

GIRL CHILD EDUCATION AND WOMEN'S PARTICIPATION IN POLITICS

A CASE STUDY OF HOIMA MUNICIPALITY HOIMA DISTRICT

BY

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DECLARATION

I declare that the work in the report was carried out in accordance with the regulations of Kampala International University and that it is original except where indicated by special reference in the text, and no part of the report there of has been submitted for the award of any degree.

Signature:..........Date: 12th / 09 / 2017.....

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APPROVAL

I certify that Mrs. KASHEMIRE BRENDA carried out this research under my supervision and is submitted with my approval.

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DEDICATION

I dedicate this report to my beloved parents; brothers and my sister have laid for me an academic foundation that has led me to this level and lastly to all my friends for their motivation and developmental ideas.

ACKNOWLEDGEMENT

Before I explain my experience and work during my study, I would like to thank Mrs. Aheebwa Sanura for her professional and parental guidance. Without his supervision and guidance, this piece of work would not have been a success.

Then I would also want to recognize the presence of my parent mother for the financial support and moral training rendered to me right from child hood to the time when I was carrying out my research, I pray that our Heavenly Father rewards my dear parents since not all parents do it for their children.

The respondents who took part in this study especially the staff from Hoima Municipality and other respondents from the different divisions in Hoima Municipality, I salute them for their courage, commitment and pioneering spirit. Everyone who assisted me through this study process, in particular Mr. Musese John for the statistical processing, and organizing of this report.

Sincere thanks also go to friends, for the support and encouragement that they always gave, which always gave me hope in all that I did during my study, God only knows how am grateful about what was rendered to me. Finally I cannot forget to thank the Almighty God for the protection knowledge and understanding that He gave me, and for this far He has carried me, since my first year to this date, and I say, He deserves the Praise and worship always.

LIST OF ABBREVIATIONS

UNICEF	United Nations International Children's Emergency Fund
US	United States
UK	United Kingdom
UN	United Nations
IMF	International Monetary Fund
PLE	Primary Leaving Examination
WB	World Bank
BPA	Bachelors of Public Administration
NGOs	Non-government Organizations
LC	Local Council
MP	Members of Parliament
DC	District of Columbia
KIU	Kampala International University

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CHAPTER ONE

1.0 Introduction

This chapter reflects on the background of the study, statement of the problem, objectives of the study, research questions, scope of the study, the significance and the theoretical framework.

1.1 Background of the Study

Girl child education has been so instrumental in shaping women politicians. Unlike in the past when politics was mainly dominated by men, today there is an increase in women politicians worldwide. Twenty first century has given rise to a number of women politicians the world has never seen before. Many powerful countries have been governed by women presidents, chancellors, and Prime Ministers among others (Fraser, N. 1992).

Currently Great Britain is being governed by a female Prime Minister Known as Theresa May and German is being governed by a female Chancellor known as Angela Merkel. Brazil and South Korea have formerly been governed by female presidents who have been both impeached on grounds of corruption charges (Bradley 2015).

According to Kylian (2016), in the United States of America the democrat nominee was a woman named Hillary Clinton who stood against the republican nominee and the current president Donald Trump. Although Hillary Clinton did not win the presidential election, but she won the popular vote which was a significant breakthrough and encouragement to other female politicians in the world.

One of the most fascinating developments in African politics has been the increase in women's political participation since the mid-1990s. Women are becoming more engaged in a variety of institutions from local government, to legislatures, and even the executive (Hassim, S. 1999). Today, Africa is a leader in women's parliamentary representation globally. African countries have some of the world's highest rates of representation: Rwanda claimed the world's highest ratio of women in parliament in 2003 and today Rwandan women hold 64% of the country's legislative seats. In Senegal, Seychelles and South Africa, more than 40% of parliamentary seats are held by women, while in Mozambique, Angola, Tanzania and Uganda over 35% of seats are occupied by women. By contrast, women in the US women hold 18% of the seats in the House and 20% in the Senate (Edwards, J. and Chapman, C. 2000).

The parliamentary patterns are evident in other areas as well. Ellen Johnson-Sirleaf became the first elected woman president in Africa in 2005, and more recently Joyce Banda took over as president in Malawi. There have been nine female prime ministers in Africa since 1993, including Luisa Diongo in Mozambique, who served for six years. Since 1975 there have been 12 female vice presidents like Wandira Speciosa Kazibwe in Uganda. Presently there are female vice presidents in Mauritius, Zimbabwe, Gambia and Djibouti and there have been others in South Africa, Malawi, Zimbabwe, and Burundi (Goetz, A.M. 1998).

There are female speakers of the house in one fifth of African parliaments, which is higher than the world average of 14%. Women are taking over key ministerial positions in defense, finance and foreign affairs, which is a break from the past when women primarily held ministerial positions in the so-called 'softer' ministries of education, community development, sports and youth. Today, South Africa has a female defense minister, Nosiviwe Mapisa-Nqakula, while Ngozi Okonjo-Iweala serves as Nigeria's finance minister (Bonnin, D. 2000).

Women are similarly visible in regional bodies, holding 50% of the African Union parliamentary seats. Gertrude Mongella served as the first president of the Pan African Parliament and in July 2012, South Africa's Nkosazana Dhlamini - Zuma took over the leadership of the African Union Commission.

Even at the local level, women make up almost 60 percent of local government positions in Lesotho and Seychelles, 43 percent of the members of local councils or municipal assemblies in Namibia, and over one-third of local government seats in Mauritania, Mozambique, Tanzania, and Uganda. More women than men vote in countries like Botswana, Cape Verde, Lesotho, South Africa and Senegal, although overall rates for men seem to be about 5% more in countries surveyed by Afro barometer.

These patterns are evident in the judiciary as well with the advancement of women judges at all levels. African women judges are even making it into the international arena with Fatou Bensouda from Gambia holding the post of chief prosecutor in the International Criminal Court. Curiously, all but one of the current five African judges on the ICC is a woman.

These changes in the African political terrain can be explained by three interrelated factors: 1) the decline of conflict in Africa; 2) the expansion of civil liberties, particularly in the context of

shifts from authoritarian to slightly more liberalized hybrid regimes, along with the emergence of autonomous women's movements that accompanied this opening; 3) pressures from international actors like UN agencies, regional organizations, donors and other external actors that influenced the state(Goetz, A.M. 1998).

Over the past ten years, a number of countries in East Africa and the Great Lakes region have undergone a process of political transition following a period of conflict. In countries such as Uganda, Rwanda, Burundi and the Democratic Republic of Congo (DRC), there has been a significant improvement in women's participation in decision making following the period of conflict.

However, a number of challenges exist that need to be addressed. These include: translation of the political gains into changes in women's status at all levels of society; the issue of quantitative versus qualitative representation that clearly addresses the needs of women; legislative and policy reforms that support and promote women's advancement; maintaining the gains; the role and position of women in multi-party politics; establishing effective links between female politicians and the women's movement; and the contribution of women's political participation to peace building processes in the region(Tripp, 2000:39, 71).

Statistics since 1986 when the NRM government came to power indicate a steady rise in female political participation in elective offices. Elections for women can be traced back to the establishment of the National Resistance Council (NRC) in 1989. In this election affirmative action measures for women were introduced, and 34 women were elected to "women's seats". Some women were also elected on the "regular" seats and in total women constituted 17% of the NRC (41 seats. During the 6th Parliament (1996-2001) there were 39 districts in Uganda, accordingly 39 women were elected as female district MPs. When the 7th Parliament (2001-2006) was elected, Uganda had introduced 17 new districts, securing women with at least 56 seats in Parliament (Bonnin, D. 2000).).

The 8th Parliament of Uganda comprised of 217 Constituency Representatives, 10 Uganda People's Defense Forces Representatives, 5 Representatives of the Youth, 5 Representatives of Persons with Disabilities, 5 Representatives of Workers, and 13 Ex-officio. Out of the total number of members of Parliament, 99 were women, 79 of whom were District Women

representatives, 14 directly elected women parliamentarians and 6 special interest representatives. This constituted 31% of female representation in the 8th Parliament Members (Furley, O. and Katarikawe, J. 1999).

From the perspective of the 9th Parliament, with the new constituencies created in 2010, Uganda's 9th Parliament comprises of 375 members with 129 (34.4%) women MPs, 34% increase from the 31% in the 8th Parliament, but is still lower than the parity target set by the African Charter on Democracy, Elections and Governance. However, the numbers of women MPs who competed with men fell from 16 in 2006 to 11 in 2011; and of the 129 women MPs, 112 represent districts as a result of affirmative action. This shows that women have not yet broken through the barriers of competing with men for a political position (Musinguzi 2013)

While many women had hoped that this seat would be a training ground for more women to enter Parliament, those that gain the seat find it safer to keep it than to compete with a man even after two or three terms. Obviously, a number of opportunities in Uganda have a relatively conducive atmosphere for women political leadership. However, significant challenges still exist (Praeger and Ahikire, J. 1994).

1.2 Statement Problem

Despite the existence of girl child education, little effort has been made to in promoting women participation in politics. The gap has been brought about a number of factors. These factors include limited funds, ignorance by the society, and lack of commitment by the authorities to make the campaign work. Due to limited funding from the government, girl child education has not been able to deliver the required standard to promote women's participation in politics.

Women who participate in politics face significant challenges in the field of politics. Most community still perceive women as inferior creatures therefore, regardless of their education levels they have to fight hard to convince the community that they are fit to be in the political arena. Most women fail to succeed in politics not because they are incompetent but because they are women. The few women who have succeeded in politics are not highly rated like men.

1.3 The Purpose of the Study

The purpose of the study is to examine girl child education and women's participation in Politics.

1.4 Objectives of the Study

1.4.1 General Objective

(i) The study will establish the relationship between girl child education and women's participation in politics in Hoima Municipality.

1.4.2 Specific objectives

(ii) To examine the role of girl child education in women's participation in politics in Hoima Municipality.

(iii) Establishing the challenges of girl child education in promoting women's participation in politics in Hoima Municipality.

(iii) To establish the solutions to the challenges of girl child education in promoting Women's participation in politics in Hoima Municipality.

1.5 Research Questions

(i) What is the role of girl child education in women's participation in politics in Hoima Municipality?

(ii) What are the challenges of girl child education in promoting women's participation in politics in Hoima Municipality?

(iii) What are the solutions to the challenges of girl child education in promoting Women's participation in politics in Hoima Municipality?

1.6 Scope of the Study

1.6.1 Geographical scope

The study will be conducted among urban schools in Hoima Municipality. Hoima Municipality is an administrative division and is located in Hoima District, mid-western Region of Uganda. It is headed by the mayor. Hoima district is located along Kampala Buliisa road. Hoima Municipality is 120 kilometres from Kampala; it is bordered by Lake Albert in the West, Buliisa district in the North, Masindi Municipality in the West, Kagadi district in the south and Kiboga in the East. The estimated terrain elevation above sea level is 1445 Meters. Latitude: -0°36'31.14", Longitude: 30°39'26.35" and it is the superior administrative division in Hoima district. Hoima

Municipality is mainly divided in four divisions which are Mparoo, Bujumbura, Kahoora and Businsi division. Every division is governed by chairman LC 3 and the division counselor.

1.6.2 Content Scope

The study will focus on girl child education and women's in politics. The study has three objectives which include to examine the role of girl child education in women's participation in politics in Hoima Municipality, establishing the challenges of girl child education in promoting women's participation in politics in Hoima Municipality and to establish the solutions to the challenges of girl child education in promoting Women's participation in politics in Hoima Municipality.

1.6.3 Time Scope

The study will consider a period of 3 years, between 1901 up-to-date. To effectively capture the impact of girl child education to women's in politics. The literature content include period from 1901 up-to-date because this period has been relatively stable both economically and politically and this was the period in which the girl child education campaign was introduced to promote women's rights and ensure gender balance in societies in Uganda

1.7 Significance of the Study

To the researcher

The research will help the researcher to put to use various theories, skills and knowledge studied in class into practice. Therefore the researcher will have a chance to apply various research methods studied in class to produce a well detailed research report. The research will be of a great importance to other researchers who will be interested in conducting further research on the topic. The research will guide other researchers on how to do their research the researchers will also use the research for comparison purposes.

To the government

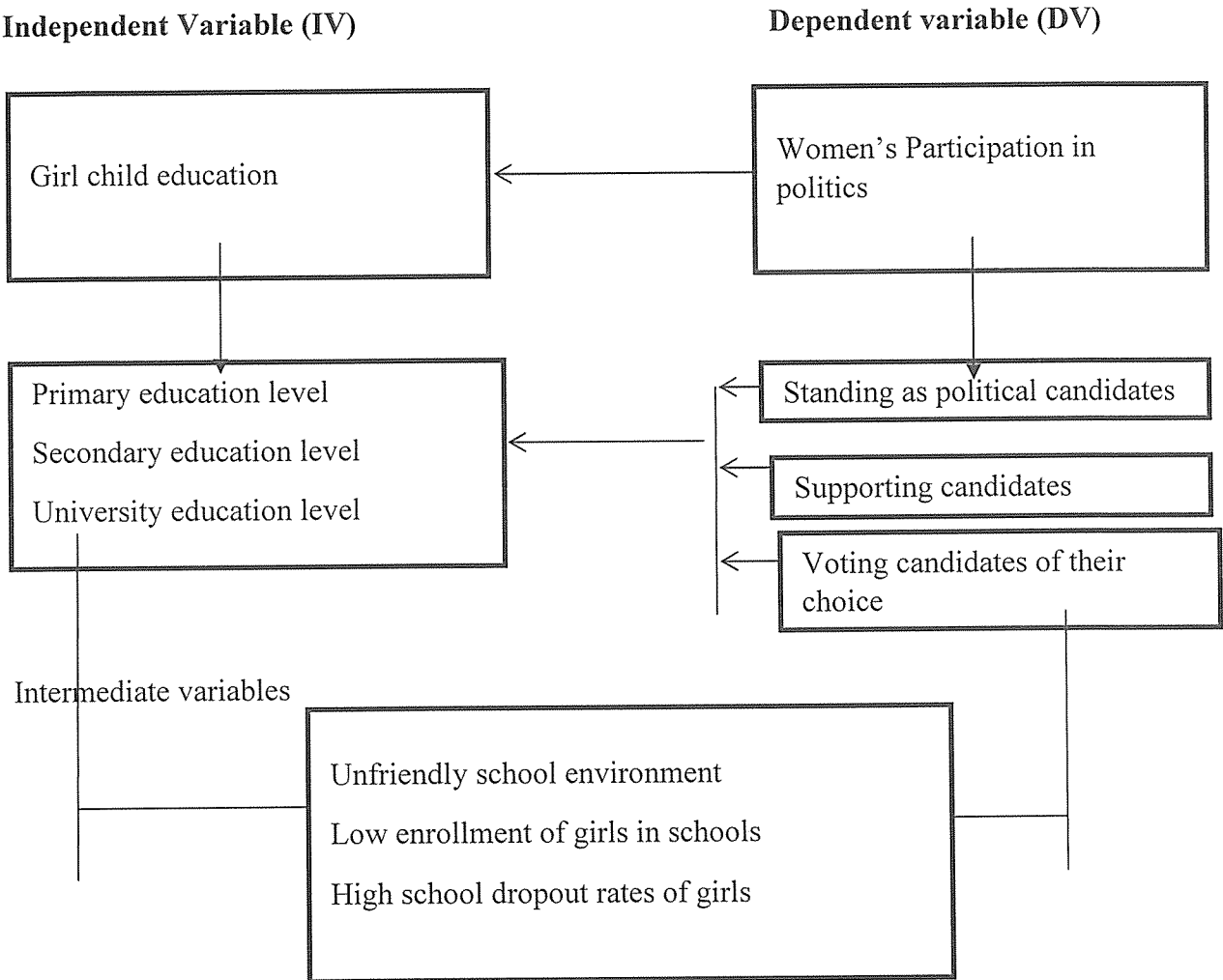
The will research provide government and Municipal institutions, planners and human right agencies with the necessary information regarding the impact of girl child education and women's in politics to enable them identify areas which need improvement.

To the community of Hoima Municipality

The study will enable the community to understand the challenges or problems facing the girl child education and women's participation in politics, and how to handle them, since the study will provide detailed information on how to overcome the challenges.

1.8 Conceptual framework

Figure 1.1



Source: Primary data (2017)

Figure 1.1: Girl child education in this context has been a central factor in determining the level of women's participation in politics in Uganda. Girl child education is majorly in three levels in Uganda these include the primary level, secondary level, and the university level. On the other side the participation of women in politics is also mainly in three levels, which include Standing as political candidates, supporting candidates, and voting candidates of their choice. However, there exist intermediate factors which intervene between the independent and dependent variables, these factors include unfriendly school environment, low enrollment of girls in schools, and high school dropout rates of girls in schools.

Girl child education at the primary level has given confidence to women to elect candidates of their choice. Women who finished primary education are being elected to head village committees, to be village local council one chair persons and among other low level political positions in Uganda.

Secondary education has provided women with the confidence they need to stand as supporting candidates. In Uganda every woman or a girl who has completed senior six can be allowed to contest for the position of a Member of Parliament to represent her constituency in the Ugandan parliament. A woman can either contest as a female Member of Parliament or as any other ordinary Member of Parliament. This level also gives girls or women the confidence they need to run as councilors in their constituency. However women can also participate in politics at a district level as LC5s, Municipal level as mayors, and division level as LC3s.

Girl child education at the University level has enable women to stand as political candidates. At the national level University education is not a mandate or a requirement for participation but it provides the necessary confident and exposure the female candidate needs. Over the years in Uganda we have always had female politicians contesting for the position of the president of the republic of Uganda.

However, it should be noted that factors likeunfriendly school environment, low enrollment of girls in schools, and high school dropout rates of girls in schools have significant influence on both the dependent and independent variables.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter critically represents the review of the existing literature related to girl child education and women's participation in politics. The chapter also explains different objectives basing on the existing literature; these include establishing the relationship between girl child education and women participation in politics, to find out the importance of girl child education to women's participation in politics and to determine the progress made by women politicians.

2.1 The role of girl child education in women's participation in politics

"If you educate a man you educate an individual, however, if you educate a woman you educate as well a leader of tomorrow. Women education means mother nation political empowerment". Women education in Africa plays a very important role in the overall development of the country and promoting women politicians. It not only helps in the development of half of the human resources, but it also helps in improving equality in the political arena. If it is said that education is the key to all problems, then it works too for women's seeking a political career. Thinkers have given a number of definitions of education but out of these definitions, the most important definition is that which was put forth by M. Phule. According to M. Phule, "Education is that which demonstrates the difference between what is good and what is evil". If we consider the above definition, we come to know that whatever revolutions involving girl child education and women politicians that have taken place in our history, education is at the base of them. Education means modification of behavior in every aspect, such as mentality, outlook, and attitude (Goetz, 2003).

Educated women not only tend to promote education the participation of women in politics, but also can provide better guidance to all their children. Moreover besides politics, educated women can also help in the reduction of infant mortality rate and growth of the population. Obstacles: Gender discrimination still persists in India and lot more needs to be done in the field of women's education in India. The gap in the male-female literacy rate is just a simple indicator. While the male literary rate is more than 82.14% and the female literacy rate is just 65.46%.

(b). the women were considered only house wife and better to be live in the house (Jones and Gaventa, 2002).

Women empowerment through education

Women empowerment is the pivotal part in any society, state or country. It is a woman who plays a dominant role in the basic life of a child. Women are an important section of our society. Education as means of empowerment of women can bring about a positive attitudinal change regarding the participation of women in politics. It is therefore, crucial for the socioeconomic and political progress of India.

The Constitution of India empowers the state to adopt affirmative measures for prompting ways and means to empower women politicians through education and training. Education significantly makes difference in the lives of women.³ Women Empowerment is a global issue and discussion on women political right are at the fore front of many formal and informal campaigns worldwide. The concept of women education empowerment was introduced at the international women conference at NAROIBI in 1985. Education is milestone of women empowerment because it enables them to responds to various political challenges, to confront their traditional role and change their life. So we can't neglect the importance of education in reference to women empowerment (Furley and Katarikawe, 1999).

To see the development in women education India is regarded as an upcoming super power of the world in recent years. The increasing change in women education, the empowerment of women has been recognized as the central issue in determining the political status of women. For becoming super power we have mostly to concentrate upon the women's education. By which it will force on women's participation in politics. As per united national development fund for women (UNIFEM) the term women's political empowerment means:

- Acquiring knowledge and understanding of political, gender relations and the ways in which these relations may be changed.
- Developing a sense of self-worth, a belief in one's ability to secure desired changes and the right to control one's life.
- Gaining the ability to generate choices exercise bargaining power.
- Developing the ability to organize and influence the direction of social change, to create a more just social and economic order, nationally and internationally. Thus, political empowerment

through women's education a psychological sense of personal control or influence and a concern with actual social influence, political power and legal rights. It is a multi-level construct referring to individuals, organizations and community. It is an international, ongoing process centered in the local community, involving mutual respect, critical reflection, caring and group participation, through which people lacking an equal share of valued resources gain greater access to the control over these resources (Bonnin, 2000).

2.2 challenges of girl child education in promoting Women's participation in politics

The literature exploring these developments has challenged conventional explanations of girl child education in promoting women's participation in politics, until very recently, mostly drawn on women's experiences in Europe, North America, Australia and New Zealand. The factors that had, for example, traditionally been used to explain rates of female legislative representation included the type of electoral system, with proportional representation being more favorable to women. It also included party and district magnitude, levels of socioeconomic development, women's education and workforce participation, party ideology, religion and culture. These factors do not explain the main dynamics we are witnessing in Africa or much of the rest of the world today (Hassim, S. 1999).

The gradual increase of female representation in Scandinavia used to be the model that everyone looked to in the past, when the Nordic countries were alone in enjoying the highest rates of female representation. This Nordic model has now been replaced by what Danish political scientist Drude Dahlerup has called the 'fast track' model, which is evident in African countries that have experienced dramatic jumps in female parliamentary representation primarily through the adoption of electoral quotas. Since the mid-1990s, the focus on electoral systems like proportional representation systems as a key explanatory factor in explaining female legislative representation now needs to be accompanied by other institutional factors such as the introduction of women's educational quotas because of the developments we have seen in Africa, and elsewhere (Bonnin, D. 2000).

In the decades leading up to 1995, only six countries in sub-Saharan Africa had adopted quotas, while today more than half (25 out of 48) of all sub-Saharan African countries have adopted gender quotas which are measures that increase the chances of women being elected to office.

The 1995 UN Conference on Women held in Beijing helped spur these trends by adopting a Platform of Action that encouraged countries to advance women's political leadership (Nyamu et al 2001).

There have been basically three types of quotas introduced to influence legislative representation of women, the first two of which are most commonly employed in Africa: 1) Reserved seats, mandated by constitutions or legislation or both, set aside seats for which only women can compete, guaranteeing from the outset that a predetermined percentage of seats would be held by women. 2) Voluntary quotas adopted by parties, regardless of whether there is a legal mandate. 3) *Compulsory quotas*, which legally require all parties to include a certain percentage of women on their candidate lists. They generally do not mandate where they should be placed on the list, which is crucial to the success of such a provision. Few such arrangements are found in Africa. These tend to be less successful mechanisms because they are imposed on parties.

Thus, the adoption of quotas, particularly in Africa, has forced new understandings of what accounts for female political representation globally (Edwards and Chapman, 2000).

The African experiences are also challenging conventional understandings of the impact of religion on women's rights on girl child education. Religiosity and, in particular Islam, has been seen by comparative scholars like Pippa Norris and Ron Inglehart as constraints on women's political representation.

However, many of the countries that have adopted quotas in Africa have significant Muslim populations, including Tanzania, Mauritania, Senegal, Eritrea, Sudan, Niger, and most recently Somalia. This trend has now continued in all the countries in the Maghreb, including Libya, Algeria, Tunisia, Mauritania and Morocco. Muslim-majority countries have been motivated to adopt quotas for a variety of reasons: as a result of pressures from women's movements and from female elites; in an effort to comply with changing international norms and donor pressures; and in an attempt to win women's votes (Sokoni, N. 1995).

A global cross-national study done by Alice Kang and myself shows that these patterns in Africa are replicated globally and one can no longer say that Muslim countries in general have proportionately lower rates of female representation, especially when region and quotas are factored into one's model. Even the Middle East, which has been particularly slow in advancing

women's rights and political leadership, is beginning to increase women's political presence. This is not to say that there aren't serious constraints on women in predominantly Muslim countries, but it is important to note that when it comes to one of the key indicators of gender equality — that of women's legislative representation — the patterns are rapidly changing.

The literature on the most recent third wave of democratization has shown that its impacts on gender equality were initially rather disappointing in Latin America and East Europe. In some of these countries, women's movements declined and women's organizations and their leaders were coopted by political parties and governments as political processes became institutionalized. In contrast, in Africa (and East Asia), democratization was accompanied by an expansion of women's rights, however limited, as political transitions opened up political space that gave women new possibilities for mobilizing to demand political rights. Nevertheless, we may now be seeing the limits of this change in opportunity structures for women in countries like South Africa (Thomas, L.1992).

Democratic and non-democratic countries have similar levels of women's political representation in Africa, in part, because of the adoption of quotas by non-democratic countries like Rwanda and Uganda. However, new empirical studies now show that the expansion of civil liberties, in particular, fuel the growth of women's legislative representation further down the road, suggesting that increased political space allows for women's mobilization for representation. Thus, it is democratization, rather than levels of democracy, that may be more important in explaining the relationship between democracy and women's political representation. This is particularly important on a continent like Africa, where the big shift in the 1990s was not towards democracies, but rather from authoritarian regimes to hybrid regimes that are neither fully democratic nor authoritarian and where we have seen reversals in countries like Mali (Sokoni, N. 1995).

Post-Conflict Impacts on girl child education in promoting women's participation in politics

The changes in women's political advancement have been most noticeable in post-conflict countries, especially after 2000. This is also something that was not evident when studies of women and politics focused only on the global North. Post-conflict countries in Africa have twice as many women in legislatures as non-post conflict countries in the continent. Having

experienced more conflicts than any other part of the world, these trends have been more pronounced in Africa but they are also evident in other parts of the world for many of the same reasons in the post 2000 period, for example, Nepal, East Timor, Nicaragua, Serbia, and Algeria.

Post conflict countries in Africa have also passed twice as much woman-friendly legislation when compared with non-post-conflict countries, and they have made the most constitutional reforms in women's rights. In particular, they have pushed for legislative quotas for women far more than other countries; they are challenging customary law; working to ensure land rights, and passing laws around violence against women often at double the rates we see in non-post-conflict countries. While these trends are most pronounced in countries that have experienced long and deadly wars, they are also evident in countries that have experienced violent political upheaval (such as South Africa and, more recently, Kenya).

I am currently writing a book about these developments. I explain these changes by a convergence of three developments that are global, but have a particular African dimension to them, making the trends most visible in Africa. Firstly, these trends became evident after a precipitous decline in conflict, especially after 2000. The end of the Cold War influenced some of these changes. There was also the increased importance of international and regional peacekeeping efforts, greater efforts regarding diplomacy and peace negotiations to end conflict, and the increase in influence of peace movements. The effect on societies and gender relations was much more profound in these post-conflict countries. These patterns are primarily evident after in civil conflicts, which unlike interstate wars required a renegotiation of the polity (Hassim, S. 1999).

The decline of conflict often created opportunity structures like peace negotiations and constitution-making exercises that allowed women activists to press for a women's right's agenda and increased representation. The absence of such opportunity structures denied women and other civil society actors the ability to assert their interests and the lack of national reconciliation made it even harder to articulate a crosscutting set of interests among women. Thus, where conflicts ended with the decimation of the rival force, there was no impetus for peace talks, hence less opportunities for women to assert their interests. This was the case in Angola, when in 2002, UNITA leader Jonas Savimbi was killed and the government threatened

to decimate the rebel movement, but did not do so as a result of pressure from the peace movement. Although one saw the adoption of quotas in Angola, there was much less mobilization around other women's rights demands in ways that were evident in other post-conflict countries (Thomas, L.1992).

Secondly, there was a change in international norms regarding women's political representation and women's rights more generally. This influenced not only domestic women's movements through the increase in donor funding of women NGOs, but it also influenced the activities of multilateral agencies, e.g., the United Nations and the World Bank, and of donors more generally. Post conflict countries were particularly susceptible, in part, because they were more dependent on donors. Those countries that have been most inclined to comply with international treaties regarding women's rights have also been the most donor dependent.

Thirdly, the end of conflict also disrupted gender roles and relations and created incentives for women to demand greater rights and representation. This was especially evident in countries that had undergone major conflict, where conflicts were long in duration and/or had large numbers of casualties. The presence of women combatants in countries like Liberia and Sierra Leone challenged existing gender norms as did women's roles in peace movements. The gender disruptions were evident both in countries where women were active in battle and in peace movements or both, but these changes were not as evident where women played neither role in the conflict (Thompson, J 1983).

The decline of conflict also created a political opening, although often not a very large one. But the opening was sufficient to allow for the emergence of new autonomous women's movements of the kind that had sprung up throughout Africa, especially after the 1990s. In some countries, these movements had their origins in peace movements during the war (e.g., Sierra Leone and Liberia). In other countries they emerged after the conflict was over (e.g., Uganda). During war, women's organizations attempted to influence formal peace talks, and after the conflict they sought to influence women's political leadership, constitution-making and legislative reforms. But they also engaged in extensive informal mobilization. In a country like Liberia, they organized rallies and boycotts, promoted small arms confiscation and reconciliation

ceremonies, and negotiated with small groups of rebels to disarm. Other strategies during war included media work through the radio, and organizing workshops to promote peace with warlords and rebel leaders. In northern Uganda, women's organizations negotiated for the release of captured child soldiers (Edwards and Chapman 2000).

I spoke with the leader of a Bomi women's organization in Liberia last summer who explained what these gender disruptions meant at the local level: 'During the war we got to know our value because we were forced to find food for the children; men could not go out. When Ellen [Johnson-Sirleaf] took over things changed for women. We praise God for the leaders God gave us. Women can speak anywhere [in public] now. In the past, women were in the back and were silent. If we did speak, nothing would happen. Women did not read and write. Women stayed at the back too long, and now we have decided to speak for ourselves. There are now more girls going to school in Bomi. We have had 'climate change.' Now more women carry money, more women are in business. Women are now trading and doing business as far as Nigeria and Guinea. In the past they only did business in Liberia.' I heard many similar comments after the conflict in Uganda when I first started working there in the early 1990s. Today in Uganda women are running businesses, universities and parliaments (the speaker of the house is a woman). They are taking positions that were unimaginable prior to 1986: Women are carpenters, novelists, and mechanics and race car drivers. The change is very palpable for anyone who lived through the years of conflict (Thompson, J 1983).

Finally, women are often perceived, rightly or wrongly, as outsiders to politics. They are seen as not having fomented conflict. This gave them greater credibility in the newly reconstituted political order. These perceptions may not have always been accurate, but they are there and have given women added credibility in seeking office. African Influences on Women's Rights Globally

In addition to these post-conflict dynamics, there are yet other areas where the scholarship in Africa is shaping and challenging broader understandings of gender and politics. One of these has to do with African influences on global women's rights discourse.

There has long been a tendency in Western scholarship to see international influences in women's rights as external to Africa. Africa not only has absorbed international women's rights norms and practices, but it has contributed to them as well. Ideas and practices have emerged from Africa and spread elsewhere and for this reason it is important to acknowledge the ways in which African women's movements have, and are, influencing these global trends.

The marginalized position of Africa in the global context has often blurred the contribution of African women to many discourses of the global women's movement. Also the international media has had little interest in African women, except to portray them as hopelessly mired in traditional practices such as genital mutilation or as helpless victims of war and famine.

The extensive documentation of the women's movement in Europe and the United States has often overshadowed the contributions of the women's movements outside these regions, creating the misinformed perception that women's activism globally was a byproduct of Western feminist movements. Women in Africa, especially after the mid-1970s, started protesting such characterizations and increased efforts to document their own movements. The Association of African Women for Research and Development (AAWORD), for example, was formed in 1976 in response to experiences at the first UN conference on women held in Mexico in 1975. AAWORD sought to promote scholarship among African women scholars, in part, as a response to the domination of research on women in Africa by Western scholars and the lack of availability of scholarship on women in Africa. African scholars were critical of the condescending and patronizing assumptions of Western scholars that did not regard African women as capable of looking after their own interests (Edwards and Chapman 2000).

African women's movements continue to actively define their own agendas towards girl child education. They have helped influence the combination of the rights-based and development-based approaches to women's advancement. Global feminism is a more South-centered movement than ever before, and African women leaders have significantly contributed to bringing about this transformation.

African contributions to transnational women's rights activism have been especially important in the areas of violence against women, women and conflict, the girl child, financing women's entrepreneurship which was influenced by pioneers like Esther Ocloo in Ghana, opposing female

genital cutting, analyzing the role of government vs. NGOs in service provision, and, increasingly, encouraging discussions about women and political decision making and the adoption of quotas(Hassim, S. 1999).

Girl child education's contributions to policy were also to be seen in global fora. Coming from a continent that has experienced a great many of the world's civil conflicts, African women were very proactive in promoting issues of peace and peacemaking in international fora and in confronting various heads of states. African women, in particular, made peace a central issue at the UN Beijing conference on women in 1995. Their efforts contributed greatly to the passing of the UN Security Council Resolution 1325 on 31 October 2000 to include women in peace negotiations and give them roles in peace-keeping missions around the world(Edwards and Chapman 2000).

2.3. Solutions to the challenges facing Women's participation in politics

Women face several obstacles to participating in political life. Structural barriers through discriminatory laws and institutions still limit women's options to run for office. Capacity gaps mean women are less likely than men to have the education, contacts and resources needed to become effective leaders(Edwards and Chapman 2000).

As the 2011 UN General Assembly resolution on girl child education in promoting women's political participation notes, "Women in every part of the world continue to be largely marginalized from the political sphere, often as a result of discriminatory laws, practices, attitudes and gender stereotypes, low levels of education, lack of access to health care and the disproportionate effect of poverty on women."

Individual women have overcome these obstacles with great acclaim, and often to the benefit of society at large. But for women as a whole, the playing field needs to be level, opening opportunities for all(Thomas, L.1992).

UN's Solutions

UN Women's programs on leadership and participation are guided by a history of international commitments to women's representation. The Convention on the Elimination of All Forms of Discrimination against Women upholds women's right to participate in public life, while the Beijing Platform for Action calls for removing barriers to equal participation. The Millennium

Development Goals measure progress towards gender equality in part by the proportion of women in parliamentary seats (Thompson, J. 1983).

Towards these ends, we provide training for women political candidates to help build their capacities, and offer voter and civic education and sensitization campaigns on gender equality. We back gender equality advocates in calling on political parties, governments and others to do their part in empowering women. Other initiatives encourage young men and women to engage in advocacy around making gender equality measures central to public policymaking.

UN Women advocates for legislative and constitutional reforms to ensure women's fair access to political spheres—as voters, candidates, elected officials and civil service members. We collaborate with UN country teams and work with civil society on programs so that elections uphold women's rights, including to vote and campaign free from electoral violence (Edwards, J. and Chapman, C. 2000).

CHAPTER THREE

3.0 Introduction

This chapter will specifically focus on the research area, population of study, area of the study, sampling design, sources of information, data collection instruments, validity and reliability, research procedures, data analysis and presentation, ethical consideration and research limitation.

3.1 Research Design

In this case the researcher will employee; Descriptive research design for qualitative data analysis. The study will employ quantitative research designs to determine the quantitative terms and to the extent which variables are related.

The quantitative pattern will be used in the manner that it will utilize the techniques and measurement that generate quantifiable data or numerical and statistical tool will be used to ide the analysis. On the qualitative the study will be employed to obtain in depth perspective of the respondents.

3.2 Population of the study

Hoima Municipality has a total population of over 150,000 people. The people to who will take part in the study will be selected at random. The categories of people from which the sample size will be selected will include local ordinary residents of Hoima Municipality, municipality councilors, school girls within the Municipality. The respondents will be between 16-60 years of age.

3.3 Sample size

There are various ways of determining the sample size, but for this particular study the researcher will use the Slovene's formula to determine the minimum sample size of the study

n=Sample Size Unknown

N=Total population of Hoima Municipality

e= Probability error

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

$$n = \frac{150,000}{1 + 150,000 (0.05)^2}$$

$$n = \frac{150,000}{1 + 150,000 (0.0025)}$$

$$n = \frac{150,000}{376}$$

$$n = 399 \text{ respondents}$$

3.4 Sampling Procedures

The selection of respondents will be based on three techniques: purposive sampling, stratified sampling and simple random sampling. The reason for choosing these three techniques is because they are simple to apply. Stratified sampling will be used to select respondents from the ordinary people, while simple random sampling will be used to select respondents from Hoima Municipal Council and purposive will be used in selecting school girls to participate in the study. The necessary steps will be taken to ensure that all respondents are well represented in the study.

3.5 Methods of Data Collection

Questionnaires

These are one of the efficient data collection tools, they help a researcher to determine what is required and how to measure variables of interest. The researcher will personally administer the questionnaires to the required respondents. The importance of the questionnaires is that they save time especially when the researcher is dealing with a large geographically scattered population. The questionnaires can also be stored for future reference, and they also give answers which are straight forward.

Document Analysis

Relevant documents like newspapers, internet journals, personal documents and many others will be consulted for triangulation purposes. This data will be collected and they will be used to address issues concerning the child education and women participation in politics.

3.6 Validity and reliability

Validity

Validity refers to accuracy and meaningfulness of inferences which are based on results. The research instruments used in the study were validated in terms of face validity and content. The technique related to content will help to measure the degree to which the contents of the questionnaire reflect the areas covered.

Reliability

The researcher will measure the reliability of the questionnaires to determine its consistency in testing what they are intended to measure. The test re-test technique will be used to estimate the reliability of the instruments.

The research instruments will be submitted to content experts to evaluate their relevance, flow, wording and clarity of questionnaire or items in the instrument, after which a content validity of the questionnaires

3.6.1 Data Gathering Procedures

Before data gathering

The letter was secured from the college of humanities to conduct the study after the permission from Hoima Municipal council.

There will be actual interviews on appointment and questions collected with or without response. The permission to conduct the research will be upon approval of proposal.

The researcher will orient and brief her research assistants on the sampling and data gathering procedures.

The questionnaire for actual distribution will be prepared and coded accordingly.

Non standardized instrument will be tested for validity and reliability.

During Data gathering

The respondents will be requested to answer the questionnaire as objectively as possible and not to leave any opinion unanswered.

The researcher emphasized that picking of the questionnaires will start five days after the distribution of the questionnaires.

During the collection of the questionnaires, all collected questionnaires will be verified to ensure that all are properly attended to and answered.

After data gathering

The data gathered will be collated, organized and entered into excel for data analysis and distribution.

3.7 Data Analysis

Correlation analysis will be used to find out the relationship between variables. Correlation will be used to find out the relationship between girl child education and women participation in politics in Hoima Municipality where the research will be conducted. In this case the Pearson linear correlation coefficient to determine the relationship between girl child education and women's participation in politics.

3.8 Ethical Consideration

To ensure confidentiality of the information provided by the respondents and to ascertain the practice of ethics in the study, the researcher will implement the following activities:

The respondents and the states will be coded instead of reflecting their names.

The researcher will have to acquire an introductory letter from the college of humanities at Kampala international University that will introduce her to the concerned authorities.

Solicit permission through a written request to the concerned officials of commercial transporting agents to be included in the study.

Acknowledge the authors quoted in the study through citations and referencing.

The findings will be presented in generalized and acceptable manner.

3.9 Limitation of the study

The study is more likely to face the following limitations

Most of the departments and organizations in Hoima Municipality are always busy and occupied most of the time. Therefore it will be difficult to attract their attention. However the researcher will have to make appointments and deliver questionnaires to overcome the problem.

Hostility of the people in Hoima Municipality may make limit the study. Most people in Hoima Municipality are not good at entertaining questions. Therefore it will be difficult to get all the selected respondents on track to participate in the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presents data presentation, analysis and interpretation of findings.

4.1 Socio-demographic characteristics of respondents

The respondents were asked to state their socio-demographic characteristics and below are their responses

4.1.1 Distribution according to gender of respondents

The study involved both male and female respondents. This was done in order to ensure gender equality views of male and female respondents

This was done in order to ensure gender that both male and female were equally represent in the research study.

Table1: Represents the distribution of respondents according to Gender

Gender	Frequency	Percentage
Male	199	49.9
Female	200	50.1
Total	399	100

Source: Primary Data, 2017

The result from table 1 shows that the number of female respondents was slightly higher than that of male respondents with a percentage of 50.1 % and 49.9% respectively. The reason being that the study was most centered on women. In the researchers view females were slightly higher than the males because the study was mostly centered on women. Therefore the response of women was very important in this study (Goetz, 1998).

4.1.2 Distribution of respondents according to age bracket

The study involved different people with different age brackets from 15-46 and above. This was done to ensure that proper and genuine results are given from the respondents

Table 2: Represents age bracket of respondents

Age	Frequency	Percentage %
15-25	50	12.5
26-35	99	24.8
36-45	200	50.1
46 and above	50	12.5
Total	399	100

Source Primary Data, 2017

The result from Table 2 show that 12.5 % of the respondents were aged 15-25 years of age, 24.8% were aged 26-35 years, 50.1% were aged between 36-45 years and 12.5% are aged 46 years and above. Most of the respondents were aged between 36-45 years, the reason being that this the most educated age bracket and active in politics. In the researcher's view most of the respondents were aged between 36-45 years because this is the age which is most active in politics. Girls of a young age rarely participate in politics. Therefore, with this age bracket the researcher was able to get a mature response on girl child education and women's participation in politics.

4.1.3 Distribution of respondents according to education background

The respondents involved in the study had different education levels. The respondents involved were from degree level, diploma, secondary and primary school. In table three below are their responses

Table 3: Represents the education background of respondents

Education background	Frequency	Percentage %
Degree	200	50.1
Diploma	100	25.1
Secondary	59	14.8
Primary	40	10
Total	399	100

Source: Primary Data, 2017

Table 3 above, shows that the majority of the responds where university students pursuing education at diploma and degree levels with a percentage of 25.1% and 50.1% respectively. Then 14.8% of the respondents were in secondary schools and 10% were in primary schools. In the researchers view this was due to the fact that university students are the future of women activists and politicians in Hoima Municipality more especially girls. University education trains strong leaders compare to lower levels of education such as primary level and secondary level. This shows that the girl child and women as a whole were well represented.

4.1.3 Distribution of respondents according to marital status

The study also required respondents to disclose the information relating to their marital status. Their response where as follows in table 4

Table 4: Represents distribution of respondents according to marital status

Marital status	Frequency	Percentage %
Single	250	63
Married	100	25.1
Widowed	39	9.8
Divorced	10	2.5
Total	399	100

Source: Primary Data, 2017

From the data in the table 4 above, majority of the respondents were single with a percentage of 63 %, 25.1% of the respondents were married, 9.8% of respondents were widowed and 2.5% of respondents were divorced. However, the majority of the respondents being single is driven by fact that most respondents in Hoima Municipality are not married officially.

4.2 The role of girl child education in women's participation in politics in Hoima Municipality

The first research question was “examine the role of girl child education in women's participation in politics”. Girl child education has played a great role in promoting women's participation in politics. The responses of the respondents on the roles of girl child education was tabulated in table five below.

4.2.1 Girl child education provides necessary knowledge and skills needed

Education is regarded as a fountain of knowledge. Therefore it is very important in providing the necessary skills and knowledge women need to participate in politics.

Table 5: Represents the views of the respondents on whether girl child education provides necessary knowledge and skills needed to women to participate in politics.

Response	Frequency	Percentage %
Strongly agree	176	44.9
Agree	60	15.1
Strongly disagree	70	17.5
Disagree	50	12.5
Not sure	40	10
Total	399	100

Source: Primary Data, 2017

From table 5 above, shows that the majority of the respondents (60%) agree with the statement that girl child education provides necessary knowledge and skills needed to promote women's participation in politics, 30% of the respondents disagreed, and 10% respondents were unsure. In

the researcher's view the majority of the respondents agree with the fact that girl child education provides necessary knowledge and skills needed. This is because most people believe that knowledge is acquired through education and training. Education also helps in developing ones skills (Goetz, 2003).

4.2.2 Girl child education increases women's confidence to participate in politics

It is known that education is key in determining the level of confidence of an individual. Therefore, it is also as regarded as a key instrument in increasing women's confidence to participate in politics.

Table 6: Represents the responses of the respondents on whether girl child education increases women's confidence to participate in politics

Response	Frequency	Percentage %
Strongly agree	179	44.9
Agree	70	17.5
Strongly disagree	60	15.1
Disagree	50	12.5
Not sure	40	10
Total	399	100

Source: Primary Data, 2017

From table 6 above, the majority of (62.4%) agree with the statement that girl child education increases women's confidence to participate in politics, 27.6% of the respondents disagree with the statement, and 10 % of the responds are not sure. Therefore the table shows that most people agree with the above stated statement. In the researcher's view it is true girl child education increases women's confidence to participate in politics. Women who have had education up to higher levels have high confidence of expression to those who have stopped at lower levels or even who have not gone at school at all (Hassim, 1999).

4.2.3 Girl child education enables women to build a network of women politicians.

Girl child education helps girls to get exposed to various individuals with strong political legacies. This makes it easy for women to establish connection with these people which can help them in succeeding in a political.

Table 7: Represents the response of the respondents on whether girl child enables women to build a network of women politicians.

Response	Frequency	Percentage %
Strongly agree	60	15
Agree	40	10
Strongly disagree	179	44.9
Disagree	70	17.5
Not sure	50	12.5
Total	399	100

Source: Primary Data, 2017

From table 7 above, 25.07% of the respondents agree with the statement that Girl child education enables women to build a network of women politicians, majority of the respondents (62.4%) disagree with the statement and 12% of the respondents are not sure. The data in the table shows that the majority of the patients do not agree with the statement that Girl child education enables women to build a network of women politicians. In the researcher's view it is true because women focus on pleasing their bosses instead of connecting with their fellow women. Women in most cases tend to rival each other instead of cooperating with each other. Therefore, in most cases they fail to build a network of connection with each other.

4.2.4 Girl child education helps in building a foundation for women politicians

Girl child education is regarded as a key to women's success in politics. It is regarded as a foundation for women politicians.

Table 8: Represents the response of respondents on whether girl child education helps in building a foundation for women politicians

Response	Frequency	Percentage %
Strongly agree	70	17.5
Agree	179	44.9
Strongly disagree	60	15.1
Disagree	50	12.5
Not sure	40	10
Total	399	100

Source: Primary Data, 2017

From table 8 above, the majority of respondents(62.4%) agree with the statement that girl child education helps in building a foundation for women politicians, 27.6% of respondents disagree with the statement, while 10% of the respondents are not sure. In the researcher's view it is quite clear that the majority of people in agree with the statement, therefore it is true. Education is one of the pillars of women politicians, it helps to groom women politicians right away from young ages in lower levels of educations as female prefects to great leaders of tomorrow.

4.3 Challenges of girl child education in promoting women's participation in politics in Hoima Municipality

The second research question was "establishing the challenges of girl child education in promoting women's participation in politics in Hoima Municipality. Therefore, respondents were given the possible challenges of girl child education in promoting women's participation in politics in Hoima Municipality by the researcher to assess their views

4.3.1 Individual's negative perception towards girl child education

In the society most people do not believe in girl child education. They think that educating a girl child is a waste of time and money since they will soon be married.

Table 9: Represents respondents response on the fact that individuals have a negative perception towards girl child education

Response	Frequency	Percentage %
Strongly agree	120	30.1
Agree	100	25.1
Strongly disagree	89	22.3
Disagree	70	17.5
Not sure	20	5
Total	399	100

Source: Primary Data, 2017

The data from table 9 above shows that majority of the respondents (55.2%) agree with the statement Individuals have negative perception towards girl child education, while 39.8% of the respondents disagree with the statement, and 5% of the respondents are not sure. Therefore the data from table 9 above suggests that most people agree with the statement. Therefore, in the researcher's pinion it is true that Individuals have negative perception towards girl child education. This is a result of cultural backgrounds, in different cultures women are regarded as second class citizens. Their role is to do domestic work such as cooking, looking after children and many others(Jones and Gaventa, 2002).

4.3.2 Limited government intervention in promoting girl child education

According to some people, the government has not yet done enough to promote girl child education.

Table 10: Represents response of whether there is Limited government intervention in promoting girl child education

Response	Frequency	Percentage %
Strongly Agree	89	22.3
Agree	120	30.1
Strongly disagree	70	17.5
Disagree	100	25.1
Not sure	20	5
Total	399	100

Source: Primary Data, 2017

Form table 10 above, Majority of the respondents (52.4%) agree with the statement that there is limited government intervention in promoting girl child education, 42.6% of the respondents disagree with the statement, while 5% of the respondents are not sure. Therefore the data from table 10 indicate that most people agree with the above statement. Therefore it is true that there is limited government intervention in promoting girl child education. This means that the government has real given in less for the promotion of girl child education.

4.3.3 Limited funds to promote girl child education

The girl child education program has not been sufficiently funded by the government as it should.

Table 11: Represents response of respondents on whether there has been limited funds to promote girl child education

Response	Frequency	Percentage %
Strongly Agree	100	25.1
Agree	120	30.1
Strongly Disagree	89	22.3
Agree	70	17.5
Not sure	20	5
Total	399	100

Source: primary, Data 2017

Table 11, above shows that majority of the respondents (55.2%) agree with the fact that there is limited funds to promote girl child education, 39.8% of respondents do not agree with the fact, and 5% of the respondents are not sure at all. Therefore, table 11 shows that the majority of people think that there are limited funds to promote girl child education in Hoima Municipality. Therefore, in the researcher's conclusion there is limited funds to promote girl child education. The girl child campaign has faced funding problems especially in lower levels of education where there is high rate of school dropout.

4.3.4 Lack of commitment by stake holders to promote girl child

Commitment is a very important factor in this case. Without commitment nothing can be accomplished.

Table 12: Represents the response of respondent on whether there is lack of commitment by stake holders to promote girl child

Response	Frequency	Percentage %
Strongly Agree	95	23.8
Agree	115	28.8
Strongly Disagree	89	22.3
Disagree	75	18.8
Not sure	25	6.3
Total	399	100

Source: Primary Data, 2017

According to table 12 above, majority of the respondents (52.6%) agree with the fact that there is lack of commitment by stake holders to promote girl child in Hoima Municipality, 41.1% of the respondents disagree with the statement, while 6.3% of the respondents are not sure. In the researcher's view the data from table 12 above suggest that most people are in support of the statement above. Stake holders such as schools, parents, community and the government have not committed themselves to promoting girl child education in Hoima municipality. Girls dropout of school because of parents and teachers negligence.

4.4 Solutions to the challenges facing girl child education in promoting Women's participation in politics in Hoima Municipality

The third research question was "what are the solutions to the challenges facing girl child education in promoting Women's participation in politics in Hoima Municipality"

4.4.1 Increase in commitment by stake holders in promoting girl child education and women's participation in politics

Increasing commitment by stake holders would be a good step towards solving the challenge of lack of commitment among stake holders.

Table 13: Represents respondent's views on increase in commitment by stake holders in promoting girl child education and women's participation in politics in Hoima Municipality

Response	Frequency	Percentage %
Strongly Agree	150	37.6
Agree	95	23.8
Strongly Disagree	50	12.5
Disagree	80	20
Not sure	24	6
Total	399	100

Source: Primary Data, 2017

According to data from table 13 above, majority of the respondents (61.4%) agree with increase in commitment by stake holders in promoting girl child education and women's participation in politics in Hoima Municipality as a solution, 32.5% of the respondents disagree with the statement, 6% of the respondents are not sure. In the researcher's view the data from table13 suggests that the majority of the respondents agree with the statement, which is true in my opinion. Stake holders of girl child education such as parents, teachers and the government should increase their commitment to the program. The parents should make follow up to ensure that their girls are studying as they should, the teachers should also step up their efforts and educate girls in schools.

4.4.2 Increase in government intervention

Some people believe that the government has to setup efforts and increase its intervention in the girl child campaign.

Table 14:Represents response of respondent on whether there is need to increase in government intervention.

Response	Frequency	Percentage %
Strongly Agree	120	30.1
Agree	70	17.5
Strongly Disagree	80	20.1
Disagree	60	15
Not sure	69	17.3
Total	399	100

Source: Primary Data, 2017

According to table 14, majority of the respondents (47.6%) agree with increase in government intervention as a solution to challenges facing girl child education and women’s participation in politics, while 35.1% of the respondents do not agree with the statement, and 17.3% of the respondents are not sure. Therefore, the data from table 14 above suggests that the majority of people agree with the statement above. In the researchers view, it is true that the there is need to increase government intervention. The government has for long stepped aside in the girl child education campaign, the government should interview with serious force to anyone trying to sabotage the girl child education campaign. The government should also reach on ground to ensure that it deals with the high level of school dropout in girls.

4.4.3 Increase in government funding to promote girl child education

For a long time the government has been called upon to increase funding in girl child education campaign.

Table 15: Represents response of respondents on whether there should be increase in government funding to promote girl child education

Response	Frequency	Percentage %
Strongly Agree	80	20.1
Agree	120	30.1
Strongly Disagree	69	17.3
Disagree	70	17.5
Not sure	60	15
Total	399	100

Source: Primary Data, 2017

According to table 15 above, majority of the respondents (50.2%) agree with the statement that increase in government funding to promote girl child education, while 34.8% of the respondents do not agree with the statement, 15% of the respondents are not sure. Therefore, the data from table 15 above suggests that most of the respondents were in agreement with the statement above. In the researchers view it is true there should be increase in government funding to promote girlchild education. The government has not invested the funds need to get the program on track. Supervisors of girl child campaign at lower levels have not been well facilitated to cover more areas especially in rural areas.

4.4.4 Sensitizing the community of Hoima Municipality about the importance of girl child education

Without sensitizing the community on the values of girl child education in women participation in politics, the campaign cannot be successful.

Table 16: Represents respondent's views on sensitizing the community of Hoima Municipality about the importance of girl child education

Respondents	Frequency	Percentage %
Strongly Agree	120	30.1
Agree	80	20.1
Strongly Disagree	60	15
Disagree	69	17.3
Not sure	70	17.5
Total	399	100

Source: Primary Data, 2017

According to the data from table 16, majority of the respondents (50.2%) agree with the statement of sensitizing the community of Hoima Municipality about the importance of girl child education as a solution to challenges facing girl child education in promoting women's participation in politics, 32.3% of respondents disagree with the statement, while 17.5% are not sure. Therefore, the data from table 16 it is indicated that most of the respondents agree with the above statement. In the researcher's view, it is true sensitizing the community is one of the solutions to the challenges facing girl child education. The community need to be made aware of the roles of girl child education in grooming the women leaders of tomorrow. Most people in the society are still locked in negative cultural beliefs about the abilities of women, therefore it is important to help change their perspective about women.

CHAPTER FIVE

SUMMARY OF FINDING, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of findings, conclusions and recommendations of the research study. The researcher therefore, presents a detailed discussion of the result, draws conclusions and makes recommendation from the study.

5.1 Summary of findings

The summary of the findings is based on the data presented in chapter four of this study as given by the respondents.

5.1.1 Social demographic characteristics of respondents

In the findings from the demographic characteristic of respondents, very many aspects were considered which included gender, age bracket, education background and marital status. The findings therefore covered 399 respondents. The findings show that female respondents were 50.1% and their counterpart respondents male were 49.9%, the reason being that the study was most centered on women. Therefore girl child was well represented. The respondents were aged between 15-46 years, the reason being that these are the most practitioner's in politics. Also the respondent's education status was between primary levels of education to a degree certificate of education, this is because these are the future of political activists and politicians of Hoima municipality. This shows that the girl child and women as a whole were well represented. In the findings, most of the respondents were single with a % of 63, followed by married with a % of 25.1, widowed with 9.8% and the divorced with 2.5%. However the majority of the respondents being single is driven by the fact that most respondents in Hoima municipality are not married officially.

5.1.2 The role of girl child education in women's participation in politics in Hoima Municipality

In regard to the research question what is the role of girl child education in women's participation in politics in Hoima Municipality. Girl child education has played an important role in nurturing female politicians in Hoima Municipality. According to the findings in chapter 4, majority of the respondents agree that girl child education provides the required knowledge and skills for women to participate in politics. Findings further show that majority of the respondents

in Hoima Municipality believe that Girl child education helps in increasing women's confidence, and building a strong foundation for women politicians in Hoima Municipality. However, most of the respondents do not believe that girl child education is very crucial in building a network of women politicians.

5.1.3 Challenges of girl child education in promoting Women's participation in politics in Hoima Municipality

Given the role played by girl child education in promoting women's participation in politics, there are still a lot of challenges faced which need to be addressed. According to the study, Majority of the respondents believed that girl child education is not successful in promoting women politicians due to individuals' perception towards girl child education in Hoima Municipality. According to the study, majority of the respondents believed that girl child education is facing a challenge of limited government intervention in girl child education and women participation in politics and lack of commitment from stake holders.

5.1.4 Solutions to the challenges facing girl child education in promoting Women's participation in politics

Although girl child education still faces challenges in promoting women's participation in politics, there are various measures which can be taken by the government and stake holders to overcome the challenges. According to the findings majority of the respondents believe that increase in commitment by stake holders, increased in government intervention, and funding, sensitizing the community of Hoima Municipality are some of the measures which can be taken to overcome the challenges.

5.2 Conclusion

The conclusions from chapter four were made as follows:

From the findings of the study, it can be concluded that there is a strong relationship between girl child education and women participation in politics. According to the study, girl child education has been recognized by many people in Hoima Municipality as the central factor in promoting women's participation in politics.

In regard to the first research question “what is the role of girl child education in women’s participation in politics in Hoima Municipality”. Girl child education has provided the required knowledge and skills for women to participate in politics; girl child education has helped in increasing women's confidence, and building a strong foundation for women politicians in Hoima Municipality. Most findings in the study point to the fact that there is even a greater role which girl child education can play in women’s participation in politics.

In regard to the second research question “What are the challenges of girl child education in promoting women’s participation in politics in Hoima Municipality”. According to the study girl child education faces a number of challenges in promoting girl child education. These challenges according to the study include individual’s negative perception towards girl child education, limited government intervention in promoting girl child education, limited funds to promote girl child education and lack of commitment by stake holders. The challenges the mentioned above were presented to the respondents to give in their views. The data collected from the respondents suggested that most respondents agreed that those are the most challenges facing girl child education in promoting women's participation in politics.

For the third research question, “what are the solutions to the challenges facing girl child education in promoting Women’s participation in politics in Hoima Municipality?” The data from chapter four suggested a number of solutions to the challenges facing girl child education in promoting women’s participation in politics. According to the study, these solutions include Increase in commitment by stake holders, increase in government intervention, increase in government funding to promote girl child education, and Sensitizing the community of Hoima Municipality about the importance of girl child education.

5.3 Recommendations

Government

The government should step up efforts to promote girl child education in order to promote women’s participation in Hoima Municipality. The government has been so reluctant in promoting girl child education. The government should increase the funding for the program at every level of the society. The authorities responsible for supervising girl child education should be well facilitated in order to ensure that the program is making progress as intended. The

government should also increase intervention in girl child education in Hoima Municipality in order to ensure that all the stake holders involved in the girl child education campaign has played their role. The government should also put in place strict laws which to prevent embezzlement of funds intended for promoting girl child education. The government should also continue with the sensitization program of the community about the role of girl child education in promoting women's participation in politics.

The community of Hoima Municipality

The community should be supportive in promoting girl child education in order to increase women's participation in politics. Most people in Hoima Municipality to not believe in girl child education, most people think that girls are marriage materials, therefore there is no need to invest in their education. Lack of support from the community of Hoima Municipality has made the girl child education campaign lag behind. There the community should step up efforts to support girl child education in Hoima Municipality.

5.4 Areas for further research

The researcher recommends further research into the following areas;

- (i) Girl child education and community development in Uganda.
- (ii) Challenges facing girl child education in rural areas in Uganda.
- (iii) Girl child education and civil service in Uganda.