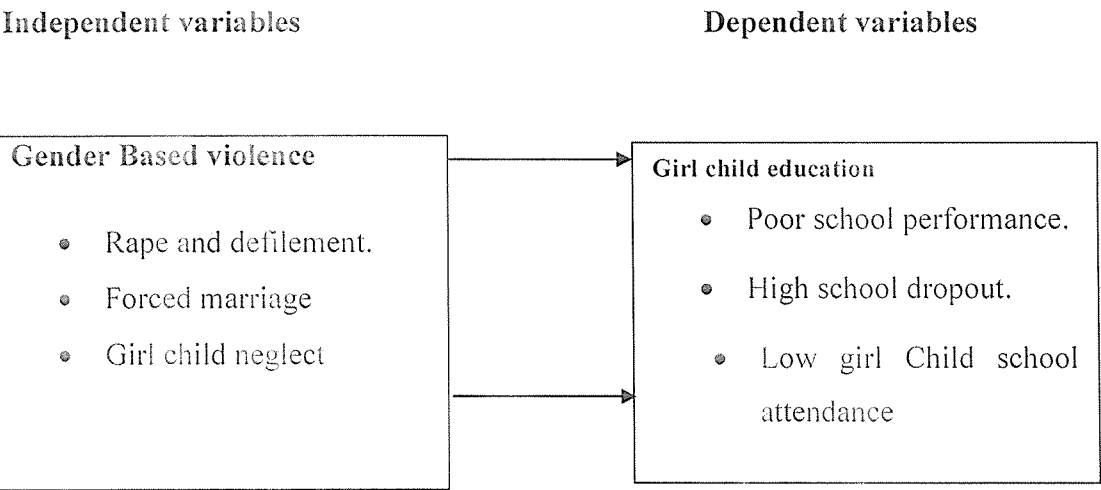
Persistent gender gaps at critical points of education access. Despite several gains, women and girls remain at an educational disadvantage compared to men at critical areas of access. While the first point of primary enrolment indicates relative gender parity, other levels such as secondary, tertiary and BTVET have critical barriers to entry. In secondary education, despite the implementation of USE, girls' enrolment still stood at 45.7% by 2012 (EMIS, 2012) in BTVET, implementation of universal post primary education and training program which started in

BTVET institutions has only managed to register 29.8% in 2010/11 and a further decrease to 18% girls accessing the institution.

According to Defence for Children International (DCI), on 15-06-2015 on GBV and girls right to education in Sierra Leone. The education is regarded as universal and inviolable, yet all over the world children especially girls, continue to be denied their rights to quality schooling in sierra Leone, a gender gap in education persists, particularly from secondary school onwards where lower levels of female participation are recorded, due in part to forms of violence and discrimination directed against girls. This situation is in turn perpetuating a vicious cycle of poverty and gender inequality from generation to generation. This report, co-produced by Barbara Robinson of the human rights center of the university of Essex and defence for children international-sierra Leone, examines how different forms of gender-based violence, including harmful cultural practices such as early marriages and FGM are affecting girls’ ability to access and remain in secondary and higher education in SierraLeone.

2.7Conceptual framework

The conceptual framework for the study explains the relationship between variables in a diagram to illustrate the interconnections between the independent and dependent variables of the study as it is below.



Primary Data 2017

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter shows the methodology that is going to be used in the study. It explains the study area and population, research design, sample and selection methods of data collection, research procedure, and methods of data analysis, ethical considerations and the limitations.

3.1 The Research Design

The study employed a descriptive and correlation research design using qualitative and quantitative research approaches. The descriptive in showing the findings on the variables in relation to the respondents' attributes. Qualitative method were used to summarize the dates collected numerically inform of percentages, frequencies, means, standard deviation and regression for easy understanding. Correlations were used to independent and dependent variable. The methods of data collection were questionnaire and key in formant guide. The study employed the thematic analysis and representative quotes in analysis of data collected.

3.2 Study population

The target population of the study was comprised of 100 respondents which covered the following categories of people; girls and young women of Bwera Sub County Kasese District within the households aged 18 years and above. However, the information were categorized from the following people, 30, parents, 30 children, 30 school administrators and 10 sub county administrators. The villages had an estimated population of 1,052. According to(UBOS, 2012)

Table 1: Showing the target population

Category of respondent	Target population	Sample size
Parents	30	25
Children aged 18 and above	30	25
Sub county administrators	10	10
School administrators	30	20
Total	100	80

Source: *Primary Data (2017)*

3.3 Sample Size and Selection

The sample size comprised of 80 respondents. These were determined by random sampling techniques. According to Jon Zamboni (2000) refer sample size as the number of individual

pieces of data collected in a survey. Therefore the sample size shall be determined using the sloven's formula. However the sample comprised of 25parents, 25children aged 18 years and above,10 sub county administrators and 20 school administrators. The Sloven's formula is;

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

$$n = \frac{100}{1 + 100(0.05)^2} = 80$$

Where;

n=sample size

N= Target population

e=level of significance, fixed at (0.05)

3.4 Instruments of Data Collection

Questionnaire

A self-administered questionnaire was employed in data collection and involved the set of questions which were developed for the respondents to answer especially to those who could read and write. Questions were to be asked in order to collect information from the respondents and which comprised of both closed and open ended questions.

This method is chosen because it is convenient for the researcher to collect information in a short period of time.

Face to face interview method; the researcher used the interviewing method whereby the respondents were asked oral questions as they respond. This helped the researcher to get clear and correct information from the respondents concerning gender based violence. The questionnaire were constructed and administered as an interview schedule.

Interview Guide

These are unstructured questions that are used to collect data by the researcher. It helps the researcher to ask question on ground after observation. The face to face interview was used to collect data from respondents who are not being able to read and write.

3.5 Research procedure

After identifying the problem study, data were collected using different methods mentioned above to the field, data were processed in form of tables or graphs to give a mathematical explanation of some of the findings from the research. This was being from the respondents.

3.6 Methods of data analysis

The study were involve both qualitative and quantitative designs and under quantitative method, the questionnaires were have questions like how many, how much, it were also involve alternatives for ticking and circling. These were aimed at getting précised answers which are straight forward.

The qualitative method were also involve interview and random sampling and on the questionnaires there were still be questions like why, how and personal interactions. These were aim at getting peoples impressions and expressions and their feelings towards the study.

3.7 Data Quality Control

3.7.1 Validity

On the validity, the instruments considered were pencils, pens rubber, questionnaires and the ruler. The Instruments measured accurately what was supposed to be measured .Therefore, before were administered to the questionnaires; they were first examined by the colleagues taking the same programmer as the researcher. They were later scrutinized by the supervisor as to ensure that the terms to use in the questionnaires and interview guides are precisely defined and properly understood. The instruments were finally tested on an appropriate population of 4 respondents from two communities. Ranjit (2005) revealed that the best way of achieving and ensuring validity of interview is by examining the credibility of the informants.

3.7.2Reliability

According to whitely and Osei, (2002) a research study is reliable if the research adopts a given procedure and arrives at a conclusion that is applicable in any given procedure and aims at a conclusion that will be applicable in any given situation. Therefore, an instrument was reliable to measures consistently what was supposed to be measured. In this study, the test re-test methods were used to establish reliability. The tools of data collection were tested twice on different

occasions to the same population by different data collectors and hoping to produce the same results.

3.7.3 Ethical considerations

The researcher collected data upon seeking respondents consent after revealing the type of information rendered and the purpose.

The researcher was also maintaining, confidentiality of respondents' information and report the true findings of the study without any bias.

3.8 Limitations of the study

In view of the following threats to validity, the researcher claimed an allowable 5% margin of error at 0.05 level of significance.

Measures were indicated in order to minimize if not to eradicate the threats to the validity of the findings of the study.

The researchers encountered the following limitations:

- The researcher may meet substantial costs especially on secretarial work, transport and communication. However, he tried to solicit for financial support from friends and family members.
- Some respondents were to answer the questions firstly because of undue influence from their superiors and secondly, some may not see any reason to participate or withdraw from participation without informing the researcher.

CHAPTER FOUR

FINDINGS, DATA PRESENTATIONS, AND ANALYSIS

4.0 Introduction

This chapter four is concerned with the analysis of the data collected from the respondents. The aims of this chapter is to present and analyze the data gathered from the primary research in order to extract the meaningful insight and produce valid and reliable findings that were help answer the aims and objectives of the research, therefore the chapter entails the following; findings, biographic data presentation data presentation, analysis and the respondents'.

4.1 Data presentation

4.2 The Gender of the respondents

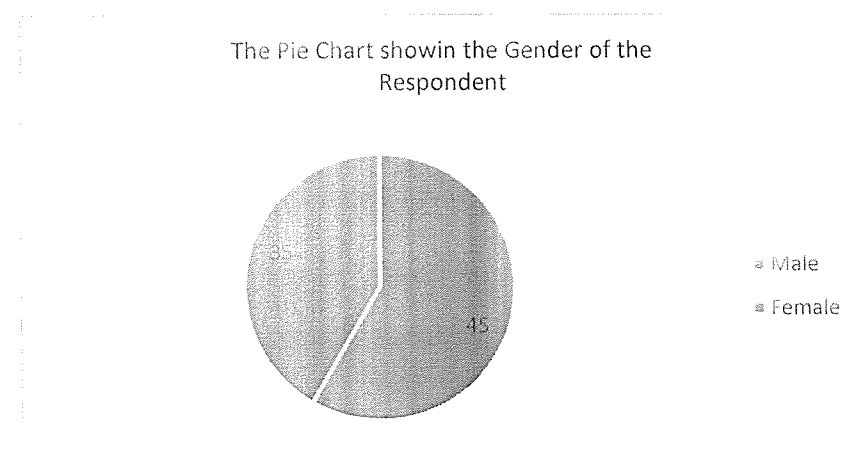
This basically looks at the gender characteristics of the respondent.

Table 2: Showing the gender of the respondent

Gender	Frequency	Percentage %
Male	35	44
Female	45	56
Total	80	100

Source: *Primary Data (2017)*

Figure 1: Showing respondents' Gender



Source: *Primary Data (2017)*

The table 2 revealed that the survey comprised of 56% of females and 44% of males. This implies that males are the majority; most of the respondents were men because they are actively participating in the projects and are capable of running them. Furthermore, **figure 1** illustrates that majority of the respondents are female with 35 and male are the minority with 25 in number.

4.3 The Respondents Age Bracket

Table 3: Showing the respondent's age bracket

Age bracket	Frequency	Percentage
20-29	10	13
30-39	25	31
40-49	25	31
Above 50 years	20	25
Total	80	100

Source: *Primary Data (2017)*

The study, in table 3, basing on the survey revealed that the majority lie under the age bracket of 30-39 with 31%, followed by 40-49 with 31%, then above 50 have 20% while 13% represented the respondents between the age brackets of 20-29. This implies that majority of the youth between age bracket are not actively participating towards poverty reductions. The majority of the respondents are between 30-39 who are energetic enough to hold the offices and manage the projects.

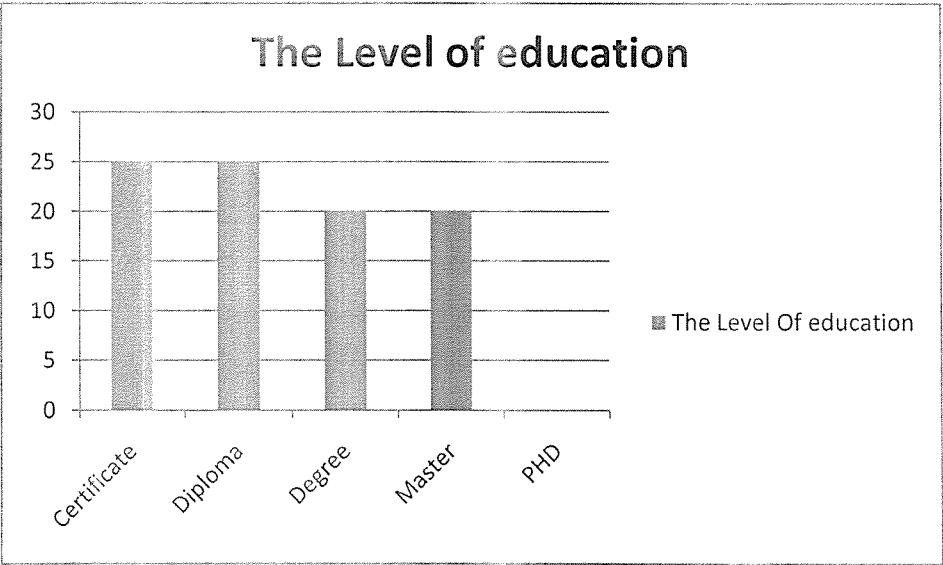
4.4 Respondents Level of Educations

Table 4: Showing the level of Education the Respondents

Education level	Frequency	Percentage %
Certificate	25	31
Diploma	25	31
Degree	20	25
Master	20	25
PHD	0	0
Total	80	100

Source: *Primary Data 2017*

Figure 2: Shows the respondents' level of education



Source: Primary Data 2017

The table 4 shows the respondent's level of education. This rather shows that the majority of respondents had attained the diploma with 31% followed by certificate 31%, 20 had obtained degrees and finally 25% had obtained Masters. This implies that majority of the respondents obtains certificate level while the minority obtains the masters level. Therefore, this implies that the research was conducted from the literate respondents. Furthermore, figure 2 interprets that the majority of the respondents have attained the certificate and diploma levels while the minority had degrees and masters level. Implying that the survey had no respondent with a PHD level.

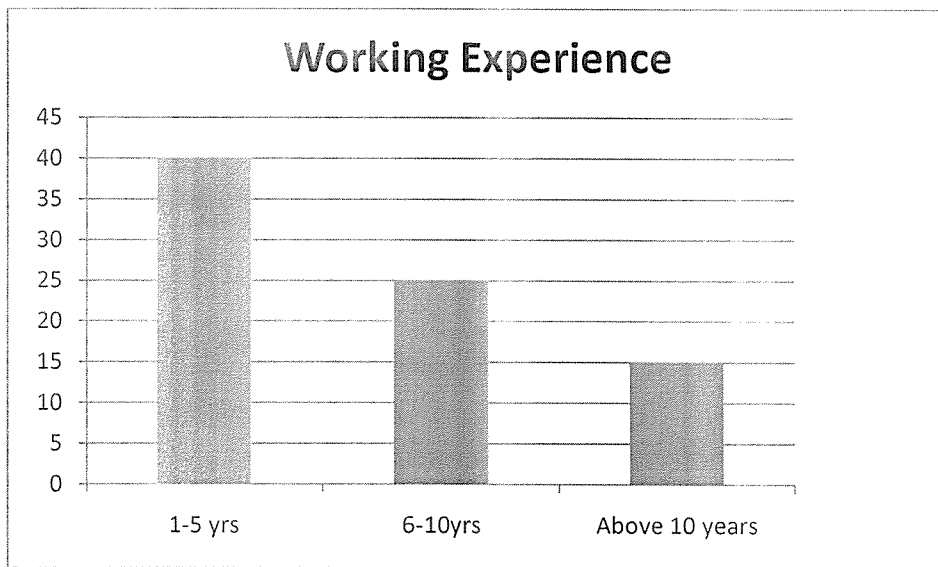
4.5 The respondent working experience

Table 5: Showing the respondent's working experience

Experience (years)	Frequency	Percentage
1-5	40	50
6-10	25	31
Above 10 years	15	19
Total	80	100

Source: *Primary Data 2017*

Figure 3: shows the respondents' Working Experience.



Source: *Primary Data 2017*

The **tabled 5** revealed the number of years, respondents has been working, for instance in the field of managing the projects, government work, coordination. It can be seen that 50% of the respondents has the working experience of 1-5 years, 31% has worked between 6-19 years and finally 19% are above 10 years. The **figure 3** further illustrates that majority of the respondents have worked from 1-5years, followed 6-10 and the least are above 10years. This implies that survey was conducted from the most experienced respondents.

4.5.1 Do you think there are effects of GBV girl child Enrollment in schools of Bwera Sub County?

Table 6: Responses on the effects of GBV girl child enrollment in schools of Bwera Sub County.

Response	Frequency	Percentage
Yes	52	65%
No	28	35%
Total	80	100

Primary Data Source 2017

The table 6 shows the respondents' response on the effects of GBV girl child enrollment in schools of Bwera Sub County. The study revealed that 65% of the respondents agreed and 35% said no. therefore the research revealed that there are the effects of GBV on girl child enrollment in schools of Bwera Sub county basing on the highest number of respondents who have agreed with the question. However 65% of respondents said Yes and are the majority to those who said No with only 35%.

Table 7: The effects of gender based violence as mentioned by the respondents

Response	Frequency	Percentage
It undermines the child's self esteem	15	19
Un planned pregnancies among girls	25	31
It undermines the social, economic, psychological, spiritual and emotional well being of the girl	30	38
Lack of concentration	10	12
Total	80	100

Primary Data Source 2017

The table 7 shows that 19% of the respondents said, GBV undermines the child's self-esteem for example girl child will not stand on its own due to lack of confidence, 31% of the respondents said un planned pregnancy among girls due school related violence and the end up losing education. 38% of the respondents mentioned that GBV undermines the socioeconomic,

spiritual, psychological and emotional well being of girl child for example, many of them loose their respect and morale for facing the public especially when getting back to school after sexual harassments like rape, 12 % of the respondent said that lack of concentration among girls rises after GBV.

4.5.2 Are you aware of any strategies put in place to fight against GBV in your locality?

Table 8: The responses on the aware nesses on the strategies put in place to fight against GBV

Response	Frequency	Percentage
Yes	45	56
No	35	44
Total	80	100

Primary Data Source 2017

The table 8 shows the responses on whether the people are aware of the strategies put in place to fight against GBV in different localities of different respondents of Bwera Sub County Kasese District. However, 56% of the respondents are aware and 44% are not aware according to the research. Therefore the research revealed that the majority of the respondents are aware of the strategies and the minority said “no” to the awareness.

Table 9: Shows the strategies that are put in place to fight against the GBV

Response	Frequency	Percentage
Girl 's Education Movement GEM	15	19
Universal Primary Education (UPE) and Universal Secondary Education (USE)	50	62
Forum for African women educationists	15	19
Total	80	100

Primary Data Source 2017

The table 9 show the strategies put in place to fight against GBV in Bwera Sub County, further, the study revealed that 19 % of the respondents mentioned girls education movement as the strategy that has been working hand in hand with schools to address the high rates of pregnancy among school girls and their un timely dropout of schools as a result of GBV, 62% of the

respondents mentioned UPE and USE as one of the most key strategies of promoting education without any act of discrimination. And lastly the respondents mentioned forum for African Women Educationists with 19%. Therefore, the research revealed that the majority of the respondents mentioned UPE and USE with the highest percentage.

4.5.3 Ways of eliminating violation on girl child right to education as mentioned by the respondents

Table 10: Shows the ways of eliminating violence on girl child

Response	Frequency	Percentage
Formulation of clubs at school	25	31
Involvement of girl children as central players	15	19
Enacting of the strict laws in the favor of girl child	25	31
Provision of equal opportunities	15	19
Total	80	100

Primary Data Source 2017

Table 10 show the possible ways of how to eliminate violence on girl child , there basing on the research, 31% of the respondent mentioned that formulation of clubs at schools is the one way of eliminating violence among girls, for example clubs will encourage participation and attainment of some skills, 19% mentioned the involvement of girls as the central player, 31% of the respondent also said that the inaction of the strict laws also helps in elimination of violence among girls and finally also the 19% mentioned that the provision of equal opportunities especially at school plays part in the elimination of violence among girls.

4.6 Are you aware of the impacts of GBV on girl child performance?

Table 11: Shows whether the respondents are aware of the impacts of GBV on girl child performance in schools

Response	Frequency	Percentage
Yes	61	76%
No	19	24%
Total	80	100

Primary Data Source 2017

Table 11 shows the respondent response on the awareness of the impacts of GBV on the girl child performance. The study revealed that 76% of the respondents are aware of the impacts and 24% were not aware of it. The study shows that the majority of the respondents were aware of the impacts and the minority was not aware.

Table 12: Shows the impacts of GBV

Response	Frequency	Percentage
Increased illiteracy levels among girls.	20	25%
Undermine the social and economic development of girls and women.	22	28%
Creation of opportunities for studies (researchers, academicians).	18	22%
Encourage development policies start up.	20	25%
Total	80	100

Source Primary Data 2017

From the table 12, 20 out of 80 respondents representing 25% said that gender based violence increases illiteracy levels among girls for example many of them loose their respect and morale for facing the public especially when it comes to getting back to school after sexual harassment like rape. 22 out of 80 respondents a ratio of 28% said that GBV undermines the social and economic development of girls and women hence makes them totally dependants and vulnerable to more violence. 18 of the 80 respondents representing 22% said that creation of opportunities for studies that researchers and academicians find fields to conduct relevant studies and finally 20 out of 80 respondents argued that GBV encourages the development policies to start up as in

the process of eliminating it schools to provide quality education to both boys and girls hence development in the areas.

4.6.1 Are there any stakeholders you are aware of trying to promote girl child education?

Table 13: Shows the response on whether the respondents are aware of the stakeholders who are trying to promote Girl child education.

Response	Frequency	Percentage
Yes	55	69%
No	25	31%
Total	80	100

Primary Data Source 2017

The study in table 13 revealed that 69% of the respondents are aware of the stakeholders responsible for promoting girl child education in Bwera Sub County while 31% are not aware of them.

4.6.2 The stakeholders mentioned by the respondents include;

Table 14: Shows the responses on the respondents awareness of stakeholders promoting girl child education

Stakeholders	Frequency	Percentage
Government	40	50%
Non-government organizations(NGOs)	20	25%
Parents and teachers	20	25%
Total	80	100

Primary Source 2017

Table 14 indicates the respondents' awareness of stakeholders trying to promote girl child education and it reveals that 50% mentioned Government, where 25% mentioned that NGOs and lastly other 25% mentioned that parents and teachers are also stakeholders promoting girl education.

4.6.3 Contributions of the above mentioned stakeholders.

Table 15: Shows contributions of the stakeholders towards promoting girl child education as mentioned by respondents

Contributions	Frequency	Percentage
Construction of schools and program formulation like UPE and USE.	30	37%
Introduction of Sensitization programmes to schools	27	34%
Providing scholastic materials	23	29%
Total	80	100

Primary Source 2017

Table 15 shows that 30 respondents of 80 representing 37% said that construction of schools and formulation of programs like UPE and USE contribute to the promotion of girl child education for example such encourage enrolment of most girl children from especially poor families to schools, 27 out of 80 a ratio of 34% said that the introduction of sensitization programs to schools also contributes to girl child attainment of education levels for example starting up clubs in schools where girls act as central players, 23 out of 80 representing 29% said that parents provide scholastic materials like sanitary pads, books, pens and food contribute to girl children stay happily in schools.

4.7. Are their effects of GBV have on girl children in attaining/ achieving their education?

Table 16: shows the GBV has an effect on girl child in achieving the education level

Response	Frequency	Percentage
Yes	55	69%
No	25	31%
Total	80	100

Primary Data Source 2017

The table 16 shows the respondent view on whether GBV have an effect on the girl child in achieving their educational level. Furthermore, the study revealed that 69% of the respondents agreed upon with effects and 31% disagreed. However from the study, GBV has affected the girl child education in Bwera Sub County.

Table 14 : Shows the effects of GBV on girl child

Response	Frequency	Percentage
Early marriages	35	44%
Increased school dropouts	15	30%
Violation of the right to girl child education	10	13%
Promotion of gender disparities	10	13%
Total	80	100

Primary Data Source 2017

4.7.1 Do you believe in the promotion of girl child right to education?

Table 15 : Shows whether the respondents believe in the promotion of girl child right to education

Response	Frequency	Percentage
Yes	70	86%
No	10	14%
Total	80	100

Primary Data Source 2017

Table 15 shows the respondents view on the promotion of girl child right to education, 70 (86%) of the respondent agreed with it and 10 (14%) of the respondent disagreed. Therefore the study indicates that the majority agreed upon with the promotion of girl child education. This is because in most cases girls have been discriminated in many occasions especially in the field of education.

4.7.2 What is the importance of educating girl children?

Table 16 : Shows the importance of educating the girl children

Response	Frequency	Percentage
Improves girl on how to attain responsibilities in homes	27	34%
It shapes the ability of a girl to acquire formal knowledge and skills	25	31%
It reduces on the high rates of dependences	15	19%
Promotes awareness in girls about their life style	13	16%
Total	80	100

Primary Data Source 2017

The study in table 19 revealed that 34% of the respondent said that educating girl children improve the on how to be responsible at home for example when it comes t family issues, 31% said that educating girl children shape the ability of them to acquire formal knowledge and skills for example knowing how to read and write etc., 19% of the respondents said that education helps to reduce on the high rates of dependence and 13% mentioned that it promotes awareness in girls about their life styles.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter is the last chapter and is comprised of the following; summary of findings, conclusion and the recommendations.

5.1 Summary of finding

The study found that, there were many females who participated in the exercise than male, implying that women were more concerned, furthermore the study revealed that 56% of respondents were female and 44% were males. This shows that women have taken gender based violence as an issue in their respective areas of Bwera Sub County.

The research revealed that that majority of the respondents obtains certificate level, this shows that more of the people in Bwera Sub County hold certificate levels in different fields for example, in primary teaching, guttering, plumbing any other fields while the minority obtains the masters level. Therefore, this implies that the research was conducted from the literate respondents and according to research was interviewed with a PHD level.

The study also revealed the that majority of the respondents had attained the working experience ranging from 1-5years with 50% of respondents, followed 6-10 with 31% of respondents and the least are above 10years with 19% of respondents. This implies that survey was conducted from the most experienced respondents.

The study revealed that 65% of the respondents agreed and 35% said no on the effects of GBV on girl child enrollment in schools. Therefore the research revealed that there are the effects of GBV on girl child enrollment in schools of Bwera Sub county basing on the highest number of respondents who had agreed with the question. This shows that there is an effect of GBV on girl child enrollment in schools of Bwera Sub County basing on the majority of the respondents.

The research revealed that the majority of the respondents are aware of the strategies, according to the statics in table 8 indicates that 56% of the respondents are aware of the strategies put in place to fight against GBV in Bwera Sub County and the minority is awareness with 44%. However, among the strategies may include; Forum for African women educationists, Universal

Primary Education (UPE) and Universal Secondary Education (USE) and Girl's Education Movement GEM.

Table shows the respondents view on the promotion of girl child right to education, 70(86%) of the respondent agreed with it and 10 (14%) of the respondent disagreed. Therefore the study indicates that the majority agreed upon with the promotion of girl child education. This is because in most cases girls have been discriminated in many occasions especially in the field of education.

5.2 Conclusions

The study concludes that Gender Based Violence is one of the key ingredients to the poor and inequality education system to most of the communities at Regional, International, National and Local context. In this case school related gender based violence and its manifestations like bullying, sexual harassment in and around schools have various impacts to the girl child education in areas like Kyogha central one, two and other villages Kaleghe, Bunyitswa of Bwera Sub County as indicated in **table 12**.

The results on research question two on the effects of Gender Based Violence on girl child performance indicated that falling grades, lack of concentration and inability to study are outcomes of sexual harassment most faced by girls in, and around schools.

The study also concludes that, basing on the above findings on the impacts of gender based violence; the respondents were able to pinpoint the possible remedies. Therefore they should be considerate at the Sub County level so that the relative outcomes are curbed down.

The study also revealed that some respondents do not even understand what it is all about to educate girl children and they said taking girls to school is wasting time instead they withdraw them from school for marriage to earn pride and bride price. Therefore more emphasis should be accorded to villages and other areas in Bwera Sub County and Kasese as a whole.

5.3 Recommendations

From the study, the following are the recommendations to eliminate Gender Based Violence so as the girl children's can enjoy their right to education equally as it is to boys in Bwera Sub County.

Gender issues be mainstreamed throughout the education system supported by adequate resources and strong political commitment.

Girls education clubs be introduced in schools through which the girls will be able to reach out to fellow pupils and students and as well as to their parents about the importance of staying in school and educating girls in Bwera Sub County.

For the stakeholders trying to prevent and eliminate School Related Gender Based Violence, I recommend that awareness raising and sensitization should be embarked on to target the entire school population since it has been found out that both teachers and learners can be perpetrators and or victims of Gender Based Violence.

5.4 Suggested Areas for Further Research

The results presented in this report are very not conclusive and should be treated as being preliminary. Further analysis of the survey data (Impacts of Gender Based Violence on the girl Child Education) needs to be done to validate these findings and provide greater confidence in explaining the changes in Impacts of GBV and the Girl Child Education.

1. A study should be carried to establish how Gender Based Violence is a constraint to realizing the right to education.
2. The relationship between School Related Gender Based Violence and Women's levels of literacy.
3. The relationship between people's awareness of importance of educating girls and women in their social and economic development.

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APPENDIX I: RESEARCH INSTRUMENT
QUESTIONNAIRES FOR TOP MANAGEMENT

Dear Respondent, I am BWAMBALE NATO a registered student of Kampala International University pursuing the Degree in Development Studies, undertaking a research on the Impacts of Gender – Based violence on the Girl Child Education in Bwera Sub County, Kasese District. The information will be strictly for academic purpose in order to accomplish my research. I am here by requesting for your assistance in answering the questions bellow and I would like to assure you that all the data collected from you will act as confidential.

Section A

Profile Characteristics of the respondents

Gender

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>

Age

20-29 years	<input type="checkbox"/>
30-39 years	<input type="checkbox"/>
40-49 years	<input type="checkbox"/>
Above 50 years	<input type="checkbox"/>

Education level

Certificate	<input type="checkbox"/>
Diploma	<input type="checkbox"/>
Degree	<input type="checkbox"/>
Masters	<input type="checkbox"/>
Others (specify)	

Work experience

1-5 years	<input type="checkbox"/>
6-10 years	<input type="checkbox"/>
Above 10 years	<input type="checkbox"/>

SECTION B: effects of GBV on girl child enrollment in Bwera Sub County, Kasese District

1 a).Do you think there are effects of GBV on girl child enrollment in schools of Bwera?

Yes ☐

No ☐

b) If yes, what are they?

.....
.....
.....

2 a).Are you aware of any strategies put in place to fight against GBV in your locality?

Yes ☐

No ☐

b). if yes, what are those strategies?

.....
.....
.....

3. What do you think should be done to eliminate violation of girl child rights to education in this area?

.....
.....
.....
.....

SECTION C: effects of GBV on the girl child performance in schools.

4 a) are you aware of the impacts of GBV on the girl child school performance?

Yes ☐

No ☐

b). If yes mention those impacts?

5 a).Is there any stakeholder you are aware of trying to promote girl child education in your area?

Yes ☐

No ☐

b). If yes, mention some of them?

6. What are some of the contributions towards promoting girl child education in your community?

.....
.....
.....
.....

SECTION D: effects of GBV on the girl child attainment of educational levels

7 a).Are there effects, GBV has on girl child in attaining / achieving their education in your area?

Yes ☐

No ☐

b). if yes, list the effects?

8 a) Do you believe in the promotion of girl child right to education?

Yes ☐

No ☐

b). If yes, what is the importance of educating girl children?

.....
.....
.....

9. Any suggestion in regard to the above study?

YOUR TIME AND COOPERATION HAS BEEN OF VALUE, THANK YOU.

APPENDIX II: TIME FRAME

Activity	JAN	FEB	MAR	APRI	MAY	JUN	JUL	SEPT	OCT	NOV
Topic For Approval										
Design And Planning										
Research Chapter One										
Research										
Chapter Two										
Research Design										
Chapter Three Review From The Supervisor										
Typing And Compiling Of Work										
Proposal										
Collecting data										
analyzing and typing of chapter four										
Compiling the final research report										

APPENDIX III: BUDGET

Item	Quantity	Unit Price	Total (UGX)
Ream of Paper (A4)	1	15,000	15,000
Pens	5	500	2,500
Kaki Envelopes	5	500	2,500
Internet Surfing	40 hrs	1000	40,000
Communication	10 cards	10,000	100,000
Typing and printing	Lump sum	100,000	100,000
Transport	20Km	5000	100,000
Final Copy binding	5 copies	10,000	50,000
Miscellaneous	Lump sum	50,000	50,000
Grand Total			460,000