FACTORS AFFECTING FEMALE PARTICIPATION IN EDUCATION IN KAPTOYOY SUB-COUNTY KWEEN DISTRICT, UGANDA

BY

KAPCHEMUT NIHAD SOFINA

BPA/44192/143/DU

A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF HUMANITIES AND SOCIAL SCIENCES IN PARTIAL FULLFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A BACHELORS DEGREE IN PUBLIC ADMINISTRATION OF KAMPALA INTERNATIONAL UNIVERSITY

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DECLARATION

I the undersigned hereby declare that this research is my own work, it has never been submitted in any award or examination in any other university, and all the sources i have used or quoted have been clearly indicated and acknowledged by complete references.

Signature..... Date.....07th sep/2017.....

Name....KAPCHEMUT NIHAD SOFINA

Registration Number: BPA/44192/143/DU

APPROVAL

This is to clarify that this dissertation presented by Kapchemut Nihad Sofina titled "**Factors affecting female participation in education in Kaptoyoy sub county, kween district, Uganda**" will be carried out under my close supervision.

KAMPALA INTERNATIONAL UNIVERSITY
KIU
07 SEP 2017
COLLEGE OF HUMANITIES & SOCIAL SCIENCES
P. O. BOX 20000 KAMPALA

Signature:..... Date.....07/09/2017.

Supervisor: **Mrs. Birungi Sylvia**

DEDICATION

This research is dedicated to God and to my beloved family.

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Thanks to the Almighty God for making me who i am, for his abundant love, inspiration and good health throughout my study period and stay at Kampala International University. To my beloved mother Kapchemut Annet, my late father dr. Badru Kapchemut, aunt Chemisto Olive, my brother Kapchemut Twaibu, Kapchemut Ayotollah, sister Manara.M.Kapchemut and all other family members. I want to say than you for the love, moral and financial support you gave me.

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LIST OF ACRONYMS

DEO	District Education Officer
DIS	District Inspector of Schools
GER	Gross Enrollment Ratio
GoU	Government of Uganda
HIV/AIDS	Human Immune Virus/Acquired Immune Deficiency Syndrome
IEQ	Improving Education Quality
MDGs	Millennium Development Goals
MGLSD	Ministry of Gender, Labour and Social Development
MoFPED	Ministry of Finance Planning and Economic Development
NER	Net Enrollment
SFG	School facilitates Grant
SMC	School Management Committee
SPSS	Statistical Package for Social Administration
BPA	Bachelors in Public Administration
UBoS	Uganda Bureau of Statistics
UN	United Nations
UNDP	United Nation Development Programme
UNICEF	United Nations Children's Fund
UPPA	Uganda Participatory Poverty Assessment
UPE	Universal Primary Education
WFP	World Food Program
UNESCO	United Nations Educational, scientific, and cultural Organization

ABSTRACT

The main purpose of this study was to: find out the impediments to girl's/female education in primary schools. The specific objectives were, to find out factors impeding female access to primary education in kaptoyoy sub-county: To probe the effectiveness of the strategies instituted to improve female/girls' enrolment in primary schools in Sub-County. The study employed a descriptive design which was adopted because different categories of people from primary schools of kaptoyoy sub-county were involved in the study. Findings were able to indicate the factors affecting girls'/female enrolment in kaptoyoy sub-county. The attempts that have been made to address challenges of girls'/female education in kaptoyoy sub-county including the parent's involvement and support for girls'/female education. The study then made its recommendations :for instance how to make education more affordable especially for the poorest families as this is essential to development progress, holding governments and partners fully accountable for girls'/female Education.

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

1.0 Introduction

This chapter presents the background information to the study: problem, statement: study objectives: Research questions: Scope of the study; significance of the study.

1.1 Background to the study

Education in its general sense is a form of learning in which knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, research, or simple through auto-didacticism (World Education Forum. 1999). Generally, it occurs through any experience that has a formative effect on the way one thinks, feels, or acts. A right to Education has been created and recognized by other jurisdictions: Since 1952, Article 2 of the first protocol to European convection on Human Rights obliges all signatory parties to guarantee aright to education. At the global level, the United Nations International Covenant 0n economic, social and cultural right under its Article 13(World Education Forum: 1999).

The World declaration on Education for All, I state that 'every person, child, youth and adult shall be able to benefit from educational opportunities designed to meet their basic learning needs. Education supports children at critical time in their physical, emotional, social, and intellectual growth. More broadly, Education is a key tool for development, and an invaluable means of addressing structural inequality and disadvantages thus promoting social development. WHO 2008 states that the education of women may also address entrenched cultural views about traditional female roles as they are empowered and equipped with skills which enable them to make a full contribution to their communities.

The gender gap in educational enrolment and attainment is an issue which affects a significant proportion of the developing world (Greene et al. 2008; 12). Currently, of the 115 million children not enrolled in school, 53.9 percent (53.9%) of these are female (UNGEI, 2006). Viewed as a major issue in the field of development, various actors, such as internationally

governing bodies, state governments and nongovernmental organizations (NGOs) have been working to try to find sustainable solutions to this problem.

Girls continue to face many obstacles to learning such as safety within school, unsafe learning environment, violence towards girls in schools is among the reasons that females/girls drop or discontinue their studies or parents refuse to enroll and keep their daughters in school (Bernard, C. 2006).

A system of compulsory schooling helps to fight child labor,(UNESCO 2006). Providing free education to children reflects the fact that every child is entitled to fundamental human rights and is to be treated with dignity. Where children are exposed to poverty, violence, abuse, or exploitation, those rights demand urgent protection, (UNESCO 2008).

World Bank economists have recognized girls' education as single development intervention with the greatest individual and social returns. Girls' education is not only important as asocial indicator or an engine for economic development, however. It sits a fulcrum where individual human rights intersect with social and economic development, leading to greater levels of health, economic security, liberty, and participation in social and political activity (Bernard, C, :2006).

The target of eliminating gender disparity in education, crucial for MDG 3,can only be achieved by special effort to ensure equitable access to quality education for girls and women in rural areas, where most illiterate girls and women are found. Educated women have easier access to resources, employment, and income-generating options which mean better support for their families and contribute directly to other GOALS,(Bernard, C. 2006).

In its bid to promote economic growth and human development, the government of Uganda in 1997 implemented the Universal Primary Education (UPE) initially for four pupils per family but later opened to every one of school going age or interested adults. The Uganda government is committed to UPE, as reflected by improved budgetary allocations to the education sector. For instance, in 1998/99 education comprised 12 percent of the total government expenditure and by 1998/99 it had reached 23.3% and stood 25% in 2004/5. (Annual Budget Performance Report. (M0FPED).

The enrolment data from the ministry of Education indicate progressive increase of girls'

enrolment into primary schools. Most current data (DHSEd Data, 2001) indicates that 87% of primary school aged between 6-12 years who attend school, 87.3% are boys and 86.9% are girls. While attendance is higher today compared to ten years ago, there are regional differences with the highest attendance rates in eastern region(94.3% boys and 93% girls) and the lowest in northern region (84.1% boys and 80.6% girls). Trends show a clear move towards parity in access between boys and girls and towards universal enrollment of all school age population at primary level.

The introduction to UPE by government commitment including political leadership resulted into a surge in primary enrolment from 2.7 million pupils in 1996 to 53 million pupils in 1997 and to 7.1 million in 2005 (Education Statistical Abstract). The ever increasing primary school enrolment has consequently led to improvements in gross enrolment ratio (GER) rising it by 104.42% (Bategeka et ci., 2004). This suggests that Uganda is on the verge of attaining the Millennium Development Goals (MDG) in as far as access is concerned.

Since 1997, government's main education priority is to ensure that all children enroll in primary school. The plan tries to address gender concerns and sets specific output targets for different components. For example, as part of the UPE program, school building materials and facilities have been provided by the government through a School Facilitates Grant (SFG) which is fully supported by funding partners. The grants include funds for compulsory provision of separate latrines with doors for girls and boys.

Kween District have tried to heed the call ensuring that girl children are in school through enforcing the relevant laws, but these efforts to address gender gaps through giving girl child or female education are still questionable, as girls are still susceptible to dropping out due to failure by stakeholders to address that salient issues that impede girls from completing education, much as there are laws in place. A free primary education in the name of UPE needs to be accompanied with significant efforts in form of counseling and guidance, providing material incentives and compelling communities to respect the education of females or girl child

Kaptoyoy has also tried to respond to this by sensitizing parents about the need for education, counseling and lobbying funds for young children to get sponsorship. This is done through the

teachers, LCs and many other parents who have explored the advantage of educating a female child. (Kaptoyoy Sub-County Education records).

1.2 Problem Statement

The 1989 UN Convention on the Rights of the Child (CRC), the African Charter on the Rights and Welfare of the child and Uganda Constitution (1995) proclaim that female children are to be given access to education just like their male counterparts. Despite very progressive legislations like women empowerment, women emancipation aiming at securing women equal rights and dignity. The fight for education for all particularly the female/girl child in Uganda is far from being achieved due to many factors for example poverty, lack of school fees, pre-marital pregnancy among others. The legal provisions and efforts to enable girls' access education have not balanced situation which calls for concerted effort to ensure the laws to that effect are enforced, (UN 1989).

Much as UPE is in place, many children in Kaptoyoy sub-county do not get the service due to lack of material and financial facilities to help these children. Government has to put much effort to ensure that children in this area access the above items in order to complete primary level education. There is lack of sensitization on the side of parents about the need to take a female/girl child to school. For this reason, many girls are not enrolled, retained and even fail to fail to complete primary level education and this totally affects national development due to the fact that 60% of the children enrolled in primary are Boys while 40% are girls (UNICEF, 2003).

Therefore the study is set to analyze factors that are a hindrance to female/girl child education, particularly in Kaptoyoy sub-county.

1.3 Objectives of the study

1.3.1 Broad objective

To find out the impediments to female/girl's education in primary schools in Kaptoyoy Sub-County, Kween District, Uganda.

1.3.2 Specific Objectives

- To find out actual factors that hinder girls from accessing education in Kaptoyoy Sub-County.
- To find out strategies to enhance female enrolment in primary schools in Kaptoyoy Sub-County.
- To probe the effectiveness of the strategies instituted to improve girls' enrolment in primary schools in Kaptoyoy Sub-County.

1.4 Research Questions

- What are the factors impeding female access to primary education in Kaptoyoy Sub-County?
- What strategies have been devised to enhance female enrolment in primary schools in Kaptoyoy Sub-County?
- How effective are the strategies instituted to improve female enrolment in primary schools in Kaptoyoy Sub-County?

1.5 Scope of the study

1.5.1 Geographical Scope

The study was conducted in Kaptoyoy Sub-County in Kween district; Kaptoyoy Sub-County is located in Kween District, neighboring Sub-Counties of Benet, Binyiny and Kaptanya. This area has been chosen because it is one of the areas where female enrolment in primary schools has not been to the expectations of the concerned stakeholders.

1.5.2 Content Scope

The study mainly focuses on the factors affecting female education in Kaptoyoy Sub-County. Additionally, the study also involved analyzing the strategies used in enhancing enrolment of girls in primary schools and the effectiveness of such strategies with emphasis on primary

schools. This is based on the point that girls in this community have always been given less priority like boys despite numerous appeals by the government, the bias still exists. Education is the independent variable while female child is dependent variable.

In terms of duration, the study will be conducted within a period of three months (March to May), 2015).

1.6 Significance of the study

In terms of policy, the study is intended to help the government to put in place strategies that will help to enhance female education in primary schools because this will lead to completion of primary education cycle. This also led to development given that government and society are committed to fighting poverty and achieving MDGs.

The study is intended to help society to gain insight as well as appreciation in helping to check negative cultural practices that hinder human development and progress especially with regards to female/girl-child education.

The study findings are basis for further research for NGOs trying to help female children to access education not only in the locality but in other areas as well. As a result, it has added to the body of knowledge and would be the genesis of studies and research on female education in the other areas of Uganda particularly rural districts.

The study will also enable the researcher to excel in her academics leading to the award of Bachelors Degree of Public Administration.

1.7 Conceptual frame work

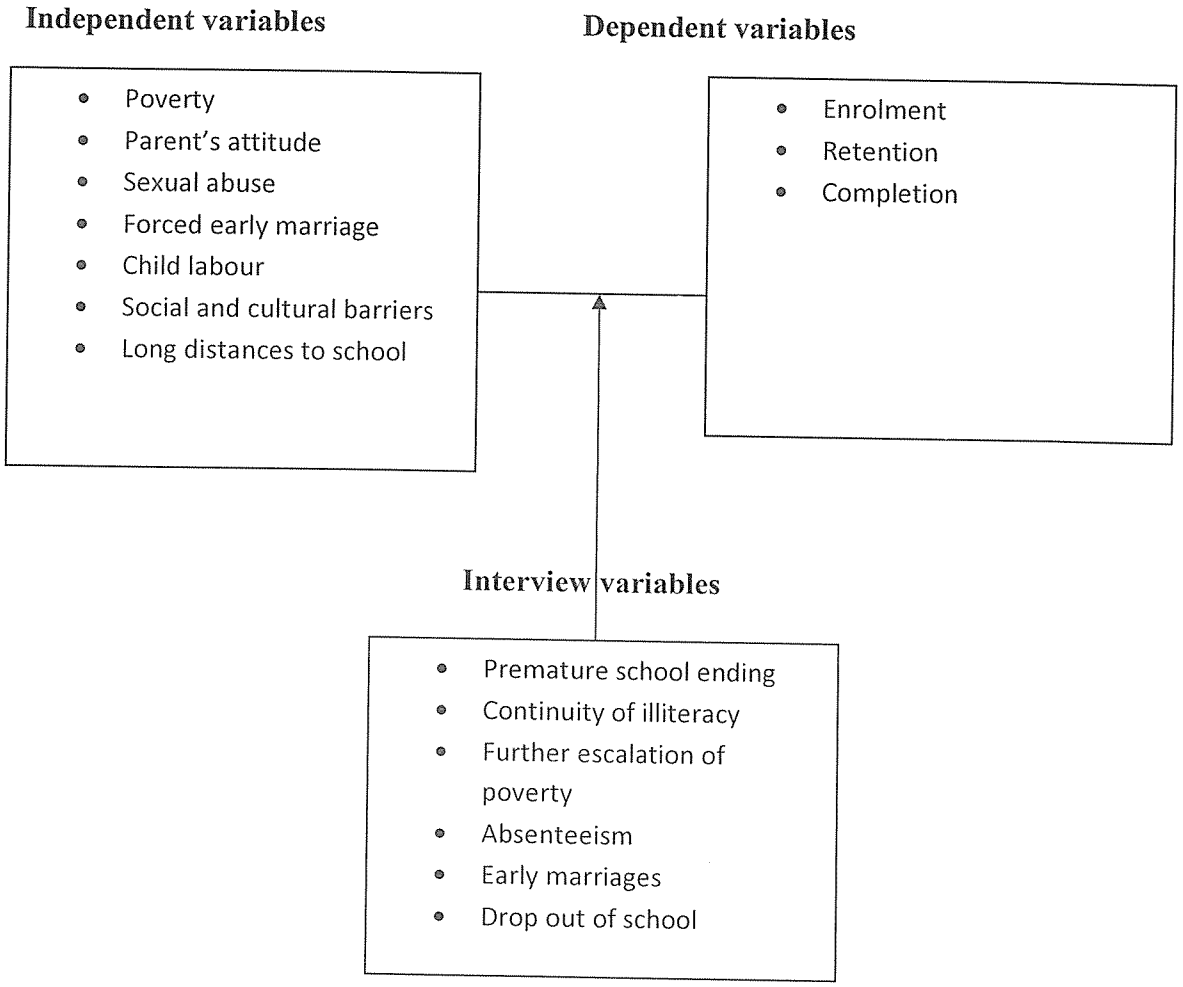

Figure 1: Representing the conceptual framework where by the independent variables affect the independent variables, there are various impacts. For instance from the framework seen due to poverty girls are not enrolled in schools and even when enrolled, retention and completion will be hard and as a result, they will drop out of schools and there will also be early marriages and continued poverty due to education. Long distance to school will affect the girls in that they will fail to complete and be retained in schools due to absenteeism and this will lead to early marriages dropout in schools, poor performance and also high levels of illiteracy if the girls are not enrolled. Due to parents' attitude, girls are not enrolled and in most cases, parents prefer educating boys compared to girls and this eventually leads girls into early marriages, continuity of illiteracy.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the literature that other scholars have written about the same research issue. The chapter contains themes such as factors impeding female access to education; the strategies used in enhancing female enrolment in primary schools; and the effectiveness of the strategies used in enhancing female enrolment in primary schools. The information presented here is got from academic journals, concept papers, text books, write ups, News papers, reports and registers.

2.1 Factors Impeding Female Access to Education

Pre-marital Pregnancy

Data compiled by Forum for African Women Educationists (FAWE, 1994) in Eastern and Southern Africa indicates that school careers of many girls are cut short because of pregnancy either by girls withdrawing themselves from school or through the national policies that ensure that pregnant girls are expelled from the education system with little or no chance to entry after delivery. Pre-marital pregnancies among girls is stigmatized both in school and most African communities mainly on moralistic grounds, without addressing factors that lead to pregnancy among girls. For example, a series of studies conducted within Uganda, Kenya and Zimbabwe in 2000-2001 in "management of puberty in primary schools", all came to the same conclusion that the current management of sexual maturation within the primary education system is still failing to meet the needs of all children, but especially girls. This research therefore helped to establish how true such findings are basing on Kaptoyoy Sub-County.

Lack of school fees

The Education Data (2001), indicated that in 1998, 55.4% cases of dropout primary school populace, monetary costs are responsible and more predominantly in urban areas and particularly in the central region. This research therefore found out the validity of such findings in Kaptoyoy Sub-County.

Poverty

A number of studies done recently to explore the relationship between poverty, gender and education in Uganda (UNICEF, 1999; MoES, 1995) describe the ways in which girls are found to be disadvantaged i relation to boys. Poverty often serves to worsen the already existing gender biasness. When schooling, costs become a pertinent issue and a choice has to be made to send a boy or a girl, the boy is usually given precedence. This choice is driven by societal construction of gender where male children are expected to carry on the family tree across generations and are therefore accorded more value than female children.

Early marriage perceive early

Early marriage, especially in the poor families, which they use as common strategy to raise income for household members, more practiced in rural areas. Many girls perceive marriage as an escape route from family poverty while the common cultural practice of charging bride price brings quick and substantial income to her family. Girls sometimes withdraw themselves from school, especially if their needs for supplies like shoes and dresses are not met by their parents/guardians. In other cases. Parents encourage girls to drop out or fail to pay their educational costs and arrange marriages for them or encourage them to get married. Most societies define feminity in relation to marriage and girls have been socialized to accept that perspective. This social construction that relates feminity closely with marriage also lower girls' aspiration for secondary and higher education as most of them do not see the need to excel in education as a value related with "marriage ability" (Nakanyike et al, 2002).

Class Repetition

Nakanyike el at (2002) further came up with findings that "more boys than girls were repeating classes, contrary to what EMIS has been reporting. Both data sets agree that repetition is highest in Northern Region. The children that had repeated classes were interviewed and indicated that more boys than girls were repeating as a result of failing end of year examinations, although it was the largest reason for both sexes, 66.7 percent of boys compared to 55.8 percent girls. While for the boys, the key factors for repetition were related with performance. 13.5 percent girls repeated because their parents decided so, compared to 6.7 percent boys for the same reason.

It's not systematically documented what drives parents to choose that for their children, particularly girls, to repeat a class when their teachers have not made that recommendation. The children blame poor performance on poor teaching and teacher regular absenteeism. Frequent repetition has been observed by a number of studies as a good indicator of pupils who are vulnerable to dropping out of school. Parents deciding to make their children repeat classes against their will can lead to low morale and lack of interest in school. Relating to the topic, the researcher found out how parents' decisions have limited girl child education in Kaptoyoy Sub-County.

Social and cultural barriers

Social and cultural beliefs, practices and attitudes often do not favor girls in their pursuit of education to the same extent as boys. Discriminatory values and norms against girls and women are deeply rooted in countries like Nepal, India, Ethiopia, Somalia, and Latin America. Social norms and values that undermine the importance of educating girls on an equal footing with boys, preferential treatment of the male child, perceived dubious benefits of educating girls, the traditional view of girls as someone else's property all conspire to limit female enrollment and school attendance. Why invest in a resource that will soon be someone else's?" is the common attitude to be found in most communities (Connolly and Troyna, 1998).

This research dug out impact that social and cultural barriers have left on the female child participation in education in Kaptoyoy Sub-County hence a relationship.

Child labor

Ministry of Education and Sports (MoES, 2006) noted. Child labor is important for the economic survival of families. Girls contribute at least 50 percent more labor than boys and this contribution increases with age. Although primary education is officially free of charge, in essence it is not free because schools charge different kinds of informal fees (eg., exam fees, admission fees, readmission fees). The direct costs of schooling such as uniforms and supplies can be beyond the means of the poor. The opportunity costs of schooling can be even higher because poor families are not able to sustain themselves without involvement of children in agricultural production and household activities. Daughters are traditionally expected to do more,

the opportunity costs of educating a female child can be higher, and so they are kept home.

The high opportunity costs combined with informal fees make schooling too expensive, which undermines the demand for female education."

Psychological barriers

According to (Connolly $ Troyna 1998: Researching racism in education) Schools are not always girl-friendly. They do not protect girls' privacy and safety and do not meet cultural expectations. As girls become older, having separate latrine facilities in schools is essential. Most schools in Nepal do not provide separate latrine arrangements for girls. The also seem to suggest that where private latrine facilities are not available at school, the majority of young girls especially at secondary level, do not attend school during menstruation. Where latrine facilities are available, they must be shared with hundreds of children. The absence of female teachers also makes schools unsafe places (Connolly $ Troyna 1998).

2.1.2 Strategies that can be used to enhance female enrolment in primary schools Research and Evaluation on Educational Policy-Making

The ultimate aim of all research is to produce knowledge that is practically relevant to the world of policy-making and practice. Unlike basic research, most policy research and evaluation studies are undertaken for the immediate consumption of findings and conclusions. Studies are undertaken in direct response to the identification of a problem. The results are then expected to feedback directly into decision making (Hammersley, 2002). Even in Uganda, research is top on the list of these innovations. The policy of UPE is supported by studies that have been commissioned by Ministry of Education to set a baseline for improving both the quality of education in the country.

The findings of baseline study (IEQ, 1999) indicated that classroom interactions of some teacher have discriminated against girls and physical facilities in most schools were disregarding girls' need for privacy. These and other discriminatory factors were addressed in the budget to schools. The grant included funds for compulsory construction of separate latrines for girls and boys that must have doors.

Therefore, this is related to the research because it also found out whether implementing such projects in UPE schools have had a positive impact on sustaining a female child's education.

Gender sensitization

An independent impact assessment by the Min. GLSD, found evidence that ministry has done wide spread of gender sensitization for policy makers and implementers and provided a strong foundation for activities in different sectors. Capacity building in gender analysis has been done for many government employees, particularly those that were based at at the MGLSD, many of whom have been promoted to higher positions in government and outside government (UNDP,2001).

The assessment confirmed that the implementation of gender policy has been allocated minimal resources as compared to other ministries. Due to meager resources, the ministry is unable to carryout all its programs. Most of the activities of the ministry have been funded through external support. interviews with different gender staff show that despite the achievements that have been realized, through external support, the staff have not participated adequately in mainstream budget negotiations and decisions with a result that their expertise in this area need to be stepped up. More staff capacity in gender budgeting and other related processes that offer an opportunity for meaningful gender mainstreaming.

Scholarships

FAWE Uganda Chapter mobilizes funds to provide scholarships to girls from poor households who perform well in the national primary leaving examinations (PLE) but fail to join secondary school because their parents or guardians can not afford the monetary costs involved. This started as a small effort, but because it was managed effectively, and kept monitoring results and performance of girls that were supported, the project has recently attracted large funds from donor agencies and quite a number of girls are now in secondary schools sponsored by FAWE. The project also already has a multiplier effect because of a number of women led NGOs have adapted this project in the area where they operate. T he efforts described are just used as examples, there are several initiatives trying to address the gender gap in education, targeting some are still at experimental stage (FAWE, 2000).

Effort by the NGOs in responding to the problem of female participation in education is evident in the activities/services rendered by the Child Restoration Outreach Kapchorwa (CRO) and Kween Child Development Center (KCDC). This has availed many girls in Kaptoyoy Sub-County to access education in primary schools. Also they provide counseling, rehabilitation, food and materials such as books, pens, pencils, uniforms and many others that help to sustain the girls in schools (CRO Annual Report, 2012); (KCDC Report 2012).

Additionally, other international NGOs conduct school feeding program, particlarly the UN, World Food Propgram (WFP), in selected drought areas represents a special type of incentive program. The WFP, in collaboration with UNICEF, requires schools to enroll girls as a condition of participating in the school feeding program currently. In some schools, girls are also given extra rations to take home, as a way of rewarding the family for sending their daughter(s) to school. UNICEF provides water for those schools in which WFP is providing a school feeding program. The feeding program (sending girls to school) may persist. However, without the incentive, some reduction in female enrollment and persistence rates are anticipated.

Community advocacy

UNICEF (2003) has encouraged community level advocacy aimed at encouraging parents and community members to see the importance of sending girls to school. As a practical matter, community advocacy is channeled through the MoES, where messages got sorted and prioritized. Indeed, there are multiple demands on communities to take local action with respect to food security, HIV/AIDS prevention, and education for girls, nutrition, childhood inoculations, ect.

MoES collected the information and messages that it preached and development partners want them delivered at the community level and channeled those messages to the district education officers. It is these education officers who actually conduct community workshops. Ultimately, its up to these education officers to determine the priority they give to different content, the way they combine the content on different development topics, and how they actually conduct the workshops (UNICEF, 2003).

This is related to the study because it equally looks at what the government is doing as far as community advocacy is concerned in the effort to encourage female education.

Commitment to achieving Millennium Development Goals (MDGs)

The MDGs are drawn from the actions and targets contained in the millennium Declaration that was adopted by 189 nations and signed by 147 heads of state and governments during the UN Millennium Summit in September 2000. The goals range from having extreme poverty to halting the spread of HIV/AIDS and providing UPE, by the target date 2018.

For the purpose of this study, goal 2 and 3 can be analyzed. Goal 2 is on achieving universal primary Education. That is 2018, children everywhere, boys and girls, will be able to complete a full course of primary education. Goal 3 has to do with the promotion of gender equality and empowerment of women that would be the elimination of gender disparity in primary and secondary education, preferably by 2018, and in all levels of education not later than 2018. Compliance of the MDGs 2 and 3 by governments is an important step for the reforms of policies and empowerment of a female child is paramount importance. Uganda, as a member of the international community, has used different means to show her commitment towards the achievement of UPE (MDG 2) by ensuring that all children of primary school age enroll and complete by 2018.

In relation to the current study, the research also aimed at finding out how far UPE schools are faring with the Ugandan education program and Gender equality as reflected in the MDGs.

Global Perspective of female education

In recognition of the gender disparity that exists in basic education, and of the benefits to be reaped from increasing female participation in education, the global humanitarian community has been active in trying to address this issue on the basis that education is a universal right, In 1990, the United Nations and the World Bank convinced the World Conference on Education for All in Jorntien, Thailand. Born from this conference, though amended in the 2000 Dakar Conference due to its failure, was the 'Education for All' (EFA) initiative (Government of Pakistan, 1999). Goal 5 of this initiative was to accomplish gender disparity in primary and secondary education by 2005 and by 2018 to achieve "girls' full access too and achievement in basic education of good quality" (International Labor Organization [ILO], 2002: 1; United Nations Educational Scientific, and Cultural Organization [UNESCO], 2007), over 150 countries

represented at the conference agreed to commit to this initiative (ILO, 2002: 1). Goal 5 of EFA became part of the Millennium Development Goals (MDGs), and the United Nations Educational Scientific and Cultural Organization (UNESCO) in particular, and the United Nations Girls' Education Initiative (UNGEI) has been major players in trying to achieve this goal.

Unfortunately, the EFA failed to eliminate gender disparity in education in 2005, as only 69 countries were successful (United Nations [UN], 2008: 1). Further more, it is estimated that only 18 of the remaining 113 countries will achieve gender disparity even by 2018 (UN,2008: 1).

Nonetheless, improvements have been made between 1950 and 2000, female enrolment in primary education doubled in South Asia. The Middle East, North Africa, and Sub-Saharan Africa (Greene et al., 2008; 12). Between 1990 and 2000, the gender gap in primary school completion decreased from 14 percent to 9 percent (Lewis $ Lockheed. 2008: 5). According to UNESCO (2006), 1999, to 41.7 million in 2004 (Lewis $ Lockheed. 2008: 7: UNESCO 2006). Also the ratio of boys to girls enrolled in school has become more equal, from 100:92 in 1992 to 100:94 in 2006 (UNGEI. 2006). Lastly, between 2000 and 2006, female primary enrolment increased at a faster rate than male enrolment in the developing countries (UN. 2008:1).

Though progress in increasing female education can be seen in areas of the developing world considerable gender disparity persists. Worldwide, of the 115 million children not enrolled in school, 53.9 percent of these are female (UNGEI. 2006). The most significant of this disparity remains in parts of South Asia, the Middle East, and Sub-Saharan Africa (UNGEI, 2006).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses the methodologies and techniques that were used to obtain required data for the study. It focused on the design of the area of study, sample selection criteria, research tools and instruments, study population, study methods and data analysis.

3.1 Research Design

Babbie, (1996) defined research design as a strategy that a researcher takes in trying to find out something. Therefore both qualitative and quantitative approaches will be used in the study. This study will also employ a descriptive survey design. The reason for using descriptive survey design was that unlike other designs, it gives description of situations, events, people, interactions and observable behaviors, direct quotations and also allows for measurement of variables by asking questions and then examining the relationships among variables (Bryman, 2007).

Additionally, quantitative methods were used to numerically quantify the findings in order to generate numerical data, classify responses and present the findings in form of figures and tables.

3.2 Study Population

Koul, (1998) explains the term study population as any collection of specified group of human and non-human entities such as people, educational institutions, and time units among others.

Kaptoyoy Sub-County has a total population of 32,202 persons with 17.301 females and 14.901 males, which is 54.5% and 43.5% of the population respectively. The number of households is 8563 with a mean household size of 2.9(Source: 2002 Uganda Population and housing Census).The study participants were selected from all parishes of the Sub-County through use of sampling techniques that are appropriate.

3.3 Sample size

Mbaaga (1990) defines sample as part of the population which is deliberately selected for the purpose of investigating the parent population. A sample size of 60 out of people living in Kaptoyoy Sub-County in Kween District was used as study participants.

A total sample size of 4 schools was considered to be adequate and representative therefore showing one school being represented from each parish of Kaptoyoy Sub-County. This sample was selected by use of random sampling in a way that allowed all schools in the study area to have a fair chance of participation in the study.

Pupils: Considering the homogeneity of the target population and other factors such as time and financial resources available; a total sample size of 40 primary school pupils girls was to be considered.

Teachers: In order to capture teachers' perspective of the issue under investigation and to meet data needs of the study, 15 sample teachers (14 females and one male teacher) per sampled primary school was included in the sample. Accordingly, a total of twelve teachers was considered adequate for the study.

Parents: Similarly, a total of 20 parents i.e., about 5 parents in and within the vicinity of the sampled primary schools were involved in providing data on the phenomena under study.

Drop-out pupils: In order to capture perspective of the pupil's drop-out on the issue under investigation and to meet data needs of the study, 10 drop-out pupils were randomly sampled about three pupils who dropped out of school in and within the vicinity of the sampled primary schools were involved in providing data on the phenomena.

Technical officers: In order to capture the perspective of the technical officers on te study, 5 technical officers were purposively sampled to participate in the study. This is because they are limited and have expertise which makes their participation more or less must happen.

Table 1: Ninety respondents were sampled. Below is an illustration on the sample that was used for each category.

Respondent's	Total sample to be selected
Technical officers	5
Parents	20
Teachers	15
Female pupils	40
Girls who have dropped out of school	10
Total	90

Source: Field findings

3.4 Sampling Procedure

Koul, (1998) defines sampling as the process through which a relatively small number of individuals or measures of individuals, subjects, or events are selected and analyzed in order to find something about the entire population

The study used both probability and non-probability sampling techniques and these include; simple random sampling and purposive sampling. Two sampling methods were used because of the following reasons indicated below;

According to Mugenda (2003), purposive sampling is the technique that allows a researcher to use cases that have the required information with respect to the objectives of the study.

The following procedures were followed in selecting sample primary schools, students and teachers, parents and student drop-outs.

Parishes were purposively selected because all the parishes need to ne fairly represented in the study there each parish was represented by one school.

Sample primary schools: A school was then randomly selected among all primary schools in each parish

Efforts were made to ensure that the chosen primary schools are representative of the parish and

do not lie adjacently. Alternative sample primary schools were re-selected as substitutes in situations where the already sampled schools fail to meet one of the aforementioned requirements.

Selection of sample pupils: The procedures that were used for selecting sample students involve the following;

- The number of classes and grade levels in the sampled primary school were identified in consultation with the school administration.
- Four classes were randomly selected, to the extent possible, from al levels.
- Three pupils (two females and one male) were then selected from each of the two sampled classes. Two pupils (one female and one male) were then selected from each of the last two sampled classes. Thus, a total of 15 pupils- ie., eight females and seven males were selected from each sampled primary school and;
- The selection of sample pupils was accomplished outside the sampled classrooms with the assistance of the school administrators.

Selection of Sample Teachers: Four sample teachers (three females and one male) were to be selected randomly from the list of teachers in each sample primary school.

Selection of sample Parents: Four sample parents were also to be randomly selected from the vicinity of each sample primary school.

Selection of pupil drop-outs: About two sample pupils' drop-outs were also randomly selected from the vicinity of each sample primary school.

3.5 Methods of Data Collection

The researcher employed the following under listed data collection techniques;

3.4.0 Participatory Survey

The participatory survey includes in-depth interviews and FDGs. The in-depth interviews with

resource persons and FDGs among different segments of the community were conducted in and within the vicinity of the sampled primary schools in the parishes of Kaptoyoy Sub-County.

3.4.1 Issuing of questionnaires

Questionnaires were issued to respondents, these are pre-formulated written set of questions to which the respondents answers are recorded Sekaran (2003). The questionnaires were self-administered one where by semi-structured questions were used from which the respondents selected the right item from options given.

It also had open-ended questions to help in gathering detailed information on the subject matter of the research. Questionnaires were used because they are less expensive to administer, eliminate potential interviewer bias, and respondents express their views freely with less pressure and also given the limited time period, they were also used to catch up with time.

3.4.2 Key Information Interviews

The qualitative research interview seeks to describe the meanings of central themes in the life world of the subjects. A qualitative research interview seeks to cover both factual and a meaning level, though it is usually more difficult to interview on a meaning level (Kvale, 1996). The instrument used was a key informant interview guide where the researcher asked questions relevant to major themes in the study, this was used because it helps to stick to the point required and thus maintain a steady flow of relevant questions and answers thus avoiding wastage of time.

3.4.3 Case Study

The Webster dictionary 2002 defines a case study as a detailed analysis of an individual or group of individuals or institutions or a particular setting of an environment with an exemplary model of medical, psychological, or social phenomena. In this, the case study is Kaptoyoy Sub-County which is found in Kween District.

Therefore Kaptoyoy Sub-County was the case study, which focused on a smaller unit of a phenomenon thus helped the researcher to obtain deeper understanding of the study and give rightful information concerning the population under study.

3.4.4 Documentation

Documentation involved collection of information from documents particularly revolving around issues of Gender gaps. This information was collected from internet, institute files, reports and magazines, government publications on service sector issues, Newspapers and journals. These documents were accessed from archives, organizations' library and internet.

3.5 Data Collection Instruments

3.5.1 Interview Guide

This was used to gather information using face-to-face conversation between the researcher and purposively selected key-informants involved in issues to do with management training. In this study, the interview guide tool was intended to ensure that the same general areas of information are collected from each key informant; this provided more focus than the conversational approach, but still allows a degree of freedom and adaptability in getting the information from the interviewee.

3.5.2 Documentary Review Guide

This involved design of a guide of the reports or documents needed. This instrument guided the researcher on knowing the necessary documents that help provide qualitative information that was used to validate data collected from other methods.

3.5.3 Questionnaires

These are pre-formulated written set of questions to which the respondents answers are recorded Sekaran (2003). The questionnaire was self-administered one where by semi-structured questions were used from which the respondents selected the right item from options given. It also had open-ended questions to help in gathering information on the subject matter of the research. Questionnaires were to be used because they are less expensive to administer, eliminate potential interviewer bias and respondents express their views freely with less pressure and also given the limited time period, they were also used to catch up with time.

3.6 Data Analysis

3.6.1 Qualitative Data Analysis

Qualitative data analysis took place after data collection and was based on how the findings were related to the research questions. Tentative themes and codes were identified. After data collection, information of the same category was assembled together and a report written. Qualitative data was interpreted by composing explanation or description from the information. They were then illustrated and substantiated by quotation or description.

3.6.2 Qualitative Data Analysis

Editing begun by looking over each complete questionnaire, looking for complete questions, answers that would possibly be wrong and cases where the question was misunderstood. Coding was used to categorize questions into meaningful answers. After coding, data from questionnaires were compiled, classified and entered into the computer for analysis. The data was then tabulated, where frequency distribution of the codes of responses according to of the study.

3.7 Testing of data

Validity was ensured on the questionnaire by critically assessing consistency with conceptual framework. The question of reliability of the research instrument and the research procedures was considered critical in this study. To ensure that the research instruments consistently measure the study variables, clarity and specificity was taken into consideration. To minimize measurement errors the following precautions were taken into consideration.

Attention was given to the construction of clear and understandable questions. Then, pre-testing of the questionnaires on 10 colleagues (fellow course mates) was conducted before proceeding with the actual data collection. The results of the pre-testing exercise were basis to identify and rectify inconsistencies in the questionnaire design. The following issues were also taken in designing and redesigning the questionnaire: logic, phrasing of question items, order and sequencing, and tenure agreed on to fill the questionnaire.

3.7 Ethical consideration

Ethics acceptable by the norms and regulations that guide professional discipline of researchers were highly observed. Permission to carry out this research was got from the department of social sciences at Kampala International University where the researcher got an introductory letter which she presented to the respondents and also assured them that confidentiality was to be highly observed hence given much attention after getting data.

The researcher further explained that the information was mainly for academic purposes and would contribute to the award of a bachelor's degree in BPA. Also plagiarism was not practiced as the researcher was clear in cases where works of other scholars are used.

3.8 Study Limitations

. Shortage of funds to smoothly carry out the research study, this delayed the collection if data b the researcher given that the cost of most items are not pocket friendly.

. Delay by the respondents to fill the questionnaires because of busy schedules, but the researcher had to explain to the respondents about the urgency of the study to avoid inconveniencies resulting to delay.

. Some interviewees expected money, not knowing its an academic research. This brought new insights to the study. Records were valuable at the different schools and town councils. It provided the opportunity for determining value, interest, positions, political climate and public attitudes and historical trend. However this also proved to be costly; there access was difficult since the researcher had to pay some money which was not receipted. At the end of m fieldwork, i was not able to get the necessary documents from Kaptoyoy Sub County Headquarters.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.0 INTRODUCTION

The factors affecting female child participation in education in Uganda: A case study of primary school girls Kaptoyoy Sub County, Kween District was the major focus of this study. This has helped us to get the basic working material to tackle massive problems in improving educational levels for rural females in primary schools, specifically. This chapter analyses and discusses findings according to study objectives.

4.1 Background Characteristics of Respondents

This section includes information from both pupils and their teachers. The purpose of this information is to cover the age, sex, class and school type in which pupils were schooling.

Table 2: Demographic Information

Item	Responses	Frequency (N50)	Percentage (100%)
Age of pupils	Below 9 years	2	5
	9-11 years	6	10
	12-14 years	32	65
	Above 14 years	10	20
Class	p.6	28	55
	p.7	10	20
	p.4	4	10
	p.5	8	15

Source: Field findings

Table 1 show that most pupils were in the age range of 12-14 as represented by 65% followed by those in the range above 14 years as reported by 20%. On the other hand, the pupils in the bracket age of 9-11 years were 10% while only 5% were below 9 ears being the minority in the study. Pupils were groped by age to measure if age had an influence on ability to understand the

challenges girls face in participating in education particularly in rural areas.

Table 1 also indicates that most pupils (55%) were in P.6 which means the study was representative enough. This implies that these were adolescents; they were easily accessible and were interested in the topic of the study. However, other classes were also represented in the sample. For instance P.7 was represented by (20%) pupils. The class that contributed the least number of pupils was P.4 with only (10%) of the total sample.

The findings indicated that 80% of the pupils interviewed were in government-aided schools while the rest were in private or community schools.

Table 3: Showing caretakers of children at home (school-goers and dropouts)

Caretakers pf children	Frequency (N50)	Valid percentage
Both parents	20	42
Mother only	13	4
Guardian	10	20
Sisters or brother	5	10
Father only	2	4

Source: Field findings

Table 3 above shows that shows that most children (42%) were living with both their parents at the time of interview. Those residing with the guardians were only 20% while 24% and 4% of the pupils noted that they were residing with their mothers and fathers respectively. The reason was mainly desertion or separation of the parents where the fathers leave the family alone.

The researcher discovered that there was 10% of children residing with sisters or big brothers mainly as a result of the mistreatment by respective caretakers. These brothers or sisters are sometimes incapacitated to cater for the home and education needs of their siblings thus negatively affecting their enrollment in school.

Table 4: Jobs of guardians of the children interviewed.

Employment status	Frequency (N 50)	Valid Percentage (100%)
Peasant Farmer	17	24
Casual laborer	15	30
Trading business	9	18
Salaried employee	4	8
Other (specify)	3	6
Unemployed	2	4

Source: Field findings

Most respondents (34%) reported that they were peasants involved in crop and animal farming. This is basically the economic activity for over 76% of rural dwellers in Uganda. On the other hand, 31% of the respondents spouses were casual laborers and 18% caretakers involved in trade and business. Salaried employees among guardians were 8% and 3 respondents noted that their fathers were pensioners. For 2 children (4%), none of the answers in the question was applicable as they had no jobs.

Distance to school

The distance between homes and schools often affect school enrolment retention and completion. For example, as noted, the area is mostly concentrated in a mostly agricultural setting. Parents were not comfortable with sending their daughters away from them since most schools are far from where they live hence increasing the likelihood of non enrolment or non attendance and dropping out after enrolment.

Table 5: Distance girls move to their primary schools

Distance in km	Frequency (N = 50)	Percentage (%)
2-3	20	40
4-5	25	50
6-7	5	10

Source: Field findings

Table 5 reveals that 50% of girls' informants representing 25 girls walk 4-5kms from their homes to school daily. Also, another 40%, representing 20 girls' walk 2-3kms from their homes to school daily, while 10% representing 5 girls, also walk 6-7kms daily from their homes to school.

Table 6: Parents Demographic characteristics

Items	Response	Frequency (N=50)	Valid percentage
Age of parents	Below 25 years	2	10
	26-15 years	4	20
	36-45 years	10	50
	46-55 years	3	15
	Above 55 years	1	5
Educational levels	No education at all	5	25
	Primary level	9	45
	Secondary level	3	15
	Tertiary level	3	15
Monthly income level	Below 100,000 per month	10	50
	10,000-30000,000/=	5	25
	310,000-500,00/=	3	15
	Above 500,000/=	2	10
Sources of house hold revenue/income	Farming	7	35
	Small –scale business (market vending, retail shop	4	20
	Lager scale business (whole scale, industry)	2	10
	Artisan work (carpenter, etc	5	25
	salary)	2	10

Source: Field findings

From the table, the majority of parents (51%) were in middle age i.e. 26 to 45 year; 20% were between 26 to 35 years while 15% were in the age bracket of 46 to 55 years. Those below 25 years were 2 representing 10% while only one parent as above 55 years of age.

Educationally, a slight majority of 45% had attained primary education, 25% had no education qualification at all (illiterate), whereas 15% had secondary education.

Another 15% had attained tertiary education. This aspect was vital as the education of a parent was found out to be a major factor influencing female education among the factors affecting female education.

Most of the respondents (50%) were noted that their household incomes were not exceeding 100,000/= while 25% of the respondent's families had total monthly income ranging from 110,000/= to 300,000/=, it means that majority of the respondent's belonged to low income group. Only 15% were earning income above 300,000/=. This can have an impact on the female education and dropout rates as parents fail to pay for school dues and other requirements.

A simple majority of respondents 35% were depending on farming, agriculture, 20% were in small-scale businesses such as market vending, retail shop; while 25% were in artisan work such as carpentry, building, and pottery. Large scale businesses were employing 10% while those depending on salaries were 10%.

A significant majority 45% had medium-sized families of 4-6 children while 30% had less than 3 children. The other 25% had more than 6 children in their families. The household size can also be a burden on the little income of the household thus making parents take decisions on the preference of boys or girls.

From the data therefore, it is suggestive that most parents in the study area are predominantly small scale farmers who depend on their own labor service and that of their household. Again, as a result of population explosions, lands accessible to households are fast diminishing. With diminishing farmland, increasing cost of farm inputs, the yields of the household were beginning to drop. The rainfall pattern is becoming more and more erratic making the main occupation of parents' insecure and also poor. Thus, parents either have barred their children from going to school during school days or drop out of school to help them in the farm.

Table 7: Parents' education preference for their children of both sexes

Response	Frequency (N=20)	Valid percentage 100
Both sexes	10	50
Female children	3	15
Male children	7	35

Source: Field findings

It was observed that 35% of the respondents had favorable attitude towards sending their male children to school while only 15% of the respondents were in favor of school education for their daughters. Half of the respondents (representing 50%) reported that they would take both children to school.

Teachers' Characteristics

The study further looked at male teachers and female teachers ratio in study area and whether this could have impact on the girl child access to educational opportunities. The researcher also wanted to find out whether teachers in the area of study have professional qualification.

4.2 The impeding Factors to Girls' access to Education in Kaptoyoy Sub-County

This section analyses and discusses findings on economic factors affecting enrollment of girls in Kaptoyoy Sub-County. The findings are mainly presented qualitatively to allow presentation of in-depth ideas of respondents. A few tables are presented and discussed there by.

4.2.1 Need for labor services on the farms

Smallholders depend on the labor services of their households' members. Family labor is considered crucial for the survival and viability of small holders. Small-scale Earning is labor intensive. Smallholders make use of traditional hand tools like hand hoe and cutlasses. The use of traditional tool is tedious and therefore tends to limit the size of holdings. The purpose of production is mainly for household consumption. Smallholders sell their surplus at the local market center.

This is what one father had to say on the need of farm hands.

"As a parent, I would very much like the children to go to school and for my children to be working on farms depend on me. I do not have enough money to cater for the children, the mother and ourselves. This compels me to engage the children in my farm. Again, I cannot afford to hire labor and since i am a small holder, I depend on labor service of my household members."

Another reason is the fact that the lands on which parents cultivate have been continually cultivated and hence lost its nutrients; the parents can not get the same yield as compared to the first. They need more hands to help in their farm activities. A question to the girls informants attest to these phenomena. When asked how many days they have absented themselves from school during the term. Their responses ranged from one day to ten days. When probed further as to what was the reason for absenteeism during the term, fourteen out of twenty girls said they were asked by their parents to accompany them to the farms. This new development has led to additional burden on girl child in the area since she has to combine the domestic work and the farming.

4.2 Household decision making about girls enrolling in school

Table 8: Household decision making about enrolling children in school (Key informants responses)

Who takes final decision	Frequency (N=50)	Valid Percentage
Both parents	9	45
Father	7	35
Mother	2	10
Guardian	1	5
Parents, guardian and child	1	5

Source: field findings

Table 8 shows that 45% of the key informants, both parents are responsible for children's enrolling in school. 35% noted that it is the father while only 10% noted that that is the mother.

The remaining 10% states that it is the guardians, parents and the child themselves are responsible for the decision. However, the child's father emerges as key in deciding a child's enrolment, this trend being more prevalent in rural areas like in Kaptoyoy Sub-County.

The role of the father as head of household and decision maker comes through as one of the key influencing factors in taking the decision of boys and girls to enroll in school, especially rural areas. In some families, mothers also have the least decision making over a girls child's enrollment. It should also be noted that in urban areas, a mother either jointly or singly can influence the decision for a child to enroll in school.

The fact that UPE has not attracted all children shows that making schooling free does not necessarily get all children to school and that more effort is required to address the problems that continue to keep the gender gap in place. For the children that are not enrolled in school, there are explanations for what drives the decisions taken by their parents and guardians.

4.2.3 Early Marriage

Birth, marriage and death are the rites of passage in lives of people. Of these rites, only marriage is the one that will matter of choice. Yet many girls and a small number of boys enter marriage without any chance of exercising the right to choose. Young girls within Kaptoyoy Sub-County areas are at times given out in marriage without their consent. The marriages are usually contracted for them at a very tender age.

The findings from the field reveal that, this is a common practice of the people. A key informant in response to a question at to his view(s) on the main factors. He also cites such practices as infant betrothal and exchange marriages as the problem that affect girl educational attainments. A parent interviewed consequently indicated that his colleagues have been mocking him of sending his girls to when a woman in her mid 20s was interviewed on why she did get the opportunity to go to school, she lamented;

"My father values marriage more than education. I stopped schooling because i got married at the age of 14".

From the aforementioned, it is seen that early marriage affects girl education. Girls are either

taken out of school or not even given the opportunity to attend school. Early marriages inevitably deny girls of school going age their rights to education, which is crucial for their personal development and their effective contribution to the future wellbeing of their families and societies.

Lack of access to formal education also means that these are denied the needed technical know-how and professional skills that is pre-requisite to their attaining jobs that can earn them a good living. It is not uncommon to observe that illiterate girls who are abandoned, widowed or divorced, or even who are victims of growing urban poverty are forced unto commercialized versions of their work as wives, cleaning, cooking, child-raiding. They even stand the risk of entering into commercial sex trade.

4.2.4 Increasing teenage pregnancies

The majority of informants told me that early marriages are a common practice in the early study area. These practices sometimes do not allow the girl-child to enroll and complete primary school. The field findings also reveal that some parents were giving their daughters hands in marriage and also replacing girls with boys at primary level one head teacher remarked;

"The enrollment and retention of girl-child in schools is not encouraging due to early marriages in the community."

Another informant in her mid 20s also did not get the opportunity of going tp school, because she got married at the age of 14.When asked about why the choice of the boy child and not the girl child, she said;

"The fears of pregnancy are always a worry to us parents for this brings about disgrace and frustration upon us. The girl child terminating her education as a result of pregnancy is also a a waste of resources."

The ever increasing teenage pregnancy also results in increasing issue of dropout rate of girls. The study reveals that most parents have fears of their girls becoming pregnant. A parent informant remarked that the fear of pregnancy is always a worry to them, since this brings disgrace and frustration to the family and also waste of resources.

4.2.5 Traditional Gender Roles

Traditional gender roles within household delegate certain areas to women in the study area. This has to do with childcare, what the family eats, firewood, water, cleaning and washing traditionally was and still exists within women's domain. In Kaptoyoy Sub-County, its reported that women do the entire household works except renovating the house.

Among the Sebei in some parts of Kaptoyoy, although it's socially accepted for man to do some cooking, if he has no woman in the house, he will try so hard to find a female relative to save him from the social stigma. Girls help in al domestic work, boys can be asked to do most things but boys usually help if there no girls around. It was noted rhat as girls and boys grow older, they share more workload of their father and mother respectively.

Most informant's bemoaned that the work burden of girls in the study area in most cases does not allow girls to access educational attainments. For example a parent told me in an answer to question as who does domestic work in the home, she said;

"it is the girl-child who performs the chores, for example cooking, sweeping, fetching water. Because they are girls, they have to be taught how to do some of these domestic works so that when they get married, they will not bring disgrace to the family for not knowing to do these domestic jobs that makes them complete women."

4.2.6 Decline in crop yields thus withdrawal from schools

Land on which families cultivate has been continually cultivated and has lost its nutrients, thus families cannot get the same yields as compared to the first. Therefore, some parents have a habit of removing their girls from school to farm during farming seasons. The field returns is therefore suggestive that the girls absented themselves from school during the term because they were asked by their parents to accompany them to the farms.

4.2.7 Cultural Factors

Girls and some key informants report that local culture has assigned certain roles to girls. All that has to do with childcare, with handling what the family eats, with firewood and water, cleaning

and washing, traditionally was and still exists within women's domain. A parent said that;

"Some people believe that it is the creation of God that girls are made to do whatever they do in the home"

The findings further reveal that because they are girls, there is need to teach them how to do theses domestic works. It came out that when girls are taught, they will bring disgrace to their family. Indeed girls in the study area are faced with different roles within the household where they have to combine these works and academic work.

Table 8: Level of agreement with factors impeding girs, access to primary education in Kaptoyoy Sub-County (Girls' responses)

Valid Percentage	Strongly Agree	Agree	Disagree
Males are given more attention in every aspect as compared to the females.	6(15)%	35(72.5%)	9(12.5%)
Education makes the girls more disrespectful towards elders.	3(7.5%)	8(10%)	39(82.5%)
Educated girls hate domestic work	.....	6(15%)	44(85%)
Educated girls should work to share economic responsibilities with their family members.	49(92.5%)	3(7.5%)	.....
Female education is against our family traditions.	.....	.....	50 %(100%)
Female education is against our religion	.....	.....	50%(100%)
There is no difference between a son and a daughter if they are educated.	33(67.5%)	12(22%)	5(10.5%)

Source: field findings

A significant majority of respondents (72.5%) supported the idea that "males are given more attention. In every aspect as compared to females". Only 15% strongly agreed while 12.5% disagreed.

About 7.5% of the respondents strongly agreed to the statements "Education makes girls disrespectful" while only 15% agreed that "educated girls hate domestic work". 92.5% agreed that "educated girls should work to share economic responsibilities of their family members".

All the 50 pupils interviewed in the study disagreed with the statement; (a) Female education is against our family traditions, (b) Female education is against our religion, finally 67.5% of the respondents strongly agreed, 22% agreed and 10.5% disagreed that "there is no difference between a son and a daughter, if they are educated".

Table 9: Key reasons for never attending school by sex

Reasons for never attending school	**Frequency (N=50)**	**Girls (100%)**
Too young/sickly/disabled (physical considerations)	25	50
Orphaned	45	60
Labor needed at home	30	70
School too far	20	35
Monetary costs	40	40
Child difference in education	35s	55

Source: field findings

Currently, concern about the girls' safety, need for labor and monetary costs top the factors that drive decision to enroll her in school, for the boy it is monetary costs, school distance and child's physical readiness that drive the decision to enroll him or her in school. There is evidence of a shift in concerns that were expressed at the start of UPE in 1997 where all reasons were the same for boys and girls but with variation only in emphasis.

At that time, decision to enroll a child in school was predominantly shaped by the perceived physical readiness of the child. Monetary costs and the child's interest to go to school. For the girl to enroll, the considerations seem to take the trend, it is accessible and safe, can we do without her labour, can we afford it while for the boys it is; can we afford it, it is safe and accessible, is he fit? With the girl's comfort and the need for labor take precedence over

monetary affordability to determine whether she can enroll in school or not. But for the boy, if it can be afforded, he will enroll in school as long as the school is not far from home and he is physically fit. UPE has eliminated tuition fees in primary schools and has reduced monetary burden to parents with dramatic increase in enrollment of boys and girls but with gaps between the two.

Existing social relations of gender that structure women as providers of reproductive labor also affect the girls who socialized as apprentices of their mothers so that they can play similar roles in future. This factor is key in keeping the gap between girls and boys enrollment to primary school, monetary and safety considerations notwithstanding. UPE policy has led to increased access for both sexes but it does not challenge the social construction of gender in society that tends to disadvantage girls by allocating them endless reproductive work, among other gender inequalities that specifically keep girls from enrolling in school.

4.3 Factors that Account for High Primary School Dropout Rates of Girls in Kaptoyoy Sub-County

Below are the factors accounting for the primary school dropout rates of girls in Kaptoyoy Sub-County. They are presented qualitatively.

4.3.1 Girls' Age

A child's participation in primary education depends on the child's age, place of residence (urban/rural) household wealth, and mothers' education. One key informant explained

"The age of a child is one of the important variables to be considered when analyzing patterns of school attendance. It matters whether children school at the prescribed entry age and there after whether they are in their appropriate grade for their age. When children start fate or repeat classes, it increases the likelihood that they will drop out before completion.

4.3.2 Long Distance from Home to School

Some respondents especially parents and teachers noted that the child's place of residence affects their enrollment in primary schools and increases their chances of dropping out.

The proportion of children out of school is greater in rural areas which are further from the primary schools near Kaptoyoy Township. Some pupils claimed that the distance to schools is very long and therefore a major challenge for them. The key informants when asked about this factor attributed it to the insufficient development of roads, transportation, and long distance to school. These findings are similar to those of UNICEF/UNESCO, (2004), that is in Africa and South Asia, more than 8 in 10 out of out-of-school female children lives in rural areas.

4.3.3 Lack of school fees

Most parents noted that the lack of school fees is a major factor accounting to the high dropout levels of girls in primary schools in Kaptoyoy Sub-County. This is quite predictable given that fees for tuition and other costs of attending school can sometimes amount to 20-40% of a household\s income. This is especially true when a household has 5 to 10 children.

Even where education is provided "free of charge" by the government (UPE), it is reported that families incur substantial expenses in sending children to school. Among these costs are those of transport, uniforms, textbooks, school supplies and supplementary fees charged directly and retained by the school to supplement its budget.

4.3.4 Opportunity cost of education

Among the serious obstacles that children from poor families or social groups face is the high opportunity cost that a child's family incurs from the loss of that girl child's labor in formal or informal sector and resulting to reduction in household income earning potential. Regionally, child labor is historically most concentrated in Asia and Africa, which together account for more than 90% of total child employment (Patrinos & Siddiqi, 2003). Numerous country studies demonstrate a close correlation between school enrollment and child labor.

According to Raqui (2001)," in Egypt between 1988 and 1998, school enrollment of 6-14 year

olds jumped from 81 to 89% while their involvement in market and subsistence labor force activities fell from 18.5% to 7.1%." A Vietnamese case study conducted in 2002 demonstrated that declines in child labor among secondary school age girls led to corresponding increase in school attendance for this pupils.

4.3.5 Parents' perception of poor quality of UPE education

Besides the above factors mentioned by respondents, which have been well-documented to influence girl's dropout, a number of other less studied issues might be a deterrent to UPE, such as the supply and quality of education. In Kaptoyoy Sub-county, some parents noted that they do not feel that their child's curriculum is relevant for the likely future livelihood that their children will pursue or, importantly, that their children will be assured a high quality education. Factors such as teacher absenteeism rates throughout Uganda, coupled with the allocation of substantial share of the teaching cadre to administrative non-classroom tasks, reduce both the number of teachers and actual instruction time available to children. All these circumstances discourage enrollment of girls in primary schools in Kaptoyoy Sub-county.

4.3.6 Low education of mothers

Finally, it has been documented that 45% of girls whose have no education are out-of-school compared to 15% for children of mothers with some education. This finding is particularly relevant and similar to figure in countries of Wes and Central Africa where 54% of the children of mothers with no education are out-of-school.

in South Asia, and Latin America and Caribbean, children of mothers with no education are at least 2.5 times more likely to be out-of-school than those whose mothers have some education. The only exception to this observation is in Central and Eastern Europe where 99% of school children have mothers with education.

4.3.7 Sexual Exploitation

Another common constraint to girls' enrolment in primary school is frequency with which girls are forced to provide sexual favors in exchange for school fees. Abuse by male teachers

exacerbates an already difficult situation. Although evidence of the latter is difficult to document, a recent survey by Plan International of 1,000 students from 36 villages in Togo reported routine intimidation, beatings and sexual assault (BBC News, April 13, 2006).

Similarly, recent study of schools in Zimbabwe revealed *"that girls were subjected on a routine basis to aggressive sexual advances from older male pupils and male teachers within the school and from sugar daddies"* in the vicinity of school, who prey on girls for in exchange for money or gifts." (Leach et al, 2003).

4.3.8 Poor sanitation facilities at school

These make girls to miss school and in some cases high dropout levels for girls as reported in this study, some UPE schools in Kaptoyoy Sub-County were observed to have poor sanitary facilities while others lack toilets, pads, and other essential facilities for girls. The lack of adequate facilities for girls. The lack of adequate sanitation facilities primarily affects both female pupils and teachers. As reported by the New York Times in 2005;

"Researchers throughout South Africa have documented that lack of sanitary pads, a clean girls' latrine with door and water for washing hands drives a significant number of girls from school. UNICEF for example estimates that one in ten school-age Africa girls either skip school during menstruation or drops out of school entirely because of lack of sanitation.

4.3.9 Traditional cultural practices

It was also reported that traditional cultural practices strongly impact girls' enrollment and dropout rates in primary schools. Where family resources are limited, parents reported that families tend to place the highest priority on educating boys, recognizing them as future heads of the household. Where girls are enrolled, they often face many more barriers to learning than the boys do. For example given the scarcity of adequate daycare centre's throughout much of Bts4 Sub-County and high levels of women's participation in the formal and informal labor markets, it is very common for young girls to have to bring younger siblings to school with them, disrupting not only their own studies but also those of the children.

Moreover, studies have revealed that an average of girls is likely to have far less time available

after school to study. They typically have to assume a multitude of household chores including cooking, cleaning and even serving a principal caregiver for younger siblings-responsibilities.

Most respondents (34%) reported that they were peasants involved in crop and animal feeding. This is basically the economic activity for over 76% of rural dwellers in Uganda. On the other hand, 31% of the respondents' spouses were casual laborers and caretakers involved in trade and business were 18%. Salaried employees among guardians were 8% and 3 respondents noted that their fathers were pensioners. For 2 children (4%), none of the answers in this question was applicable as their parents had no jobs.

Distance to school

The distance between homes and schools often affect school enrollment, retention and completion. For example, as noted, the area is mostly concentrated in a mostly agricultural setting. Parents are not comfortable with sending their daughters away from them since most schools are far from where they live hence the likelihood of non-enrollment or non-attendance and dropping out after enrolment that boys never assume. These competing demands on girls' time can translate into relatively poorer academic performance than their male counterparts, often leading to high repetition and ultimately and higher rates.

4.3.10 Marginalized girls

UNESCO (2006), reported that *"girls from marginalized communities such as minority ethnic groups, disabled girls or girls whose parents are suffering from fatal diseases such as HIV/AIDS suffers exclusion more than their male peers."* This was reported especially by the teachers who gave instances of girls who are discriminated against by fellow pupils because they have HIV/AIDS or their family members. This forces them to drop out of school also in Kaptoyoy sub-county.

Table 10: Main Causes of High Dropout Rates at Primary School Level

Reason for dropout Of Girls (100%)	Girls (100%)
Monetary cost (school fund, uniform, text and exercise books, supplies	32.4
Labor needed	15
Failed exams and did not want to repeat	10
Child perception that had enough schooling	20
Disability or illness	7.5
School too far	5
Travel to school unsafe	2.6
Poor school quality	2.5
No secondary school places	5

Source: field findings

The monetary cost of schooling continues to lead reasons for dropout even with UPE (32.4%). Cost is cited as a factor more in urban than in rural areas. Children's low aspirations for post primary education is the next important factor for dropping out of primary school (20%) this is more pronounced among older children (13-18 years), more so boys, particularly in Eastern region, Kaptoyoy Sub-County inclusive. Failing exams contributes to 10% of the total dropouts. While other factors contribute 37.6% respectively. The main attraction for boys outside school seems to be a petty business to make their own money while it is early marriage and pregnancy for the case of the girls.

4.4 Attempts that have been made to address the impediments to Girl's Access to Primary Education in Kaptoyoy Sub-County

Various attempts have been made to address the impediments to girl's access to primary education in Kaptoyoy Sub-County. Some of the ones discussed below are particularly in areas that cover the entire UPE in Uganda.

International NGOs and agencies have played an important role for reaching out to the hardest reach, such as the girl-child. Girls receive food, especially during dry season when household

food production is low and the drop out rate is high. The bicycle support given to the girls by UNICEF is also helping in compressing the distance from homes to school. Most girls in the study area are provided with school uniform, school fees. This is to help increase school enrollment, attendance levels and reduce dropout rates.

4.4.1 Parents involvement and support for girl's education

Moreover based on the field findings, key informants expressed the fact that formal education is intervention that empowers women starting with girl-child and enabling them to make better choices and decisions about their welfare and to make more active roles in their communities. Moreover, parents now want to enroll both sexes in schools instead of the reference always given to boys.

4.4.2 School food support programme

According to a teacher informant, the school feeding programme was yielding positive results. It has contributed significantly in increasing school enrollment, attendance and retention. The incentive of take home food ration also reduces absenteeism. Most drop-outs decrease because this has kept girls instead of going out to sell goods along the street to make enough money to buy food for the household one informant had to say this;

"My parents do not want me to Miss a day. And if i do not go to school one day, they will try to find out what is wrong. Now that the school provides lunch, i am always present every school day,"

A parent informant had to say this;

The feeding programme has made me send my children to school, especially the girl-child.

Sometime back I found it hard to understand why schooling is important for my girl-child as it does not provide any immediate benefit in her life, now at least that i know that my girl-child will take home food rotation. I do encourage her to attend school regularly to quality for the food rotation".

4.4.3 Reduction of distance to school by providing means of transport to poor girls

The UNICEF, in cooperation with the local education officials and the school, identified girls from poor families who live far away from schools and who are committed to continue schooling as the recipients of bicycles.

A girl informant at age 15 (p.7 class), who has benefitted from the bicycle project, noted that;

"*i fetch water early in the morning, without my bicycle i could never make it to school everyday because my village is far away, it takes more than an hour to make it to school on foot. This bike has made it possible for me to attend school on time*".

Another school girl had this to say; "life was very unbearable as i always got to school very late. It was impossible for me to satisfy either my parent or my school authorities. However now with the bicycle, i am able to get up early, do my house chores in the morning and report to school very early. I also get home very early from school and discharge my house duties without any problem and do my home assignment, because I no longer walk and become tired."

Meanwhile, the bicycles attract other girls to enroll in schools, bringing them closer to the opportunities of education. According to teachers interviewed in the study, the bicycles have helped to increase school enrollment and attendance levels, improved academic performance and reduce drop-out-rates.

4.4 NGO Support schemes

Those from very poor backgrounds are provided with full scholarships or bursaries that include school fees, uniform, and shoes, stationary and examination fees. This is done by NGOs like Child Restoration Outreach, Child Development Centres. The cost of a pair of shoes, a school uniform or school fees make a difference between a child dropping out of school or continuing at school. Uniforms given to school girls are to ensure retention of girls in school and enhance learning in an interview with the DEO of kween District, he said;

Most girls dropped out of school because they lack common basic teaching and learning tools, school uniforms. However, for the girl-child especially those in the deprived areas are not given necessary educational tools, she can perform credibly well and more than her urban more endowed counterparts."

Therefore the aim of this support is to ease the burden of parents, so that these girls can continue with their education. NGOs focusing on girls' education mean that they are working towards a fully nurtured woman for the family, community and the nation at large. To NGOs, educating the girl-child is of a major strategy.

4.4.5 Potential Benefit of Formal Education

The role of the state in basic education service delivery is considered relevant both given educations' strategic importance in national identity formation, as well as due to the benefits that accrue in terms of social and economic development. (Hannum & Buchmann, 2005). For individuals and households, these benefits are anticipated to develop over a life cycle and across generations (Harper et al; Rose and Dyer, 2006). It became clear in the field that parents and school girls are beginning to see benefits of formal education.

When i asked a female informant of fifty years old whether sending her daughter to school would be beneficial, her response was that;

"Terminating my daughter's education would jeopardize her learning, basic knowledge and skills that help her to improve her health and livelihood and also empower her to take her rightful place in society". (Female parenting in Kanginima, 17th January, 2009)

Another informant tried to link the benefit of educating girls to marriage by saying that;

"illiterate girls marry prematurely while some never get happy marriages and remain poor. The role of women has changed, boys and girls now prefer educated partners only, and for that matter, if girls are given the opportunity, it would enhance their marriage".

On the school-girl's front, they foresee some benefits associated with having formal education since most of them want to be doctors, lawyers, teachers, nurses etc. The most striking point

raised by one of the school girls was that "Education will make me have knowledge that will bring to no issues to my health and nutrition, unwanted pregnancies, domestic welfare environmental and sanitation"

Therefore, formal education forms an important aspect of human development as noted in the literature. According to Ellis (2000), this can be developed through investment in education and training. Education plays a significant role in equipping an individual with skills, like being able to read and write, as well as enhancing the ability to seek information. The issues raised by the informant on the potential benefits of formal education can be operationalzed within the framework of empowerment.

CHAPTER FIVE

SUMMARY FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

Unlike the previous chapter, which was about presentation and discussion of study findings, this chapter therefore contains the summary, conclusions and recommendations of the study based on the study findings and various discussions rose in the preceding chapters.

5.1 Summary

Findings indicate that factors impeding girls' access to primary education in Kaptoyoy Sub-County include; Need for labor services in farmlands, parents' preferences, early marriage, increasing teenage pregnancies, traditional gender roles, decline in crop yields thus withdrawal of girls from school, cultural factors.

Factors that impede girls' access to primary school education in Kaptoyoy Sub-County include; girls' age, place of residence, lack of fees, opportunity cost of education, parents' perception of the poor quality of UPE education, low education of mothers, sexual exploitation and poor sanitation facilities a school.

The attempts that have been made by various stakeholders to address the impediments to girls' access to primary school education in Kaptoyoy Sub-County include; parents involvements and support for girl education, school food support programme, Reduction of distance of distance by providing means of transport to poor girls, and constructing near by schools and NGO support schemes.

5.2 Conclusions

Six years after the Dakar Forum held in 2000, about 100 million children are still not enrolled in primary school. 55% of them are girls (UNESCO, 2006). UNESCO estimates that one in five of all primary school age children in the world are not at school (UNESCO, 2005). To date, only 47 countries have achieved UPE out of 163 with available data (UNESCO, 2006).

According to UNESCO, out of 90 countries with relevant data only 20 are on track to achieve UPE by 2018, 44 are making good progress but are unlikely to achieve the UPE by 2018, and 23 are at risk of not achieving UPE by 2015.

Lower gross and net enrollment rates among girls are not a new phenomenon. It has been a persuasive problem worldwide across generations, as revealed in UNESCO's Global Monitoring Report. " Worldwide, only 88 adult women are considered literate for every 1000 adult men, with much more lower numbers in low income countries such as Bangladesh (62 per 1000 men) and Pakistan (57 per 1000 men).

Indeed, countries in SSA and South/West Asia face the biggest challenges to the attainment of PE and gender parity. Despite some progress in a minority of countries within these regions, UNESCO estimates that the majority of the countries within SSA, South and West Asia, and the Arab states have the lowest literacy rates in the world, hovering around 60 percent despite increases of more than 10 percent since 1990. South and West Asian together account 70 percent of the global total out-of-school primary school-age-children. Gender disparities in enrollment in these areas are pronounced. For example, 23.5 million girls in South Asia do not attend school, while in SSA this problem affects almost half of all girls (UNESCO, 2006).

5.3 Recommendations

From the findings, the following recommendations can be made;

- Making education more affordable especially for the poorest of the poorest families' it's essential to progress.

- Reduction of the household costs of school attendance is one of the policy area which is a visible short-term benefits that might be achieved. It is crucial to address both the direct and indirect costs of education to ensure the success and sustainability of education programs. The elimination of school fees, provision of assistance with transportation costs and school materials, and systematic attention to opportunity costs incurred by families can prove to be successful strategies in ensuring girls' enrollment. For example, the elimination of school fees in Uganda, Kenya, Tanzania, Benin, and Malawi led to an

immediate increase in enrollment rates.

Ensuring that girl-friendly schools have high payoffs.

Making schools more accessible and providing basic sanitary facilities and ensuring safe school environment is another factor that can significantly improve girls' school enrollment and attendance. Among the many success stories in this area is a project aimed at the construction of roads and bridges. However in Andhra Pradesh, studies there have shown that 31% increase in the enrollment of girls in primary school with the development of roads and bridges (Bryant, 2003).

Another informant tries to link the benefit of educating girls to marriage by saying that; *"Illiterate girls are married prematurely while some get happy marriages but remain poor. The role of women has changed, boys and girls now prefer educated partners only, and for that matter, if girls are given opportunity, it would enhance their marriage".*

On the school girl's front, they foresee some benefits associated with having formal education, since most of them want to be doctors, lawyers, teachers, nurses etc. The most striking point raised by one of the school girls was that "Education will make me have knowledge that i will bring to no issues related to my health and nutrition, unwanted pregnancies, domestic welfare, environment and sanitation".

Therefore, formal education forms an important aspect of human development as noted in the literature. According to Ellis (2000), this can be developed through investment in education and training. Education plays a significant role in equipping an individual with skills, like being able to read and write, as well as enhancing the ability to seek information. The issues raised by the informant on the potential benefits of formal education can be operationalized within the framework of empowerment.

The Asian Development Bank's basic Girls' education project in Laos paid special attention to the construction of separate toilets. Byrant, (2003) have shown that "girls\" enrollment in many remote villages has increased up to 20% since the beginning of that project. This is a direct result of a partnership between the government and African Development Bank (ADB) in an innovative project to provide education for ethnic minority girls in remote areas.

One of the newer promising initiatives that target the issue of safety is Safe Schools Program supported by the USAID in Malawi and Ghana. This program specifically addresses the issues of rape, sexual favors by ensuring safe interaction between pupils and teachers.

Additional successful strategies in the expectation of girls' enrollment and retention include;

Provision of alternative education (programs outside the school system), provision of sex classes where appropriate age group are lectured about some dangers of early sex, recruitment of female teachers, and availing of bilingual programs (in which the local language is the language of instruction in the early years of schooling). Numerous country experiences have demonstrated that each of these strategies has a direct and positive impact on girls' school enrollment and retention rates. For instance, such programs as Secular Nueva in Latin America, and Bangladesh Rural Advancement Committee (BRAC) have significantly increased girls' enrollment (Kane, 2004).

Single sex schools have been reported to improve girls' education and achievement, especially in countries where cultural norms often are key barriers to girls' education (for example, Iran) (King, et al, 2004)

Sustained political will and leadership must be ensured

UPE is a highly political issue. It involves decisions on distribution of resources and power. Even when international agreements are signed, their implementation is very much a matter of internal politics. As an illustration of this, in Malawi, Kenya and Lesotho (countries that made rapid progress in closing the gender gap), free education became a central issue in the political discussions. It was a key election issue on which the new governments were elected to power.

Another effective way to ensure greater educational opportunities for girls and women is to engage a critical core of women and girls in all efforts to improve girls' and women's future.

Numerous country examples demonstrate the power of women's movement even those regions of the world that traditionally undervalue women's contributions, for example, the establishment of mandatory quotas for representation of women in local councils in Uganda led to the

improvement of allocation of funding for health facilities (Johnson et al, 2005).

Holding governments and internal and external partners fully for commitments must be signed high priority.

Finally, the electorate should keep governments and partnerships working on education accountable. Social contract between the government and the electorate is the first step in holding governments accountable to deliver quality basic education for all children. A second step is to set clear rules for the distribution of resources, make resource allocation decisions publically known, and closely monitor budget execution and school expenditures. Widespread corruption exerts especially high toll on the the development process. It increases the transaction costs thus reduces the efficiency of delivery of key public services, distorts decision-making, and undermines social values.

Females should be motivated and encouraged for higher studies. Change in the old traditional and value system is of significant importance. Different programs through radio and TV should be broadcasted to highlight the need of female education and to convince them for their possible contribution in the development of the country.

Another important factor hindering the higher education of females in rural areas is lack of colleges in or near the village. Hence steps should be taken to establish colleges in rural areas to provide educational and employment opportunities to rural females close to their residence.

Conveyance is one of the major problems faced by girls of rural areas to going to schools and colleges outside the village. The rural people on cooperative basis or through community based organizations (CBOs) may arrange this facility at local level.

Expansion of school feeding programme (SFP)

SFP is a good initiative and can be used to boost the new educational reform programme. The SFP marks the beginning of the first step on a journey to feed deprived Ghanaian children who have no access to food during schooling periods. The programme has eased the burden on both parents and teachers in their quest to provide their children with quality food.

Government needs to continue supporting this programme of feeding school going children in

the country. Not only does it create legitimacy of the programme but it also shows government's commitment of meeting the MDGs by 2018.

Engagement of men and civic groups as advocates for girl-child education

Men, community leaders and civil society groups should be sensitized through ; radio, television, and other media network about laws protecting the interest and rights of children and the penalties, these laws should be published especially that of the girl-child. Community leaders should create a forum where matters concerning formal education are discussed periodically.

Enforcement of laws on early marriages

Despite the fact that early marriages continues to occur, it is a form of human rights abuse. Uganda's laws prohibit families from forcing their girl child into marriage. The law should allow girls refuse betrothal and early marriage before they reach 18 years.

Although laws are in place, the problem is the enforcement and advocacy. It is important that parents know the consequences of pushing their children into marriages. They must be made aware that there is a price to pay when they do that. Girl-child victims should be used as part of the educating process, and also churches and other faith-based organizations should take part in the campaign, since people tend to listen to them. Parents need to be empowered economically, since most cases are as result of poverty.

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APPENDIX I

INTERVIEW GUIDE FOR THE DROPOUTS

Dear respondent,

I am a student of Kampala International University, carrying out research on the "impediments of Girl Child Education: A case study of Primary School Girls in Kaptoyoy Sub-County, Kween District". The study is purely for academic purposes and your responses will not be used against you in any way possible. A high level of confidentiality will be maintained in this study and your nam77e is not required. Am therefore humbly requesting for your participation in answering the questions below, to help me gather the relevant information to my study.

1. Age of respondent.....

2. Family background (father's level of Education and occupation and mother's level of Education and occupation.

.....

.....

.....

3. Experience while at school?

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4. Age at which you left school?

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5. Reasons for leaving school?

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6. What effect has dropping out of school?

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7. What attempts are being made to address the impediments to girl child education in kaptoyoy sub-county?

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8. Any other comments?

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9. What do you advice your fellow girls who are still in schools but want to drop out?

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10. What is your advice to the parents who don't want to enroll their daughters in school just because they are girls?

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Thank you for your time and cooperation

APPENDIX II

INTERVIEW SCHEDULE FOR PUPILS IN SELECTED SCHOOLS

Dear respondent,

I am a student of Kampala International University who is carrying out research on the "Impediments of Girl Child Education: A case study of UPE Girls in Kaptoyoy Sub-County, Kween District" . The study is purely for academic purposes and your responses will not be used against you in any way possible. Am therefore humbly requesting for your participation in answering the questions below, to help me gather the relevant information to my study.

1. Gender (a) Male (b) Female

2. Age.....

3. Are you still in school? (i) Yes (ii) No

4. Class.....

5. Who do you live with at home? (a) Mother (b) Father (c) Both parents (d) Guardian (e) Other (Specify).....

6. Who makes decisions on children's education in your home?

(a) Father (b) Mother (c) Both parents (d) Guardian (e) other (specify)

7. Do you experience high dropout rates in your primary school?

8. If yes, what are the factors affecting enrollment of girls in Kaptoyoy Sub-County?

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9. Which factors account for high primary school dropout's rates of girls in Kaptoyoy Sub-County?

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10. What attempts have been made to address the challenges of girl education in Kaptoyoy Sub-County?

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Thank you for your cooperation

APPENDIX III

BUDGET AND TIME TABLE FOR THE RESEARCH

ITEM	AMOUNT (UG SHILLINGS
1. Stationery	50,000
2. Type setting and binding	150,000
3. Transport	10,000
4. Miscellaneous	50,000
TOTAL	**350,000**

TIME SCHEDULE

TIME	ACTIVITY
January 2017	Identification of research topic
February 2017	Approval of research topic
March 2017	Proposal writing
April 2017	Proposal writing
May 2017	Approval of proposal
June 2017	proposal and submission for approval