

**THE IMPACT OF GIRL CHILD EDUCATION ON WOMEN EMPOWERMENT IN
DECISION MAKING WITHIN THE HOUSEHOLD: A CASE OF
BUNGOKHO SUB – COUNTY, MBALE DISTRICT**

BY

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DECLARATION

I BIRIKE FARIDA, declare that this report is my original work and has never been presented to any University for award of any academic certificate or anything similar to such. I solemnly bear and stand to correct any inconsistency.

Signature: 

Date
19/09/2015

APPROVAL

This is acknowledge that this research dissertation has been under my supervision as university supervisor and is now ready for submission

Mr. MPABAISI K. TOM

Signature

.....

Date:.....

Supervisor

DEDICATION

I would like to dedicate this research work to my parents Mr. Waswaga Rashid, Ms Loy Sebakaki, and to all those have been supporting me through my education, Hiswa Kamu and to the almighty God.

ACKNOWLEDGEMENTS.

My heartfelt gratitude is extended to the almighty God,

My supervisor Mr. Mpambais K Tom, my lecturers for their sacrifice and moral support offered to me throughout my studies.

My friends, my family, Mbale District thank you so much for you sacrificed a lot, may the Almighty God bless you.

LIST OF ABBREVIATIONS

UN	United Nations
UPE	Universal Primary Education
USE	Universal Secondary Education
NAADS	National Advisory for Agriculture And Development
EFA	Education For All
WB	World Bank
IMF	International Monetary Fund
MDGS	Millennium Development Goals
HIV	Human Immune Virus
UNICEF	United Nations International Children's Emergency Fund

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ABSTRACT

The purpose of this study was to investigate the impact of girl child education on women empowerment in decision making within the household of Bungokho sub-county, Mbale district. The Specific Objectives: were finding out the effects of girl Child education on women empowerment in decision making within the household of Bungokho sub-county, Mbale district, examining the challenges facing the girl child education on women empowerment in decision making within the household of Bungokho sub – county, Mbale district and establishing the possible solutions to challenges facing the girl child education on women empowerment in decision making within the household of Bungokho sub – county, Mbale district. The findings of the study revealed that the role of formal education in modern society is not only its contribution to the individual social mobility, but to the economic growth of nations as well. The possession and use of formal education can improve the quality of life. Many aspect of life can be changed merely by the use of available knowledge, which can be provided through formal education. Formal education provides the channel not only to better socio-economic status, but also to social mobility in the broader sense.

The conclusions of the data collected through participant observation, in-depth personal with parents, married males and females, school pupils, key informants and focus group discussions with councils of elders, community and rural leaders, local government officials, local health post workers, primary school teachers and victims of early marriage involving both boys and girls in the area of study. However, girls are married off earlier than boys because they no longer socially categorized them as children. The local people belief that girls need fewer years to prepare for marriage as their duties are confined to childbearing and domestic roles. Accordingly, marriage before the age of 14 is the norm for girls. Currently, the average age at first marriage for the daughter's generation is getting down to 8 years compared to their mother's generation which was 11 years. This entails that the trend towards early marriage is now getting and becoming more common than ever before in the studied community. Recommendations From the findings of the study, it is evident that girl child suffers discrimination from both the parents and the teachers. It is therefore recommended that the parents should stop discriminating against the girl child.

CHAPTER ONE

PROBLEM AND ITS SCOPE

Despite that fact that gender studies on women's work and contributions to national/society development is visible, measurable consequently not recognized by the society and by many development planners (Moser 1989; Mommsen 1987). Poncini (2009) argues "because women have been in unpaid work mostly and this is invisible, they have also accepted it. Women accept really any kind of conditions, because before they were not paid and even if they are paid less now, they take it. I think they shouldn't. That's why I think they should be helped by government policies and legislation." While women contribute a lot to their children's welfare at the domestic level, support them morally financially and psychologically, it is normally their spouses (men) who are praised for their children's success while women are blamed for their children's failure (Kandiyoti 1975). However, since education is a vital factor in the development of a nation it is important to identify the key areas where women contribute.

By listening and recording their voices, it is hoped that their constraints and challenges, hopes and aspirations for their children will be packaged and forwarded to appropriate stakeholders and popularized in the district. Plans and strategies can be made to support women by their families, society, local and national governments. This paper identifies and explains the successes of women in mobilizing resources, constraints they face and their hopes for the future of their children's education. Geographical scope. The study covered Bungokho sub – county, Mbale district. The study will be carried out in this area because it is highly populated and the majorities are children. Children in these families especially girls marry at early age and do not go for higher studies; acquiring little education hinders them to contest in political arenas of the country. This study will cover individuals in the community Bungokho sub - county of area including women, Girl child and Bungokho sub - county officials who provided the required information for the study. Content scope. This study addressed the impact of girl child education on women empowerment in decision making within the household: a case study of Bungokho sub – county, Mbale district. Scope of the study. The study investigated the impact of girl child education on women empowerment in decision making within the household: a case study of Bungokho sub, Mbale district. The study was carried for a period of two months from March to

June 2015. The researcher used Buganda area in the study. Time scope. The study covered a period of two months starting from March to June, 2015.

1.0 Introduction

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

1.1 Background to the study.

World wide

The transformative power of education as a key to societal development has been acknowledged worldwide (Donald Kisilu Kombo, 2005). Education has a major role to play in social, economic and political aspects of human development. It is also through the use of education that the environment has been transformed into a better place to live in. To enhance rapid human development, it is necessary that one acquires education. Education has therefore become a basic human need. Basic education has for some time remained high in the global agenda for education. Its importance in economic and social development makes it a basic right for every child, boy and girl alike.

According to the Convention on the Rights of the Child Article 28 of 1979, every child has a right to education and the state has a duty to ensure that primary education is free and compulsory to all children. The state also has a duty to encourage different forms of secondary education accessible on the basis of capacity of the individual. Article 28 of the Convention on Rights of a child spells out the aims of education in the society. Education aims at developing the Child "personality, talents, mental abilities to the fullest so that the individual and the society benefits. Education fosters respect for the child language, values and cultural background. Education creates a sense of identity, belonging and also a sense of direction, which is necessary in a growing individual. Many developed countries laid great emphasizes on basic education in their early stages of human development, for instance Denmark achieved universal primary education (UPE) in 1914, Sweden in 1942 and Japan in 1842. Many countries of the world that have shown consistent annual growth in capital income are almost at 100% basic literacy levels. Economists have shown that there is a positive correlation between the level of education of the

people and economic growth of the country (East Africa Standard Feb.8th 2005).

According to the declaration on Human Rights Article 28th of 1979 education should be free at elementary and fundamental stages to allow easy access by all.

UNESCO, an agent of UN, attached a lot of importance to this section of the declaration on the rights of the child. World conferences on education, for instance the world conference on education for all in Jomtein, Thailand in 1990, and world education forum, Dakar, Senegal 2002, were a clear manifestation of the realization by international community of the strategic role that education plays towards the achievement of sustainable development. The goals and targets of the international conferences on education were: -Achieve 50% improvement in levels of adult literacy especially that of women by year 2015. Ensuring that by year 2015 all children particularly girls will have access to and complete free and compulsory basic education of good quality. Achieve equitable access to basic and continuing education for all. Eliminating gender disparities in both Primary and secondary education by the Year 2015. The global situation before the Jomtein Conference of 1990 indicated that the girls and women were the minority in terms of access to education. There were fewer girls and women who had access to education than were boys and men. Out of 100 million children 60 million were girls having no access to primary and secondary education, likewise out of 90 million, two thirds (2/3) of illiterate adults were women.

Africa

Many African countries continue to face problems in providing stable and adequate access to basic economic infrastructure and social services. The manifestations of these problems range from persistent poverty, poor public services, and environmental degradation, and inefficient or low yielding agricultural sector. In the educational sector, besides poor facilities, lack of teachers, textbooks and desks, and negative attitudes such as denying many children access to education, local cultural beliefs and practices are worsening the situation. This is most evident in the circumstances of the girl-child, whose needs and interests are often marginalized by educational policies and intra-families priorities.

A common proposition advanced to explain falling educational expenditure in African countries is that it has been 'crowded out' by other pressing demands on government budgets (Noss 1991: 23). After decades of the World Bank (WB) and the International Monetary Fund (IMF)

sponsored programs which have not led to any significant improvements in living conditions in many of African countries, the public policy emphasis have shifted towards tackling poverty itself. This has contributed to poverty analysis gaining currency in the search to identify the poor and also to properly design the public policy, as well as providing safety nets for the vulnerable. As one of the major factors whose lack thereof perpetuates poverty, education has long been regarded as a human right. But, in most developing countries, unequal access to education among various social groups is staggering (www.crefa.ecn.ulaval.ca/develop/appiah-kubi.pdf). While heavy external debt and spending on defence are most commonly cited as responsible for this situation, negative effects of colonialism of and bad cultural practices within certain countries too have contributed to the gendered and regional disparities in educational opportunities.

East Africa

Kenya as a nation realized the important role that education plays in development of the society. At independence the government realized that education is necessary for social and economic development of the country. Kenya attempted to provide Universal Free Primary Education (UPE) amidst meager resources was first articulated in the sessional paper No. 10 of 1965 on African Socialism, when the government committed itself to eradicating ignorance, poverty and disease, as was stated in the Ominde Report of 1964. To eradicate the vices it was noted that education had a major role to play. People need education to be able to critically look at issues. Educated people know how to take care of themselves and therefore, fall sick less often. Healthy people can engage in productive economic activities to create wealth. In view of the above, the government of Kenya has heavily invested in education of its citizens.

The heavy investment in education by the annual budget where education sector alone takes more than one third (1/3) of the national budget. As a nation, Kenya is committed to the provision of education to all in an attempt to achieve gender parity in education. This has been clearly demonstrated by her participation in the world conference on education; in Jomtein Thailand in 1990 and subsequent endorsement of education for all (EFA) Declaration made in Dakar, Senegal in the year 2000.

Uganda

The Millennium Development Goals set a target of universal primary school completion to be achieved by 2015. Primary education was made free and compulsory and this is affirmed by all of the key international treaties, including the Universal Declaration of Human rights and the Convention on the rights of the child (Tomasevsky 2004). The underpinning principal, it is assumed, is that there is a close correlation between low levels of education and poverty, both at individual and society level. Governments have the obligation to improve the quality of education by ensuring that the entire education system conforms to all human rights. It is the responsibility of governments because it is a vital investment in a country's economic future (Tomasevsky 2004). Tomasevsky adds on that education transmits core values from one generation to the next and helps in eliminating poverty, racism, religious intolerance, and other reasons for social disharmony.

By universalizing primary education it is hoped that graduates will display a greater willingness and ability to participate, more actively in the political decision making process and in community development efforts (Schuller 2005). Education also increases the people's willingness and ability to try out new ideas and practices such as improved health practices, family planning and introduction of new techniques in agriculture (Bacchus, 1981; EFA Global monitoring report 2005). Children are the citizens of tomorrow's world, their survival, protection, development and participation is the prerequisite for the future development of humanity. UPE it is implied is both a human right concern and an important part of development strategy for human resource development using a mass oriented approach (Bacchus, 1981). Quality education however, implies that certain conditions must be fulfilled like, a relevant curriculum, rules and regulations, quality behavior of students, availability of furniture and textbooks, good school management, responsible attitudes of teachers and the support of the community where it is located (Munoz 2007). Phillips 1995; Munoz 2007)) on the other hand argues that quality of learning is influenced by the conditions of school attendance, distances walked to school, midday meals, living levels of the student families, health, nutrition, attitudes of their parents whether positive towards education, cultural and religious views prevailing in the local community and the state, influence of peers and by the economic and social environment. UNESCO (2002) refers to quality education as an improvement of all aspects of learning and ensuring excellence so that

recognizable and measurable learning outcomes are achieved by all learners especially in literacy, numeric and essential life skills like appreciating and being able to accommodate others, necessary for responsible living.

Bungokho sub-county

Social Economic status of the urban poor is described by the Bungokho sub - county Municipal authorities below; According to Bungokho sub - county Municipal Development plan 2005/2006 – 2007/2008 ‘there are many problems facing the people’ High levels of overcrowding in the residential housing and difficulties in residential land development. High levels of poverty and the importance of the informal sector for household survival. Problems associated with economic strategies ... 80% of Bungokho sub - county residents live in health problems, low levels of education especially among the female population. The number of female headed households is on the rise due to a number of factors including HIV/AIDS. There is a general lack of access to family planning and unequal gender relations. Birth rates remain high, the fertility rate being 7, (UG Government, UNFP 2010) imply women bear 7 children on average. Mooni and Namatala slums in Bungokho sub - county municipality were used in the study. Bukiyende and Bungokho sub-counties are the rural areas in the district used in the study. The areas can be described as plains below Mount Elgon on its western side.

People in rural areas are agriculturalists growing cotton, millet, sweet potatoes, beans and a variety of green vegetables. They keep animals such as cattle, goats, pigs, birds on a small scale. Women in both the rural and urban areas brew local beer using millet for sale. Transport and communication facilities are not easily available in these rural communities. School going children walk long distances to school (up to 4kms). There is a severe land shortage, the population density is high (over 300 people per Square kilometer. There is over cultivation, deforestation leading to land degradation and low crop productivity. Source of fuel in both communities is charcoal or firewood. Electricity or kerosene are too expensive for the poor in these societies. This is a male dominated society where family property including land belongs to the male in a family (Government of Uganda/UN IFPA 2010).

In an effort to fulfill the Universal Millennium Development Goals the government of Uganda introduced free primary education in 1997 for at least 4 children per family. The government took into consideration marginalized groups of the disabled and female children to be included in this figure. Enrolment in primary schools swelled from 2.9 million to 5.6 million and today it is 7.2 million. The parents were expected to provide a balanced diet, a warm bed to sleep in, medical care and opportunities to play and access to school. According to the Millennium Development Goals (MDG) report for Uganda 2010, the total number of school going age enrolled by 2009 was 93%, the boys being 96% and girls 90%. Uganda has made great strides in expanding access to primary education; consequently towards the global goal of ensuring that by 2015 all boys and girls will be able to complete primary schooling. The Net Enrolment Ratio (NER), which is a key MDG indicator and measures the share of children of children in school going age who are actually in school. This ratio hovers above 90% in recent years close to 100% needed to meet MDG. However there is a problem of non-completion of school. Businge and Kiwawulo (2011) reveal that the director of the Population secretariat reported that 1.5 million pupils never make it to secondary school every year. The government of Uganda has adopted numerous quality initiatives, policies and curricula reform; introduction of thematic curriculum in 2007 which focuses on literacy, numeracy and life skills. Using local languages, revised upper primary curriculum, setting management standards and the introduction of basic child-friendly standards for schools through revised basic requirements.(MDG report 2010).

The Government of Uganda has succeeded in increasing enrolment of children especially in urban areas compared to the rural areas (MDG report 2010). However a significant number of children do not attend school. The quality of education in the public (UPE) schools is still low and a number of children cannot read and write by the time they finish primary five. The school infrastructures and educational teaching materials are still inadequate and poor despite government investment in these schools. Some schools still have untrained teachers while the qualified teachers are not motivated enough to successfully implement the curriculum. However the communities, parents and women in particular have played their part within their means to supplement the government efforts to provide free education to primary age children. This made the researcher to research on the impact of girl child education on women empowerment in decision making within the house hold looking at the Bungokho sub-county.

1.2 Statement of the problem.

Despite that fact that gender studies on women's work and contributions to national/society development is visible, measurable consequently not recognized by the society and by many development planners (Moser 1989; Morfesen 1987). Poncini (2009) argues "because women have been in unpaid work mostly and this is invisible, they have also accepted it. Women accept really any kind of conditions, because before they were not paid and even if they are paid less now, they take it. I think they shouldn't. That's why I think they should be helped by government policies and legislation." While women contribute a lot to their children's welfare at the domestic level, support them morally financially and psychologically, it is normally their spouses (men) who are praised for their children's success while women are blamed for their children's failure (Kandiyoti 1975). However, since education is a vital factor in the development of a nation it is important to identify the key areas where women contribute. By listening and recording their voices, it is hoped that their constraints and challenges, hopes and aspirations for their children was packaged and forwarded to appropriate stakeholders and popularized in the district. Plans and strategies can be made to support women by their families, society, local and national governments. This paper identifies and explains the successes of women in mobilizing resources, constraints they face and their hopes for the future of their children's education.

1.3 Purpose of the study.

The purpose of this study was to investigate the impact of girl child education on women empowerment in decision making within the household of Bungokho sub-county, Mbale district, Mbale district.

1.4 General Objective

To analyze the impact of girl child education on women empowerment in decision making within the household of Bungokho sub-county, Mbale district, Mbale district.

1.4.2 Specific Objectives.

- i) To find out the effects of girl Child education on women empowerment in decision making within the household of Bungokho sub-county, Mbale district
- ii) To examine the challenges facing the girl Child education on women empowerment in decision making within the household of Bungokho sub – county, Mbale district

- i) To establish the possible solutions to challenges facing the girl Child education on women empowerment in décision making within the household of Bungokho sub – county, Mbale district.

1.4.3 Research Question.

- i) What are the effects of girl Child éducation on women empowerment in décision making within the household of Bungokho sub – county, Mbale district.
- ii) What are the challenges facing the girl Child éducation on women empowerment in décision making within the household of Bungokho sub – county, Mbale district,
- iii) What are the possible solutions to challenges facing the girl Child éducation on women empowerment in décision making within the household of Bungokho sub – county, Mbale district.

1.5 Scope of the study.

1.5.1 Geographical scope.

The study covered cover Bungokho sub – county, Mbale district. The study will be carried out in this area because it is highly populated and the majorities are children. Children in these families especially girls marry at early age and do not go for higher studies; acquiring little education hinders them to contest in political arenas of the country.

This study covered individuals in the community Bungokho sub - county of area including women, Girl child and Bungokho sub - county officials who provided the required information for the study.

1.5.2 Content scope.

This study addressed the impact of girl child education on women empowerment in decision making within the household: a case study of Bungokho sub – county, Mbale district.

1.5.3 Scope of the study.

The study investigated the impact of girl child education on women empowerment in decision making within the household: a case study of Bungokho sub, Mbale district. The study was carried for a period of four months from April to July 2015. The researcher used Buganda area in the study.

1.5.4 Time scope

The study covered a period of two months starting from April to July, 2015.

1.6 Significance of the study.

The study will be of the following importance.

The study will help the people in Bungokho sub - county official's area the impact of girl child education on women empowerment in decision making within the household: a case study of Bungokho sub – county, Mbale district.

The study will act as a basis for future studies by students and other researchers.

The knowledge generated by this study will be useful not only to Bungokho sub - county officials but also to other developing countries in the area of women entrepreneurship development and empowerment.

The findings of the study with regard to the impact of girl child education and women empowerment variables will be likely to be of interest to policy makers and development practitioners in, non-governmental organizations and in the donor community as well as to business development service providers.

With regard to the knowledge gap in the area, the findings of this study will contribute to widening the experience from regions other than Africa that has rich literature on women's empowerment.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents literature by different authors on media effort towards political empowerment of women in Buganda region.

2.1 Definitions of key terms.

Empowerment

Kabeer (2003: 170) defines empowerment as ‘the processes by which those who have been denied the ability to make choices acquire such ability. In other words, empowerment entails a process of change’. She further goes on to indicate that empowerment could be explored closely through the following inter-related pathways: agency, resources and achievements. Agency, in relation to empowerment, implies the ability to actively exercise choice, which challenges power relations. Despite the fact that beliefs and values legitimate inequality, the process of empowerment can begin within (ibid, 171, 172). The ability of girls to take educational opportunities seriously will enable them to decide for themselves, since they will have their own A

House hold

Household consists of one or more people who live in the same dwelling and also share at meals or living accommodation, and may consist of a single family or some other grouping of people.^[1] A single dwelling will be considered to contain multiple households if either meals or living space are not shared. The household is the basic unit of analysis in many social, microeconomic and government models, and is important to the fields of economics, inheritance.^[2] Household models include the family, varieties of blended families, share housing, group homes, boarding houses, houses in multiple occupation (UK), and a single room occupancy (US). In feudal times, the royal Household and medieval households of the wealthy would also have included servants and other retainers. power, which will give them the capacity to take decisions, protest, negotiate and bargain.

Girl child education.

Education is one of the most critical areas of empowerment for women, as both the Cairo and Beijing conferences affirmed. It is also an area that offers some of the clearest examples of discrimination women suffer. Among children not attending school there are twice as many girls as boys, and among illiterate adults there are twice as many women as men. Offering girls basic education is one sure way of giving them much greater power -- of enabling them to make genuine choices over the kinds of lives they wish to lead. This is not a luxury. The Convention on the Rights of the Child and the Convention on the Elimination of All Forms of Discrimination against Women establish it as a basic human right

2.2 THEORITICAL FRAMEWORK.

The classical, liberal and social Darwinism assert that each person is born with a given amount of capacity which to a large extent is inherited and cannot be substantially changed. Thus the education systems should be designed so as to remove barriers of any nature be it economical, social, gender or geographical, that prevent a person from taking advantage of inborn talents which accelerate a person to social promotion. Liberal progressivism, Horace Mann, te., Great made Equalizer education not count, if given equal opportunities in education, achievement are determined by inherited capabilities of the individual. Social Darwinism Theory emphasizes that every citizen should be given, through education, the social status which entitle him/her to inherited aptitude (Organization for economic cooperation and Development). This theory observes that the provision of formal equity and access to education by putting everybody on the result of this equal access to education, can document who deserves the price because the achievements are determined by inherited capabilities and not by arbitrary conditions like economic status or gender of the individual.

Classical Liberal Theory states that social mobility will be promoted by equal opportunity to education. The roots of this theory can be traced to writers such as Rouseau (1712-1778) who claimed that the "natural" statesman were born equal and equity so long as society rewards people according to status. Thus the writer of the American Declaration of Independence

claimed that all people are created equal i.e. born with the same moral and political rights. It follows from the belief that social institutions such as educational should in some way attempt to treat people equally regardless of gender and economic status. By making primary education free and secondary education affordable to all children regardless of gender and social classes, it is hoped that the handicaps or barriers to education have been removed. In developing countries, where inequality of education provision is severe due to gender biasness, it is desirable to pursue the goal of equal distribution of educational opportunities for all gender.

In Uganda , the government has made primary education free to all and greatly subsidized primary education in a bid to enhance access to education. However, social barriers, high poverty levels and bad cultural practices are the main barriers to girl education in Uganda. These theories were found relevant to the proposed study because social discrimination, economic status and gender bias impact negatively to girl-child participation in secondary education.

2.3 The effects of girl child education on women empowerment in decision making within the household of Bungokho sub - county

Education for Women's Empowerment.

Education is one of the most important sources of women's empowerment. In addition to being one of the main five most important dimensions of female empowerment², it plays a critical role in achieving the other key dimensions. Concerning political empowerment, no doubt that educated women are better informed about their legal rights and how to exercise them and thus are more politically active and can participate equally in societal and political decision-making processes. Women's levels of education determine their chances of becoming parliamentarians (Moghadam 2003; Eckert et al. 2007; Morrison et al. 2004; Rihani et al. 2006).

With respect to women's health and well-being, education gives women the knowledge to demand and seek proper health care. Thus, it is evident from different studies that there is a negative correlation between female education and maternal mortality and a positive correlation between female education on one hand and women's life expectancy and family health on the other hand. Education here refers not just to getting education but to the level of education which is found to be more important; only at secondary or higher levels of schooling does education

have a significant beneficial effect on women's health (McAlister and Baskett 2006; Task Force on Education 2005a; 2005b; Eckert et al. 2007). Besides, education enhances women's well-being. It reduces violence against them, gives them a more autonomy in shaping their lives, improves their status within the family and gives them a greater voice in household decisions, including financial decisions (Lewis et al. 2008; Task Force on Education and Gender Equality 2005b; ICRW 2005; Malhotra and Mather 1997; Odutolu et al. 2003; UNDAW 2006; Aksornkool 1995; UNICEF 2005).

Female Labor Force Participation (FLFP)

Controlling for other factors, higher educational levels increase the likelihood of women's labor force participation. Although a general expansion of education tends to lower the overall level of labor force participation because it rises the average age of labor force entry, education positively affects FLFP in the long run. The relationship between education and FLFP on an individual level is summarized by standing three hypotheses: the opportunity cost argument, the relative employment opportunity argument, and the aspiration argument. First, education gives people a positive incentive to seek employment, since education is an investment that is positively correlated with earnings' potential. Consequently, it raises the opportunity cost of economic inactivity. Second, women's rising educational level equips them, particularly younger women, with current educational qualifications that the changing economy demands. Improvements in women's access to employment expand choices, while education improves women's capabilities to take advantage of those choices. Third, educational levels determine income aspirations. More-educated women have higher income aspirations over their less-educated counterparts. They expect education to pay off through a high return in salary and job quality (Morrison et al. 2004; Psacharopoulos 1988; ICRW 2005; Mehra 1997; Nam 1991). Education affects women's labor force participation, not only directly but also indirectly through its effects on women's household responsibilities. The higher fertility reduces women's employment while there is a strong link between female education and lower fertility which is virtually universal (England et al. 2004; Murphy and Carr 2007; Rihani et al. 2006; Gupta and Malhotra 2006; Care 2005; Lewis and Lockheed 2008).

The Probability of Escaping Unemployment

Education is seen as the most effective way to give girls access to the economic possibilities. More education is associated with lower unemployment. The most plausible reason for this relationship between unemployment rates and human capital is that the gap between marginal product when in work and the reservation wage is smaller for those with low levels of human capital. Human capital theory predicts higher unemployment rates for women than for men and, among women, higher unemployment rates for women who are likely to have accumulated less human capital (Azmat et al. 2006; GFW 2004). In addition higher levels of education tend to lower labor market risks. The higher educated tend to face a more stable labor market (Obadic and Poric 2008; Walter and Xie 2008). They are more likely to keep their jobs and experience shorter unemployment spells. This is found to be especially true for women. Education increases women's propensity to remain in the labor market. Although they may interrupt their working careers while they have young children, better educated women can pay for childcare and keep their careers (Woodhall 1973; UNIFEM 2005; ILO 2008b).

Education and Women's Competitiveness

Education is also a powerful path to enhancing women's economic opportunity. The economic opportunity concerns the quality of women's economic involvement, beyond their mere presence as workers - wages, upper mobility, representation in managerial and scientific jobs ...etc. - (WEF 2005).

Equal access to education and equal opportunity in gaining the skills are necessary for women to compete in the labor market. The better educated is a woman, the more able and willing she is to compete with men in the labor market. Gains in women's education lead to increases in their productivity. This in turn reduces discrimination against them. This is obviously evident in today's labor markets, where jobs are becoming more and more demanding of skills and as a result workers need to upgrade their skills or risk losing out in the competition for jobs. The reason why many of the unemployed might be considered "unemployable in a modern economy" is their comparatively low level of education. In recent decades, the rise in women's employment has been greatest among the well educated (ILO 2004; 2008b; 2008c; Bisnath 2001; Heckman 2008; Zambrano 2005; Obadic and Poric 2008; Dougherty 2003; England et al. 2004).

Overcoming Occupational Segregation.

Education is a critical path to gender equality in the labor market. In addition to the previously mentioned effects, women's education reduces occupational segregation. Occupational segregation by gender may exert a negative influence on male-female wage differentials and on the possibility of promotion in careers followed by women. Economic theory suggests many explanations of occupational segregation, which can be appended to the demand and supply sides. On the demand side, the employers' perception that women are on average less qualified than men may contribute to segregation. Different levels of education result in vertical segregation⁵. This is expected, educational requirements of clerical occupations for instance are much lower than those of professionals. A study analyzing the recent patterns of occupational segregation by gender in the EU countries vis-à-vis the US (Dolado et al. 2002) found that gender segregation had been declining across age cohorts in the case of female graduates and had remained steady for those with lower educational levels. Part-time jobs which tend to be typically "female" occupations are found to be negatively correlated with education. Different studies in developed, developing and transition countries reach the same result that education plays a central role in determining segregation (Fields et al. 1991; Son 2007; Bjelokosić 2007). Analyzing variation in the economic role of women in 65 developing countries (including Egypt), access to education was found to be a key determinant of women's ability to join the skilled labor force as technicians (Morrisson et al. 2004).

Gender equality

Studies by Klasen (1999), Dollar and Gatti (1999) and Blackden and Bhanu (1999) cited in Kane (2004), show that gender equality in education has a significant impact on income growth and that increases in girls' participation and higher levels of gender equality in secondary education are associated with higher income in middle and upper-income countries. Klasen also believes that countries that under-invest in girls' education grow more slowly. Discriminating against girls is not efficient economic choice. One World Bank study found that extra year of formal education increases girls' wage by up to 20 %, and that the overall returns on primary education were slightly higher for girls than boys (Roman, et al, 2006). Therefore education can empower women within their families and communities, enabling them to make better choices and decision about their welfare and to take more active roles in their communities.

In Abdi (2006), people greatly value education, not necessary for its direct utilitarian or

economic purposes only, but continuously for its overall contributions to the socio-cultural and other community-based advancements. It could bestow upon the individual and society at large. In this direction, Folson (2006) says education has led to the creation of sociopolitical consciousness among people in rural and poor urban areas. To reinforce this is to say that schooling may have its drawbacks but it certainly has its rewards too. Sending your children, both boys and girls to school, if even at the end of the day they learned nothing, at least they can help keep their surrounding clean, and is in itself good.

Effects of Female Education on Labor Force Participation

There is a significant difference between male and female labor force participation in Egypt. Among those aged (15 – 64 years), it is estimated using the ELMPS 06 that the male labor force participation rate is 2.8 times the female participation rate. However, significant differences exist in participation rates of women with different educational levels. The labor force participation rates of those with no education or less than secondary are below the average female participation rate contrary to those with secondary and university education. The female labor force participation rate rises with education; it is estimated using the ELMPS 06 to rise among university graduates to 2.3 times the average female labor force participation rate. Thus the gender gap in the participation rate decreases among university graduates to less than 1.5, comparing to 4.3, 6.3 and 2.2 among those with no education, education less than secondary and those with secondary education respectively. Estimating the effect of the educational level on female labor force participation rate, along with other social and economic factors that affect the participation rate, including: age, being head of the family, marital status, urban/rural and the wealth index[□], using binary logistic regression, where the reference category is female university graduates, it is found that lower educational levels have a highly significant negative effect (significant at 0.01) on the participation rate (Appendix B). The odds of participating in the labor force for females with no education, less than secondary education and with secondary education and above (below university) are *ceteris paribus* only 0.08, 0.06 and 0.34 times as likely as for female university graduates.

Education and the Individual

According to Bills (2004), students increasingly see the linkage between formal education and work as the maximization of their prospects for social mobility. In that framework, in the

Millennium Development Report, some of the benefits of education are freedom to choose what kind of life to live and the ability to express oneself confidently. The possession and use of formal education can improve the quality of life without necessarily increasing economic freedom. An example of how knowledge on its own goes a long way to improve quality of life through health is the knowledge of how to prevent AIDS. Any life is made worse off by disease. Many aspects of life can be changed merely by the use of available knowledge, which can be provided through formal education.

The reasons why individuals invest in education include, the possibility of having higher wages, being in a certain social class, acquiring desired skills and being of social benefit, just to mention a few. Expectations and goals vary greatly per person. In that direction, Havighurst and Levine (1979), observe that the amount of education one has is a good indicator of socioeconomic status, from lower-working class up through upper-middle class, for education leads to economic opportunity. Young people, through education, secure higher-status jobs than their parents. With greater incomes, young adults from lower-status families tend to associate with persons of higher status and adopt their ways. It may be concluded, therefore, that education provides the channel not only to better socioeconomic status, but also to social mobility in the broader sense. According to World Bank, formal education is a basic human need, which acts as a crucial step towards meeting other basic needs like clothing, shelter, health care, and food (World Bank, 1995).

2.4 The challenges facing the girl child education within the household of Bungokho sub - county.

Barriers to girls' education

According to UNESCO, 65 million girls worldwide still do not attend primary and secondary schools, according to the latest UNESCO estimates. And while we're making progress globally to ensure girls are enrolled in and attending school, Plan's research has shown that to gain the skills they need to break the cycle of poverty, girls require at least 9 years of quality education. With additional schooling, girls are more likely to stay healthy, become independent and become a force for social change. They are also more inclined to marry later and have children who are more likely to survive. What this research shows is that educating girls – and removing barriers

that stop girls from being educated, like gender-based violence and child marriage – is key to eliminating global poverty for everyone.

Gender-based violence

A year ago we published a report, “A Girl’s Right to Learn Without Fear” that found that too many children, mostly girls, feel unsafe at school, preventing them from accessing a safe and quality education. Girls are more likely to experience violence and sexual abuse both in the classroom and on the way to school than boys. This threat of violence leads many parents to remove their daughters from school – providing an end to their education. In other cases, as we recently saw with Malala Yousafzai who was attacked by the Taliban in Pakistan after advocating for girls’ education, millions of girls persist in their determination to get an education, despite their fear of being subjected to violence at or on their way to school. And yet, this is not only a problem for girls in the developing world. Girls in Canada also face school-related violence and we must tackle these issues here at home as well. This is why Plan is calling on the Canadian government to develop a national action plan to end violence against children and women, with a focus on gender in and around schools.

Child marriage

Another major factor that prevents girls from achieving 9 years of education is early and forced marriage. In developing countries, 1 in 3 girls are married by the time they turn 18. That’s 14 million per year, or nearly 39,000 every day. Child brides typically do not attend school or drop out once married. This means they are denied the education that can help them escape a destiny of poverty. And the children of these children are less likely to survive infancy or, if they do, to receive much schooling themselves. This perpetuates the cycle of poverty. Yet, we also know that the best way to combat child marriage is to keep girls in school. We know that girls who remain in school until age 15 are less likely to marry early and more likely to have healthy children once they do wed. A girl with some secondary education is about 6 times less likely to be married than a girl with only primary education or less.

Maternal, newborn and child health

One of the many problems with early marriage is that it often leads to early pregnancy. Medical complications from pregnancy are the leading cause of death among girls aged 15-19 worldwide. On a global level, 800 women and girls die needlessly every day from causes related to pregnancy and childbirth, and 90% of these deaths occur in developing countries. However, we're making progress. 2013 marked the 3rd anniversary of the 5-year, Canada-led Muskoka Initiative to improve maternal, newborn and child health (aka MNCH) in developing countries. More children are living past their 5th birthday, health facilities have been refurbished and improved; we've scaled up training for skilled birth attendants and community health workers, and we're ensuring more women and their children have access to basic procedures and medicines to address pregnancy or birth complications. But there is still much more work to be done. Momentum must be maintained over the next few years and beyond to save more lives of women, newborns and children.

Emergencies and disasters

Each year increasing numbers of people are affected by disasters. And when disasters strike—9 out of 10 of which occur in the developing world—our research has found that teen girls are most at risk. Emergencies bring an abrupt end to girls' education, and force them into poor and ill-informed decisions like early marriage and dangerous work, including sex work. And yet our research also showed that what's happening to adolescent girls in disasters is predictable and preventable. Listening to what girls have to say, acknowledging their different needs in emergencies, and involving them in emergency preparedness and rebuilding is not just important, it means the difference between life and death. Over the years girls' education has been given a high level of priority at the highest level. It has been boosted by initiatives, such as free education for girls, President's Empowerment for Girls' Education, just to name but a few. However, despite all these incentives, girls' education in the country is still faced with a series of challenges. The challenges facing girls' education include early marriages, teenage pregnancy, poverty, peer pressure, low adult literacy, among others.

As a result of these factors, it has become very difficult to retain the girl-student in school, especially in the rural areas. Our stand here is that girls must be allowed to finish their education to the highest level, before marrying them off. We encourage parents to desist from such practices as it's not in the interest of the girl child. Female students must also be serious and do away with engaging with men until they complete their schooling. The most common saying among the local people, especially at the provincial areas, is that girls' education is not important. This mentality must be changed, and people must understand that education is the key to development. We are also concerned with the report on the performance of girls in schools. It's disheartening to know that despite numerous opportunities available to them, the performance of girls in school is not the least impressive. The Ministry of Basic and Secondary Education had set up girls' education unit and introduced lots of initiatives towards addressing these challenges. Principal, among the initiatives, was the Sponsorship Trust Fund for Girls' which was launched in 1999, to support the enrolment, retention and performance of girls in Upper Basic and Senior Secondary Schools in the Upper and Central River Regions, and later extended to the North Bank and the Lower River Regions in 2003, as the country started benefiting from the highly indebted countries (HIPC) initiative.

According to the Permanent Secretary at the Ministry of Education, Mr. Baboucarr Bouy, this initiative alongside the Child Friendly School initiative yielded visible impact on enrolment and retention of girls all in post-emergency recovery, reconstruction and peace-building efforts and gender-responsive education programs that give girls opportunities to learn new skills & develop their confidence help to have the way in this process. When schools are destroyed and children have to travel long and possibly dangerous distances to attend the nearest function facility, girls are more likely to stay at home. When schools are damaged or just not maintained and no sanitary facilities exist, girls and especially adolescent girls are disproportionately affected; they may have to miss school during menstruation. Boys may be at risk of abduction and forced to recruitment by fighting forces at school or on their way to and from school, but girls may also be at increased risk of abduction and sexual violence and exploitation.

In emergencies, there are usually fewer women who are able to volunteer as teachers and girls are disproportionately affected when schools are dominated by men. Where parents are unable to pay school fees and buy the necessary supplies, boys may be more able- and it may be

safer for them to go out and engage in income-generating activities to pay their own school fees than girls. For refugees, IDPs and other affected by crises, the symbolic power of education as a force on change and as passport to a different and better life is particularly strong; children often want to go school, whatever the costs. Girls who are desperate to attend school and to get good grades may have to engage in transactional sex with older men and even teachers in order to pay their fees, cover the costs of supplies and ensure good grades, thus exposing them to higher risks of STD's and HIV/AIDS infection. Children who are separated from their families and living in temporary condition with relatives or foster families, may lack the support and encouragement to continue their education. These are especially the case on girls who are expected to do household chores and have no time to study.

Teenage pregnancy rates are often very high in refugee and IDP camps, and girls with their own babies may not be able to attend school because of exclusion policies, social stigma, no extended family to provide childcare, lack of appropriate facilities. Girls who are disabled, disfigured or severely mentally affected by the crisis are likely to be kept at home, possibly even hidden from outsiders and very unlikely to be able to go to school.

2.4 The possible solutions to challenges facing the girl child education so as to empower women in decision making within the household of Bungokho sub - county.

Making the classroom more child-centered and gender-sensitive

Making the classroom more child-centered and gender-sensitive, and rooted in the life and environment of the community. The Nueva Escuela Unitaria Bilingüe intercultural program in Guatemala is founded on participatory teaching and learning, with play and study creatively combined. Teachers make full use of Mayan languages and culture that have in the past been marginalized despite their importance to half the country's population. The result is a completion rate above the national average and a high enrolment rate for girls.

Recruiting and training teachers who are sensitive to gender and child rights, and paying them a regular, living wage.

Both female and male teachers should receive training in gender awareness in the class-room. Without this, some countries, such as Zambia, found that teachers may value and encourage boys' participation in class more than they value girls' and may allocate school tasks along strict gender lines, leaving girls

Promoting health in schools.

In Myanmar, one program adopts a holistic, life skills approach to health. The School-Based Healthy Living and HIV/AIDS Prevention Education program is taught as part of the standard curriculum to children from grades 2 to 9. It focuses on a range of health and social issues – from HIV/AIDS to personal hygiene, from nutrition to drugs – and explores them through activities designed to develop life skills such as communication, cooperation and problem-solving. The program has led to dramatic success stories, such as a village in Tachileik Township that started using iodized salt as a result of pressure from children who had learned of its benefits in one such class. Introduced in 1998, the program now covers 1.3 million students in nearly 9,000 schools and is being adopted by the Government as the standard for life skills teaching throughout Myanmar.

Promoting sports in schools.

Providing girls with access to sport can also contribute to achieving gender parity in education. With sports in many countries a traditionally male domain, girls' participation challenges gender stereotypes, breaking down entrenched attitudes. As female athletes gain recognition, they become mentors to others. Through sports, girls are given the chance to be leaders and improve their confidence and self-esteem. As girls participate in sports, they acquire new interpersonal skills and through additional social networks gain access to different opportunities, allowing them to become more engaged in school and community life. In Romania, sport has increased school participation among the minority Roma community by providing an opportunity for girls and boys to participate in teams, conditional to school attendance and academic performance. In Zimbabwe, the Youth Education through Sport program, led by young people, requires participants to commit themselves to staying in school and to volunteering in their communities. The program's aim is for them to adopt life skills, become peer educators and contribute to their communities as positive role models. Since 2000, the program has reached 25,000 young people in 10 provinces.

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Eliminating gender bias from textbooks and learning materials.

Apart from the obvious value to girls, the thoughtful revision of text-books, classroom materials and lesson plans is likely to increase their quality and relevance to the lives of all children. In Viet Nam, the Government is developing new gender-sensitive teacher-training modules, ensuring that future textbooks are gender neutral, and providing training in gender and child rights to national education managers and members of local parent-teacher associations.⁹ In Somalia, a gender-based approach to curricula development and teacher training has increased enrolment by 28 per cent to more than 260,000 (although the percentage of girls remained stationary at 35 per cent). There is now a higher demand for education

Enabling young mothers to return to school.

In many countries girls who become pregnant while at school are forbidden to return to their studies.¹⁴ The Forum for African Women Educationalists has been particularly active in lobbying governments in sub-Saharan Africa to change this policy. In Zambia, a 1997 policy allows re-admitting schoolgirls after they give birth, yet very few girls return due to perceived stigma and bullying from their peers. In Chile, the Ministry of Education in 1990 instructed schools not to expel any pregnant girl. However, the ruling proved difficult to enforce, and the Government submitted to Parliament a law, approved in 2000, guaranteeing the right of girls to continue and complete their education, while demanding from schools the necessary academic facilities.

Taking special measures to reach the most disadvantaged girls.

In some countries and regions where ethnic minorities, people living in rural areas and the poor face discrimination and exclusion, girls often suffer a multiple disadvantage because of their gender. The more disadvantaged the girl, the more essential it is that the education system should reach out to her through special measures, rather than just assuming she will be drawn in as part of a general drive for education for all. In Bhutan, 80 per cent of the population live by

subsistence farming, scattered over mountain slopes rather than clustered in towns. Some 261 community schools have been established in huts, temples or farmhouses rather than in specialized school buildings, with management and supervision vested in parents and the local

Providing alternative education for over aged children.

In the United Republic of Tanzania, the Complementary Basic Education in Tanzania program serves an estimated million over age children and adolescents who are out of school. It provides basic education through a specially designed three-year course, at the end of which children are eligible to join the mainstream school system. Girls were the initial focus of the project due to their low enrolment rates. But the difficulty in locating them, either because they were working indoors or they married, failed to adequately address gender in the enrollment process. It has been successful in reaching excluded or 'hidden' groups of children, including orphans, children of single parents and young mothers. The project has been mainstreamed into the formal education system to cater to all over age children and adolescents who will not be eligible to enter the school system under new rules that stipulate age as a condition for entry

Involving the local community.

The Community Empowerment Project in Jordan led to the village of Al-Rashedieh holding a community meeting, where women discussed their worries about their daughters being forced to stop school due to the absence of a secondary school for girls in the area. The women prepared a petition and went to plead their case with the director of the education ministry in Aqaba. Within six months, three fully equipped girls' secondary classes had been established.²¹ The Opening Doors for Girls' Education project in the rural Andean areas of Peru, which have been affected by extreme poverty and conflicts over the past two decades, involves 324,000 inhabitants of 540 communities in monitoring girls' inclusion in society and their right to a good education.

Encouraging girls' participation and activism for education.

Girls can be the most effective and inspiring advocates of child-friendly education if they are given the chance. The Girls' Education Movement is a dynamic pan-African girls' organization supported by the Forum for African Woman Educationalists as well as by the Governments of Norway and Uganda. Launched in 2001, the Movement aims not just to galvanize action for education for all, but also to change the character of school systems so that "they offer rich, rewarding and friendly learning experiences for all children." Through the process of school mapping and the use of indigenous knowledge, the clubs were able to identify homes with out-

of-school children, develop a list of all the children who were not going to school within the school's catchment area and take the initiative in bringing them to school. As a result, not only has girls' enrollment increased, but there has also been a shift in the way girls are perceived, from passive victims to active, vocal and engaged participants. The Movement has made a point of involving boys as active advocates of gender-sensitive Education For All.

Conclusion

The main constraints facing the women of Bungokho sub - county are the low levels of education which does not allow them to get relatively high paying jobs. Lack of access to and control of family property whose accumulation they actively contribute towards. Lack of support from their husbands and the large families which keep them busy the whole day (18) hours with little productivity contributing to the cycle of poverty. This explains the practices of child-labor, high number of school dropout especially in rural areas, little or no lunch contributing to poor performance of individual children. Women will and are determined to send their children to school. Areas of where they need support have been identified as: Adult education classes, the existing microfinance organizations, agricultural organizations like NADS, Send a Cow can be encouraged to integrate those women in these development program to take advantage of those privileges available in their community . The above opportunities will be realized if the existing culture of male dominance is worked upon, through sensitization of men, providing immunization, family planning knowledge and services if available to all will reduce the fertility of women in the district. Since some of the above mentioned suggestions are already in place with the existing government affirmative policies in place, there is hope that their implementation, monitoring and experiment will help women send their children to school and complete the first seven years. Listening to women voices is an important means of understanding them, internalize their challenges, how they survive and how they can be helped appropriately. Lastly, achieving the millennium Development Goals set for access to primary education for all in 2015 will not be possible at this rate in many parts of Uganda unless the above issues are tackled.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the methodology which was used in the study; it includes research Design, Population of the Study, Sampling Procedures, Tools and Instruments of data collection, Procedure for Data Collection, Reliability and Validity, Data analysis and Presentation, and Limitations of the Study.

3.1 Research Design

The study used a quantitative and qualitative research design for the purpose of making valid conclusions. Quantitative design which was classified in two broad categories, that is; experimental and general survey design examined the roles of media on political empowerment of women as an independent variable where as qualitative design involved the use of questions to obtain views from the respondents.

3.2 Population of the Study

The study population ranged from Girl child, women and Bungokho sub - county officials because they had the required knowledge about the area of investigation and also this was intended in order to avoid getting unbiased information from other respondents.

3.3. Sampling procedures

Sampling

Sampling is the process of selecting units (e.g. people, organizations) from a population of researcher's interest so that by studying the sample, the researcher may fairly generalize his/her results back to the population from which they were chosen. Types of sampling employed in this research included ; random sampling and purposive sampling Cas, (2006).

3.3.1 Sample Size

The respondents was randomly selected and categorized. They comprised of both sexes but of different marital status and age groups and the study used 100 respondents. And they included 30 Girl children, 50 women and 20 Bungokho sub - county officials. This was intended in order to get a variety of views and unbiased response which made the study a reality. Also this sample

size was selected because, Sutton and David, (2004), state that a sample size should not be less than 30. Beyond basic description it would be difficult for the researcher to undertake more complex statistical analysis, as most of these analyses require a minimum sample of 30.

3.3.2 Sample Procédure.

The study used both random sampling and purposive sampling procedures. Purposive sampling will use to select different activities in the area of investigation in order to get the required data and information. Random sampling used because respondents had equal chances of being selected.

3.4 Tools and Instruments of data collection

The interviews used both structured and unstructured interviews.

- **Structured interview**, in which the responses by the respondents are brief and specific.
- **Unstructured interview** that is where the responses are long, elaborated and not specific

The interview was conducted in group, individual.

The researcher carried out interviews with Girl child, women and Bungokho sub - county officials, using the interview guide because it was the most appropriate method which was used to study the attitudes, values, beliefs and motives of people. It will also have an element of flexibility. These people were interviewed individually so as to get independent answers.

Observation Guide

This involved the use of personal intuition based on different body senses, for example seeing (eye) hearing (ear) touching (hand) smelling (nose). Observation will be used in three main ways, namely; Naturalistic observation, Passive observation, and active observation.

Questionnaires

This was discussed in written form whereby the responses of the participants are put on paper provided by the researcher requiring answers; the questionnaires are to be in two forms, namely:

- **Open-ended questionnaire** in which the responses by the participants are free according to their understanding.
- **The close-ended questionnaire** in which responses are provided by the researcher and the participants one of them accordingly, for example strongly agree or strongly disagree.

3.5 Procedure for Data Collection.

The researcher used questionnaires which were administered to carefully chosen respondents. Oral interviews with Girl child, women, and Bungokho sub - county officials. The researcher will take the questionnaires to respondents proceed by a briefing about the purpose of the questionnaires and asks them to fill them on their convenience to allow them more time and flexibility. Later the researcher made a follow-up and collected the filled questionnaires. Careful observation of Girl child from the area of study was also carried out by the researcher.

3.6 Reliability and validity

3.6.1 Validity of the instruments

Validity means that a research tool actually measures what it is meant to measure. Alternatively it means that the tool is logical. For this case, the validity of the questionnaire were tested using the Content Validity Index test (CVI). This involved item analysis to be carried out by the supervisors and an expert who is knowledgeable about the theme of the study. The process involved examining each item in the questionnaire to establish whether the items used brought out what it was expected to bring out.

3.6.2 Reliability

Reliability means the degree of consistency of the items, the instruments or the extent to which a test, a method, or a tool gives consistent results across a range of setting or when it is administered to the same group on different occasions. The reliability of research questionnaire was tested using Cronbach's alpha coefficient test for its internal consistency to measure the research variables.

3.7 Analysis Tools.

The data analysis was done by presenting data in form of charts, frequency and percentage tables which was accompanied by interpretations, and then be studied critically to have different views of the study. Reference was also given to show another perspective evidence of the study. This will act as a basis for further research on media and empowerment of women.

3.7.1 Editing and Spot Checking.

The researcher edited and spot checked during and after each interview with the respondents. This was done in order to ensure that information given was logical, accurate and consistent.

Obvious errors and omissions were corrected to ensure accuracy, uniformity and completeness so as to facilitate coding.

3.7.2 Coding.

This was done in order to ensure that all answers obtained from various respondents were given codes and classified into meaningful forms for better analysis.

3.8 Limitations and Solutions of the Study

In the study the following limitations were met:

There was mounting pressure from the administration for students to complete the research on schedule which affected the quality of research.

The study required a lot of time to be dedicated to collect substantial data from one respondent to another making observations, continuous review of literature, data analysis and report writing and this was worked out by devoting more time on the research work by reducing on the leisure time at her disposal.

Some of the targeted respondents were not willing to set aside time to respond to the investigator's questions thus somehow end up frustrating the researcher's efforts to collect substantial data. The researcher also will face a problem of some rude and hostile respondents.

3.9 Ethical considerations.

It is important during the process of research for the researcher to understand that participation is voluntary; participants are free to refuse to answer any question and may withdraw any time.

Another important consideration, involved getting the informed consent of those going to be met during the research process, which involved interviews and observations bearing in mind that the area bears conflict.

Accuracy and honesty during the research process was very important to the researcher his research. The researcher should treat the project with utmost care, in that there should be no temptation to cheat and generate research results, since it jeopardizes the conception of research.

Personal confidentiality and privacy are very important since the thesis was public. If individuals have been used to provide information, it is important for their privacy to be respected. If private information has been accessed then confidentiality has to be maintained.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.0. Introduction

The data was collected using both qualitative and quantitative methods, which was then analyzed and processed to make it useful and understandable. Data was collected, tabulated and the analyzed.

4.1. Socio-demographic characteristics

4.1.1. Age of the respondents

Respondents were asked questions related to their age and results are shown in the table below

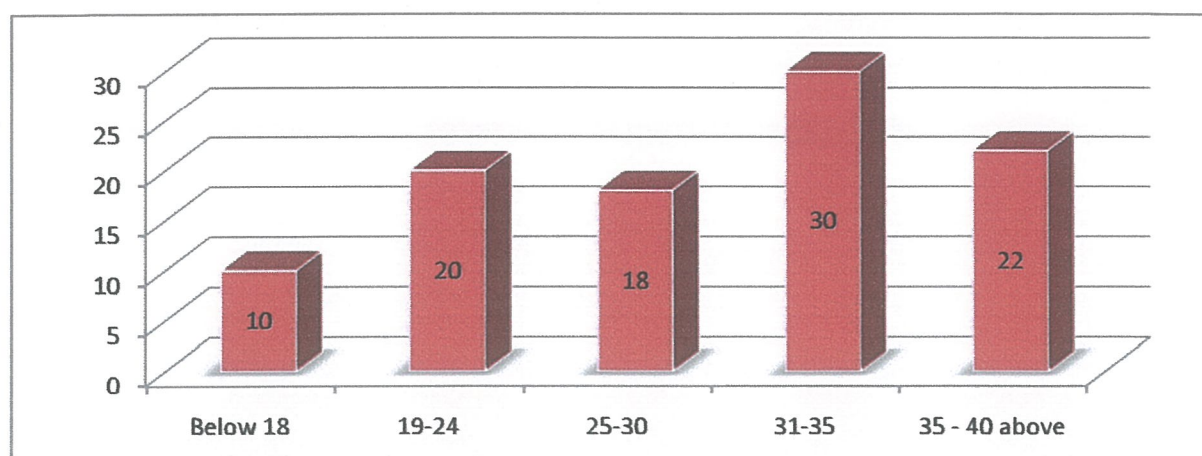
Table 1; Age distribution of respondents

Age group	Frequency	Percentage
Below 18	10	10
19-24	20	20
25-30	18	18
40-49	30	30
50-Above	22	22
TOTAL	100	100

Source; primary data, 2015

The table 1 shows that 10% of the respondents were below 18 years, 20% were between 19-24 years of age, 18% were between 25-30 years, 30% were between 40-49 years and 22% of the respondents had 50 years and above. This implies that the majority of the respondents were between 40-49 years meaning that they are knowledgeable about the research topic.

Figure 1; Age distribution of respondents



Source; Primary Data, 2015

Figure 1 above shows that 10% of the respondents were below 18 years, 20% were between 19-24 years of age, 18% were between 25-30 years, 30% were between 40-49 years and 22% of the respondents had 50 years and above. This implies that the majority of the respondents were between 40-49 years meaning that they are knowledgeable about the research topic.

4.1.2. Marital status of the respondents.

Another variable which was important in respect to the situation of the respondents in the area was marital status. Information regarding marital status of the respondents was obtained by asking them in the questionnaire and other instruments whether they were married, single, widowed or widowers.

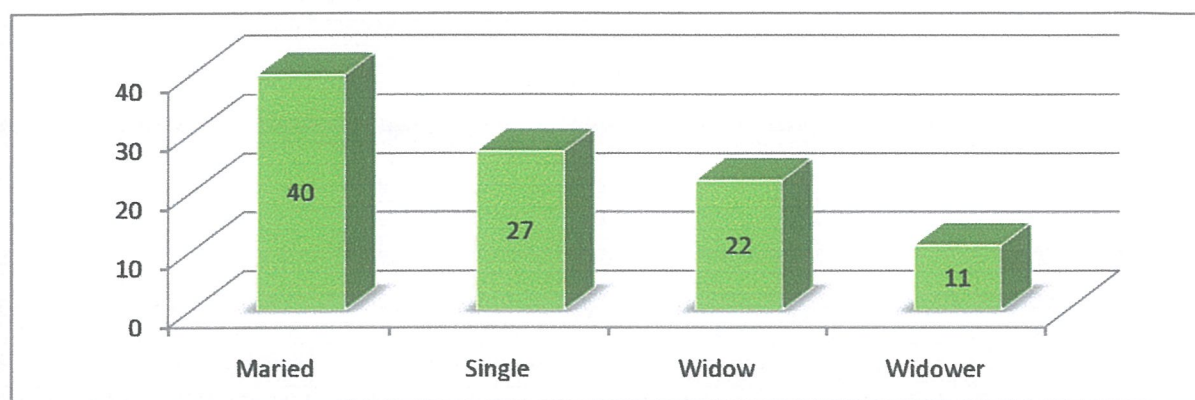
Table 2; marital status of the respondents.

Marital status	Frequency	Percentage
Married	40	40
Single	27	27
Widow	22	22
Widower	11	11
Total	100	100

Source; Primary Data, 2015

Table 2 above shows that 40% of the respondents were married, 27% were single, 22% were widows where as 11% were widowers.

Figure 2; marital status of the respondents



Source; Primary Data, 2015

Figure 2 above shows that 40% of the respondents were married ,27% were single,22% were widows where as 11% were widowers.

4.1.3. Gender of the respondents

Gender was also another factor that was considered during the study. This is because the researcher was interested in finding out the number of females and males in the whole population and comparing the percentage composition of the two.

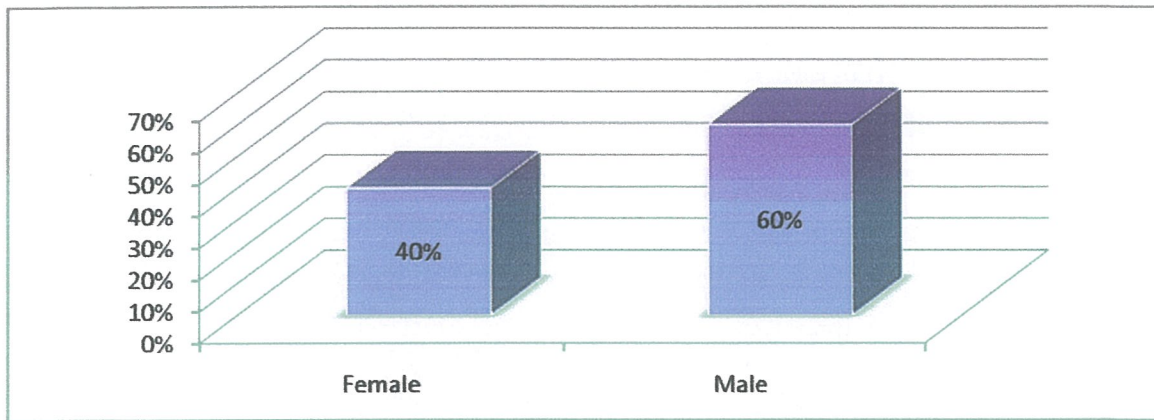
Table 3; Gender of the respondents

Sex	Frequency	Percentage
Female	40	40
Male	60	60
Total	100	100

Source; Primary Data, 2015

Table 3 above shows the gender of the respondents and it was found out that 40% of the respondents were females and 60% of them were males. This therefore means that the majority of the respondents are males and males dominate the respondents with over 60% .

Figure 3; Gender of the respondents



Source; Primary Data, 2015

Figure 3 above shows the gender of the respondents and it was found out that 40% of the respondents were females and 60% of them were males. This therefore means that the majority of the respondents are males and males dominate the respondents with over 60%

4.1.4 Education status of the respondents

Respondents were asked questions related to their education status and their responses are shown in the next page.

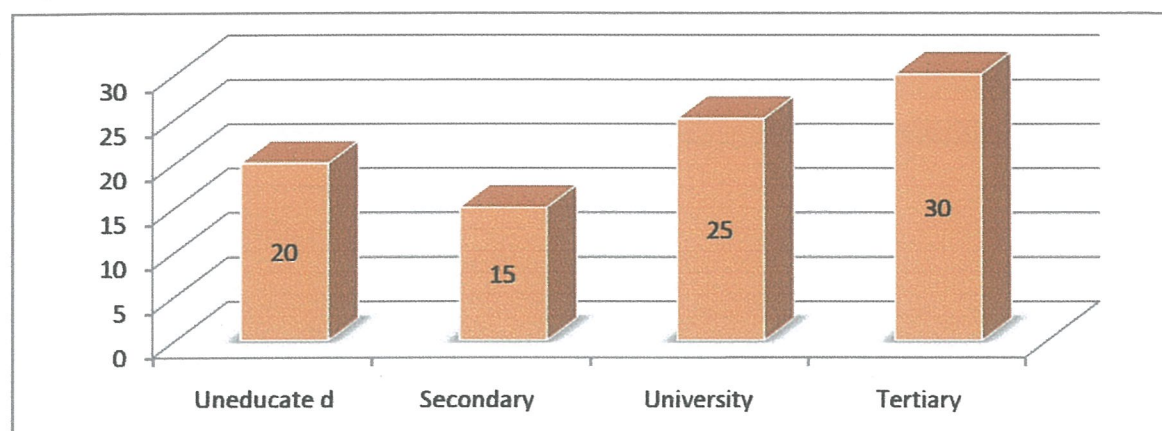
Table 4: showing educational level of the respondents.

Education levels	Frequency	Percentage
Uneducated	20	20
Secondary	15	15
University	25	25
Tertiary	30	30
Total	100	100

Source : Primary Data 2015.

Table 4 above shows the educational levels of the respondents and it reveal that 20% of the respondents had no education , 15% of the respondents had secondary education, 25% had attain university education and the remaining 30% of the respondents had tertiary education. This means that the majority of the respondents had tertiary education as compared to secondary and university education.

Figure 4 shows the educational level of the respondents.



Source: Primary Data 2015

Figure 4 above shows the educational levels of the respondents and it reveal that 20% of the respondents had no education , 15% of the respondents had secondary education, 25% had attain university education and the remaining 30% of the respondents had tertiary education. This means that the majority of the respondents had tertiary education as compared to secondary and university education.

4.2The effects of girl Child education on women empowerment in decision making within the household of Bungokho sub - county.

Respondents were asked questions related to the effects of girl Child education on women empowerment in decision making within the household of Bungokho sub-county, Mbale district and their responses are shown in the next page.

Table 5 Shows the effects of girl Child education on women empowerment in decision making within the household of Bungokho sub - county.

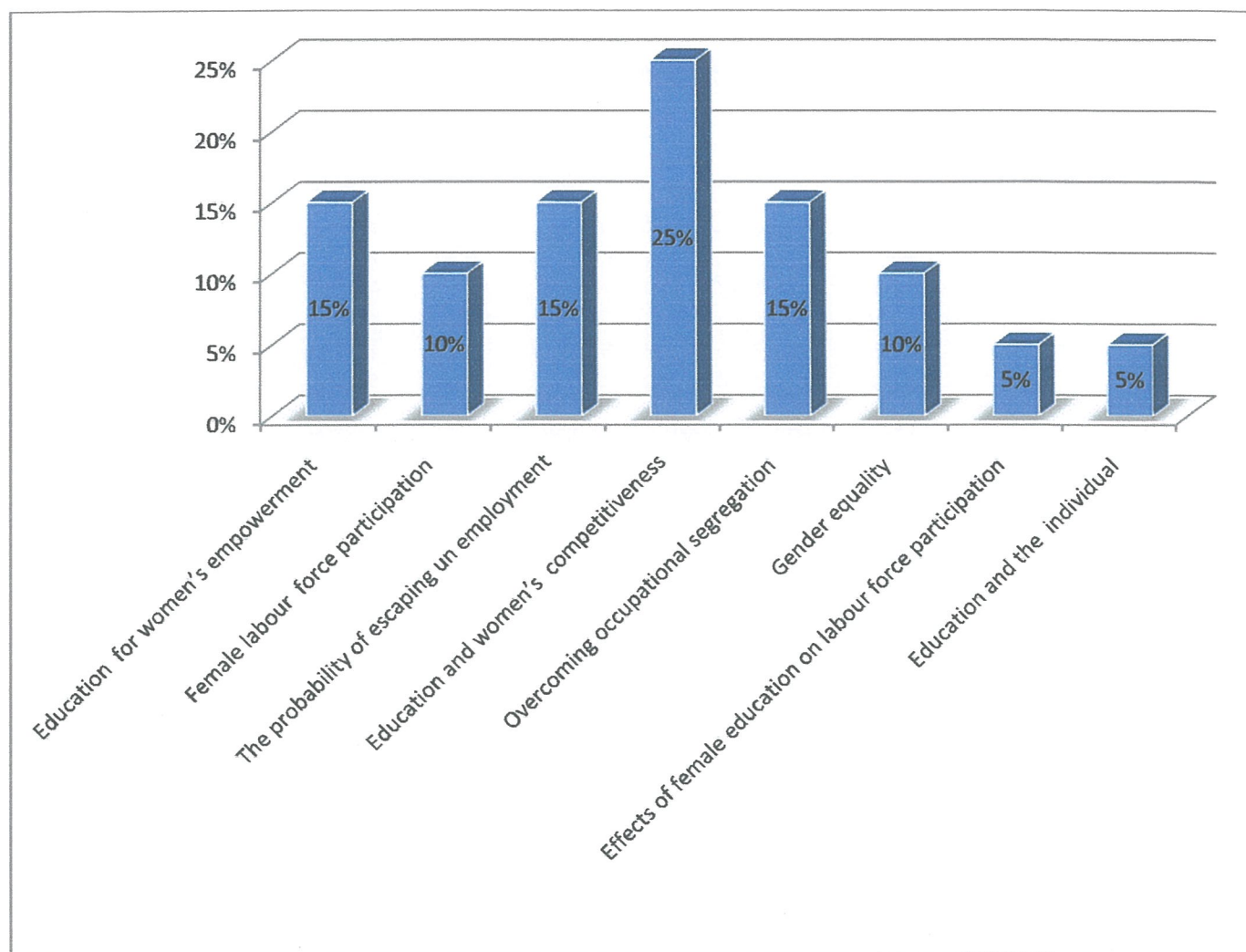
Respondents	Frequency	Percentage%
Education for women's empowerment	15	15
Female labour force participation	10	10
The probability of escaping un employment	15	15
Education and women's	25	25

competitiveness		
Overcoming occupational segregation	15	15
Gender equality	10	10
Effects of female education on labour force participation	5	5
Education and the individual	5	5
Total	100	100

Source: Primary Data 2015.

Table 5 above shows the educational levels of the respondents and it revealed that: 15 % of the respondents had effects on Education for women's empowerment within the household of Bungokho sub-county, Mbale district, 10 % of the respondents said that there is an effect on Female labour force participation within the household of Bungokho sub-county, Mbale district, 15 % of the respondent agreed that there is the probability of escaping unemployment within the household of Bungokho sub-county, Mbale district, 25% of the respondents agreed to the statement that there is Education and women's competitiveness within the household of Bungokho sub-county, Mbale district, 15% of the respondents agreed to the statement that there is Overcoming occupational segregation within the household of Bungokho sub-county, Mbale district, 10% of the respondents agreed to the statement that there is Gender equality within the household of Bungokho sub-county, Mbale district, 5% of the respondents said that there is Effects of female education on labour force participation within the household of Bungokho sub-county, Mbale district, 5% of the respondents said that there is Education and the individual within the household of Bungokho sub-county, Mbale district as an effect of girl Child education on women empowerment in decision making.

Figure 5 shows the effects of girl Child éducation on women empowerment in décision making within the household of Bungokho sub - county



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4.3 The challenges facing the girl Child education on women empowerment in decision making within the household of Bungokho sub - county.

Respondents were asked questions related to the challenges facing of girl Child education on women empowerment in decision making within the household of Bungokho sub-county, Mbale district and their responses are shown in the next page.

Table 6 shows the challenges facing the girl child education on women empowerment in decision making within the household of Bungokho sub - county.

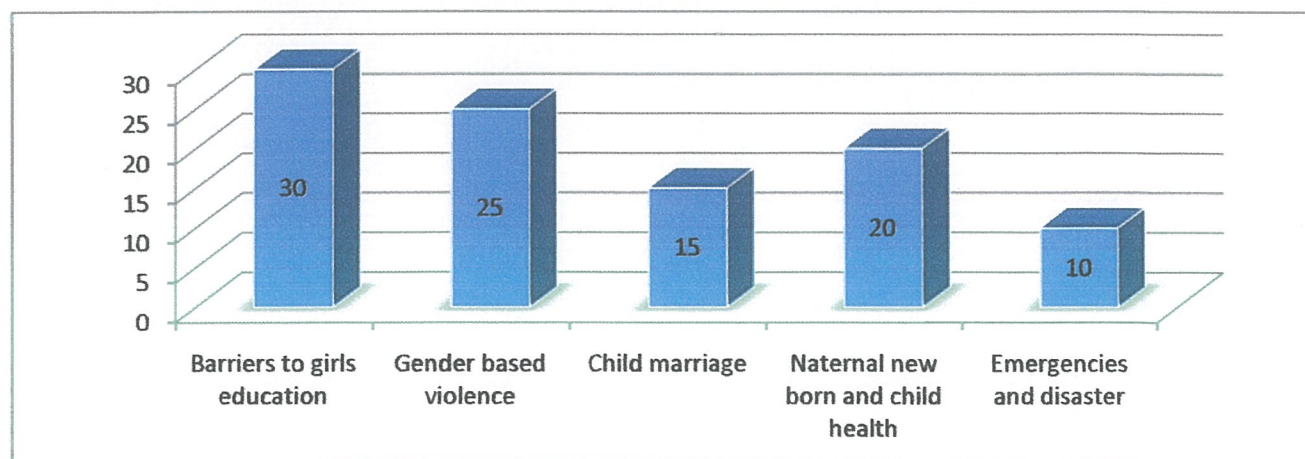
Respondents	Frequency	Percentage%
Barriers to girls education	30	30
Gender based violence	25	25
Child marriage	15	15
Maternal new born and child health	20	20
Emergencies and disasters	10	10
Total	100	100

Source: Primary Data 2015.

Table 6 above shows the educational levels of the respondents and it reveal that: 30 % of the respondents said that there are Barriers to girls education within the household of Bungokho

sub-county, Mbale district facing the girl child education on women empowerment in decision making, 25% of the respondents said that there is Gender based violence challenges facing the girl child education on women empowerment in decision making within the household of Bungokho sub-county, Mbale district this leads to lack of education to boy and child access to education within the town, 15% of the respondents said that there is Child marriage as a challenge facing the girl child education on women empowerment in decision making within the household of Bungokho sub-county, Mbale district this hinders girl child and boy education within the town, 20% of the respondents said that there is Maternal new born and child health as a challenge facing the girl child education on women empowerment in decision making within the household of Bungokho sub-county, Mbale district this also hinders girl and boy child education within Bungokho sub-county, Mbale district, 10% of the respondents said that there is Emergencies and disasters as challenge facing the girl child education on women empowerment in decision making within the household of Bungokho sub-county, Mbale district this makes the girl and boy child to lack access to education within Bungokho sub-county, Mbale district.

Figure 6 shows the challenges facing the girl child education on women empowerment in decision making within the household of Bungokho sub - county.



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4.4 The possible solutions to challenges facing the girl child education on women empowerment in decision making within the household of Bungokho sub - county.

Respondents were asked questions related to the possible solutions to challenges facing the of girl Child education on women empowerment in decision making within the household of Bungokho sub-county, Mbale district and their responses are shown in the next page.

Table 7 shows the possible solutions to challenges facing the girl child education on women empowerment in decision making within the household of Bungokho sub - county.

Respondents	Frequency	Percentage%
Making the classrooms more child centered and gender sensitive	14	14
Recruiting and training teachers who are sensitive to gender and child rights and paying them regular living wage	12	12
Promoting health in school	17	17
Promoting sports in school	16	16

Eliminating gender bias from text books and learning materials	5	5
Enabling young mothers to return to school	5	5
Taking special measures to reach the most disadvantaged girls	13	13
Providing alternative education for over aged children	5	5
Involving the local community	6	6
Encouraging the girls participation and activism for education	7	7
Total	100	100

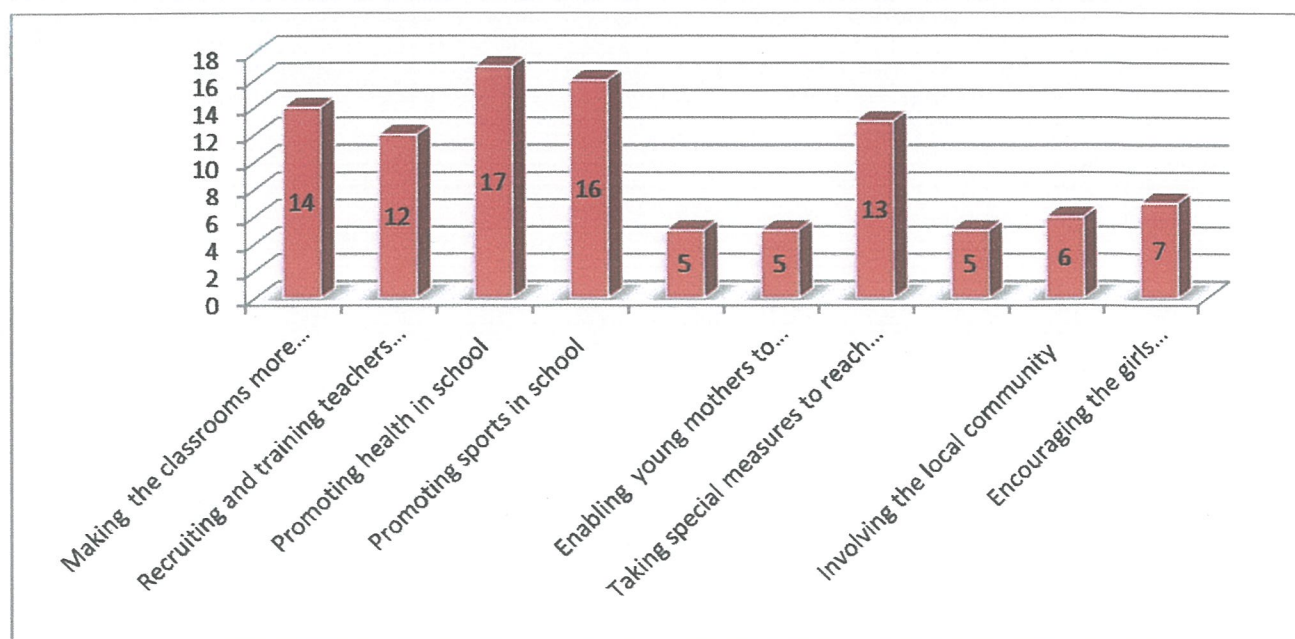
Source: Primary Data 2015

Table 7 above shows the educational levels of the respondents and it reveal that;14% of the respondents said that there is Making the classrooms more child centered and gender sensitive as a possible solutions to challenges facing the girl child education on women empowerment in decision making within the household of Bungokho sub - county.12 % of the respondents said that there is Recruiting and training teachers who are sensitive to gender and child rights and paying them regular living wage as a possible solutions to challenges facing the girl child education on women empowerment in decision making within the household of Bungokho sub - county.17% of the respondents said that there is Promoting health in school as a possible solutions to challenges facing the girl child education on women empowerment in decision making within the household of Bungokho sub-county, Mbale district,

Sixteen percent of the respondents said that there should be Promoting sports in school as a possible solutions to challenges facing the girl child education on women empowerment in decision making within the household of Bungokho sub-county, Mbale district,5% of the

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CHAPTER FIVE

CONCLUSIONS, RECOMMENDATIONS AND AREAS FOR FURTHER RESEARCH.

5.0 Introduction.

This chapter presents summary, conclusions, recommendations and the gaps for further investigations.

5.1 Discussion

After data collection and analysis, it was imperative to summarize the major findings. This sub-theme therefore gives a brief summary of the major findings of the study investigating the effect of early marriage on girl child education in Bungokho sub - county. , Eastern Uganda and the summaries in this chapter are based on the themes of the specific objectives.

5.2 Summary of the major findings

The findings on the effects of girl Child education on women empowerment in decision making within the household of Bungokho sub - county.

The findings revealed that 15 of the respondents had effects on Education for women's empowerment within the household of Bungokho sub-county, Mbale district, 10 % of the respondents said that there is an effect Female labour force participation within the household of Bungokho sub-county, Mbale district, 15 % of the respondent agreed that there is the probability of escaping unemployment within the household of Bungokho sub-county, Mbale district, 25% of the respondents agreed to the statement that there is Education and women's competitiveness within the household of Bungokho sub-county, Mbale district, 15% of the respondents agreed to the statement that there is Overcoming occupational segregation within the household of Bungokho sub-county, Mbale district, 10% of the respondents agreed to the statement that there is Gender equality within the household of Bungokho sub-county, Mbale district,

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sub-county, Mbale district as an effect of girl Child éducation on women empowerment in decision making.

The findings on the challenges facing the girl child education on women empowerment in decision making within the household of Bungokho sub - county.

The findings on the challenges facing the girl child education on women empowerment in decision making within the house hold of Bungookho sub-county revealed that 30 % of the respondents said that there are Barriers to girls education within the household of Bungokho sub-county, Mbale district facing the girl child education on women empowerment in decision making,25% of the respondents said that there is Gender based violence challenges facing the girl child education on women empowerment in decision making within the household of Bungokho sub-county, Mbale district this leads to lack of education to boy and child access to education within the town,15% of the respondents said that there is Child marriage as a challenge facing the girl child education on women empowerment in decision making within the household of Bungokho sub-county, Mbale district this hiders girl child and boy education within the town.

Twenty percent of the respondents said that there is Maternal new born and child health as a challenge facing the girl child education on women empowerment in decision making within the household of Bungokho sub-county, Mbale district this also hinders girl and boy child education within Bungokho sub-county, Mbale district,10% of the respondents said that there is Emergencies and disasters as challenge facing the girl child education on women empowerment in decision making within the household of Bungokho sub-county, Mbale district this makes the girl and boy child to lack access to education within Bungokho sub-county, Mbale district.

The findings on the possible solutions to challenges facing the girl child education on women empowerment in decision making within the household of Bungokho sub - county.

The findings on the possible solutions to challenges facing the girl child education on women empowerment in decision making within the household of Bungokho sub-county, Mbale district revealedthat;14% of the respondents said that there is Making the classrooms more child centered and gender sensitive as a possible solutions to challenges facing the girl child education on women empowerment in decision making within the household of Bungokho sub - county.12 % of the respondents said that there is Recruiting and training teachers who are sensitive to gender and child rights and paying them regular living wage as a possible solutions to challenges

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Sixteen percent of the respondents said that there should be Promoting sports in school as a possible solutions to challenges facing the girl child education on women empowerment in decision making within the household of Bungokho sub-county, Mbale district, 5% of the respondents said that there is Eliminating gender bias from text books and learning materials as a possible solutions to challenges facing the girl child education on women empowerment in decision making within the household of Bungokho sub –county, 5% of the respondents said that there should be Enabling young mothers to return to school as a possible solutions to challenges facing the girl child education on women empowerment in decision making within the household of Bungokho sub-county, Mbale district, 13% of the respondents said that there should be Taking special measures to reach the most disadvantaged girls as a possible solutions to challenges facing the girl child education on women empowerment in decision making within the household of Bungokho sub –county, 5% of the respondents said that there should be Providing alternative education for over aged children as a possible solutions to challenges facing the girl child education on women empowerment in decision making within the household of Bungokho sub – county, 6 % of the respondents said that there should be Involving the local community as a possible solutions to challenges facing the girl child education on women empowerment in decision making within the household of Bungokho sub –county, 7% of the respondents said there should be Encouraging the girls participation and activism for education.

5.3 Conclusion.

Conclusions on The effects of girl Child education on women empowerment in decision making within the household of Bungokho sub - county.

The role of formal education in modern society is not only its contribution to the individual social mobility, but to the economic growth of nations as well. The possession and use of formal education can improve the quality of life. Many aspect of life can be changed merely by the use of available knowledge, which can be provided through formal education. Formal education provides the channel not only to better socio-economic status, but also to social mobility in the

broader sense. In that direction, World Bank (1995), reports that formal education is a basic need, which acts as a crucial step towards meeting other basic needs like clothing, shelter, health care and food. Thus, the girl-child must be educated in such a way that she finds her foothold in all sectors of the society. There is therefore the need for all stakeholders to put in measures in order to improve on the education of girls in the country.

1. Educating parents

As a way of increasing access to the girl-child education, parents and guardian should be educated and be reminded of their primary responsibility in caring for and ensuring that their children especially the girl-child obtain minimum formal education. Both boys and girls can wear the same colors in clothing; not blue for boys and pink for girls. This means that both the boy child and the girl child will grow up not to discriminate each other. Lindsey, (1990:), cited in Nung, (1996) point out that the colors of pink and blue are among the first indicators used by society to distinguish female from male. The incredible power of gender socialization is largely responsible for such behaviors. Pink and blue begin this lifelong process. Fathers should equally take special interest in their girls, spend time with them and get involved in their upbringing for that will change their attitude.

Enforcement of Laws on Early Marriages

Despite the fact that early marriages continues to occur, it is a form of human rights abuse. Ghana's law prohibits families from forcing their girl-child into marriage. The law also allows girls to refuse betrothal and early marriage before they reach 18 years of age. The Children Act of 1998 Act 560 states: 'No person shall force a child – to be betrothed; to be the subject of a dowry; or to be married' and gives the minimum age of marriage of whatever kind to be 18 years.

Although laws are in place, the problem is with 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 a result of poverty.

Enforcement of Laws on Child Labor

There is the need to discourage child labor, especially those that hinder the education of children and further I recommend that there should be enactment of laws to ban children from roaming the street or selling at certain hours of the night. Policy makers should ensure that those who violate the laws and conventions on child rights are made to face the full rigours of the law. Greater emphasis on extensive public education to be carried with all actors dealing with children due to the high level of ignorance of the laws by various partners who are always in contact with children. Change of attitude and beliefs by parents that children are seen and not heard. Children are not robots; they need to be allowed to developed properly

Abolition of schools fees and other related costs

Majority Parents in the area are poor and so cannot pay their children school fees and other costs related to education such as school uniforms. The government of Ghana is providing free school uniforms to schoolchildren but very selectively. Selectively because government will continue provide school uniforms to only 'poor but brilliant' primary school pupils as a means of ensuring primary education for all. Therefore, poor but not brilliant pupils whose parents cannot afford school uniforms for them cannot benefit from the initiative, unless they can prove their worth academically.

Therefore, the government must see it as a responsibility to equitably distribute support to all who need it. If two pupils are poor, help must be given to both of them. Selectivity will only foster the exclusion that is being fought for. The government should be reminded that Ghana's commitment to the Millennium Development Goal of universal primary school completion by 2015 might be dashed if government continues this selectivity.

Expansion School Feeding Programs

School Feeding Program is a good initiative and can be use to boost the new educational reform program. The School Feeding Program 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 program had eased the burden on both parents and teachers in their quest to provide their children with the quality food.

The government needs to continue supporting this program of feeding school children in the country. The time has arisen for the School Feeding Program to get legislative backing to ensure continuity and its sustainability irrespective of the government in power. Not only does it create legitimacy of the program but it also shows government's commitment of meeting the Millennium Development Goals by 2015.

Engagement of men and civic groups as advocates for girls' education

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

Conclusions on the challenges facing the girl child education on women empowerment in decision making within the household of Bungokho sub - county.

The data collected through participant observation, in-depth personal with parents, married males and females, school pupils, key informants and focus group discussions with councils of elders, community and rural leaders, local government officials, local health post workers, primary school teachers and victims of early marriage involving both boys and girls in the area of study. However, girls are married off earlier than boys because they no longer socially categorized as children. The local people belief that girls need fewer years to prepare for marriage as their duties are confined to childbearing and domestic roles. Accordingly, marriage before the age of 14 is the norm for girls. Currently, the average age at first marriage for the daughter's generation is getting down to 8 years compared to their mother's generation which was 11 years. This entails that the trend towards early marriage is now getting and becoming more common than ever before in the studied community. This is contrary to the general assumption that early marriage was the norm for the older generation of course older women were married before the age of 18, but their age at first marriage was not as early as the younger generation of women. The elderly key informants also confirmed this trend by stating that in the previous times, both girls and boys were expected to get married at the age of 13-15 years for girls and 18-23 years for boys.

Conclusion on the possible solutions to challenges facing the girl child education on women empowerment in decision making within the household of Bungokho sub - county.

Both the rural and urban poor ability to mobilize both mental and physical resources depends on the education of parents and their social economic status. All people who participated in study didn't go beyond senior two except 1(one) women and (5) five men.

The main motivating factor to send and retain children in school is the hope that they will escape the biting poverty in the slums and rural areas in Bungokho sub - county. The second important motivating factor is their children's high interest in staying in school, plus their willingness to help with the households chores while their mothers are busy looking for money. The most important factor is the wish to take advantage of the government offer of non-payment of tuition fee.

Women of Bungokho sub - county have devised various methods of mobilizing resources to send their children to school. These include participation in the informal sector of selling a variety of good in the evening liharcoal, food, clothes. They also do casual labor for the relatively well off families like cultivation, shop attendants, cleaning jobs and low paying jobs in the municipality. Rural housewives who do not have jobs but depend on their husbands use whatever their husbands allow them to sell from farm produce, to give their children. They have also found a way of persuading their husbands to retain their children in school especially the girl child.

The main constraints facing the women of Bungokho sub - county are the low levels of education which does not allow them to get relatively high paying jobs. Lack of access to and control of family property whose accumulation they actively contribute towards, Lack of support from their husbands and the large families which keep them busy the whole day (18) hours with little productivity contributing to the cycle of poverty. This explains the practices of child-labor, high number of school dropout especially in rural areas, little or no lunch contributing to poor performance of individual children.

Women are determined to send their children to school. Areas of where they need support have been identified as: Adult education classes, the existing microfinance organizations, agricultural organizations like NAADS, Send a Cow can be encouraged to integrate those women in these development program to take advantage of those privileges available in their community

The above opportunities will be realized if the existing culture of male dominance is worked

upon, through sensitization of men, providing immunization, family planning knowledge and services if available to all will reduce the fertility of women in the district. Since some of the above mentioned suggestions are already in place with the existing government affirmative policies in place, there is hope that their implementation, monitoring and experiment will help women send their children to school and complete the first seven years.

Listening to women voices is an important means of understanding them; internalize their challenges, how they survive and how they can be helped appropriately.

Lastly, achieving the millennium Development Goals set for access to primary education for all in 2015 will not be possible at this rate in many parts of Uganda unless the above issues are tackled

5.4 Recommendations

From the findings of the study, it is evident that girl child suffers discrimination from both the parents and the teachers.

It is therefore recommended that the parents should stop discriminating against the girl child. Parent should give equal schooling opportunities to both the sons and daughters.

The teachers in school should have positive attitude towards the girl child in school so as to encourage girl child to enroll in secondary school.

- Efforts should be made to sensitize the parents on the importance of education to all their children without discrimination.

The government should establish policies to enhance girl child education in secondary education and to enforce parents to take all children to school without discrimination.

5.4 Suggestions for further research

The study focused on girl child participation in secondary education in a very small area Bungokho sub-county.

Further research should be carried out on girl child secondary education in other areas of the district to get more information on girl child participation in secondary education that is more conclusive. Should also be done on other factors that influence girl child participation in secondary education beside family and school related factors.

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APPENDICES: I

QUESTIONNAIRE TO THE RESPONDENTS OF BUNGOKHO SUB-COUNTY.

Dear respondent,

This is a questionnaire on the impact of girl child education on women empowerment in decision making within the house hold. You have been scientifically selected to participate in the study that is for pure academic purposes. You are even assured of the utmost good faith as far as the confidentiality of the information provided is concerned. Please assist and answer the following questions to the best of your knowledge.

APPENDICES

APPENDIX 1: QUESTIONNAIRE

Dear respondent as part of my requirements for the award of Bachelor's degree in Public administration and management at Kampala international university. I am administering this questionnaire on the research titled the roles of income generating activities in rural women empowerment. Please kindly answer as honestly as possible.

Thanks for their cooperation.

Please tick the most appropriate box.

1. Sex

A) Male ☐ B) Female ☐

Marital status

A) Married ☐ B) Single ☐

Age

- | | | | | |
|----|-------|----------------------|-----------|----------------------|
| a) | 15-19 | <input type="text"/> | d) 31 -35 | <input type="text"/> |
| b) | 20-25 | <input type="text"/> | e) 36-40 | <input type="text"/> |
| c) | 26-30 | <input type="text"/> | f) 41-45 | <input type="text"/> |

Level of education

- | | | |
|----|--------------------------------------|----------------------|
| a) | Certificate | <input type="text"/> |
| b) | Degree | <input type="text"/> |
| c) | Diploma | <input type="text"/> |
| d) | Other professional certificates..... | |

SECTION A.

**THE EFFECTS OF GIRL CHILD EDUCATION ON WOMEN EMPOWERMENT IN
DECISION MAKING WITHIN THE HOUSEHOLD OF BUNGOKHO SUB - COUNTY.**

1. What are the effects of girl Child education on women empowerment in decision making within the household of Bungokho sub - county?

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2. What do you understand by the term women empowerment?

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3. What could you then be the activities which you are involved in to get empowered within the community?

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4. What are the main effects of girl Child education on women empowerment in decision making within the household of Bungokho sub - county?

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5. How have you benefited from girl child education on women empowerment in decision making within the household of Bungokho sub - county?

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SECTION B:

THE CHALLENGES FACING THE GIRL CHILD EDUCATION ON WOMEN EMPOWERMENT IN DECISION MAKING WITHIN THE HOUSEHOLD OF BUNGOKHO SUB - COUNTY.

1. The challenges facing the girl child education on women empowerment in decision making within the household of Bungokho sub - county.

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2. What are the challenges you face while educating girl child?

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3. What are the challenges that you hinder girl child education ?

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4. What do you think is/are the challenges facing women while educating girl child ?

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5. What are some of the challenges facing you as a woman who participates in teaching girl child?

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SECTION C:

THE POSSIBLE SOLUTIONS TO CHALLENGES FACING THE GIRL CHILD EDUCATION ON WOMEN EMPOWERMENT IN DECISION MAKING WITHIN THE HOUSEHOLD OF BUNGOKHO SUB - COUNTY.

1. What are the possible solutions to challenges facing the girl child education on women empowerment in decision making within the household of Bungokho sub-county, Mbale district?

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2. What reason made you to engage in girl child education on women empowerment?

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3. What are significant solutions challenges facing the girl child education on women empowerment in decision making within the household of Bungokho sub-county, Mbale district?

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4. What are the main developmental benefits that encouraged you to practice girl child education?

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5. What are the benefits of the women in practicing girl child education?

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APPENDIX III

TIME TABLE FOR THE RESEARCH

Week	Activity	Assessment Indicators	Requirements & other comments
1	Acquaintance and contact making	Interview appointments, contacts of respondents	Introduction letter, concept paper. etc
2	Data Collection	Planned raw data entries	Stationary, transport
3	Data Collection	Planned raw data entries	Stationary, transport
4	Data Compiling	Rough copy of report	Stationary
5	Proposal Writing, compilation & Typing	Unedited Report	Stationary, secretarial services
6	Dissertation Editing	Fine dissertation copy	Computer
7	Submitting the research proposal		