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**THE CONTRIBUTION OF GIRL CHILD EDUCATION TOWARDS POVERTY  
REDUCTION IN GWERI SUB COUNTY**

by

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## **DEDICATION**

This report is lovingly dedicated to my husband Mr. Okello Simon who was my constant source of inspiration. He gave me the moral drive and discipline to tackle any task with enthusiasm and determination. Without his love and care coming up with this work would not have been made possible. To my parents Mum and Dad for their encouragement and my children Keren, Hope, Martha, Emma & Millicent for providing psychological refreshment whenever I would feel tired.

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## **ACRONYMS**

**UPE:** Universal Primary Education

**CEDAW:** Convention on the Eradication of all forms of Discrimination Against Women

**PEAP:** Poverty Eradication Action Plan

**UN:** United Nations

**UNESCO:** United Nations Education and Scientific Cultural Organization



## ABSTRACT

This dissertation presents the assessment of the contribution of girl child education towards poverty reduction in Gweri Sub county in Soroti district. To meet the purpose, the study objectives were; to examine whether girl education played a role in poverty reduction Gweri Sub County. To find out the relationship between girl child education and poverty reduction in Gweri Sub County. To assess the challenges encountered in educating a girl child. Finally to examine the strategies of overcoming the challenges encountered by parents while educating a girl child I Gweri Sub County.

The researcher used a descriptive survey design to gather views. The researcher used questionnaire, interview schedule, observation as primary methods both qualitative and quantitative research designs with 80 respondents as a sample size were adopted. The secondary data was gathered from literature of acknowledged authors and documentaries. The researcher used tables to analyze the findings under study basing on study objectives.

The research findings showed that girl child education leads to economic empowerment. This is due to a number of factors like mobilization of people at the grassroots level to be self-reliant through engagement in the business arena. The findings further revealed that girl child education contributed significantly towards wealth creation. The aspect of education programmes were intended to contribute towards poverty eradication. The researcher discovered that improvement in education was a way towards self sustenance and employment.

The findings showed that the levels of education for the girls and women was very low and that the dropout rate was so high among girls than in boys this is attributed to parents preferring to educate boys and leave girls out for marriage. The research findings further revealed that girl children faced challenges of gender based violence, early marriages, teenage pregnancy, child labour and discrimination at work and at home.

There is need to encourage parents to take girl children to school and on the other hand government should focus on non -formal education and functional adult literacy programmes to cater for the need of women who could not enter formal system of education and who dropped out of school early. Further research should be carried out on policies that promote girl child and women education. Government, nongovernmental organizations need to formulate policies that would sensitize the public and girl children on the importance of education.

## **CHAPTER ONE**

### **1.0 GENERAL INTRODUCTION**

Gender inequality in education is one extreme where girls are less likely to access school, to remain in school or to achieve education. Education helps men and women achieve their potential in the economic political and social arenas. It is also the single most powerful tool to lift people out of poverty. Education plays an important role as a foundation for girls' development towards adult life. It should be an intrinsic part of any strategy to address the gender-based discrimination against women and girls that remain prevalent in many societies (Tomasevski 2005). This study therefore was intended to examine the contribution of Girl child education towards poverty reduction in Gweri Sub County in Soroti district. In this chapter the researcher explained the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions , scope of the study, conceptual framework, justification of the study, significance of the study and the conclusion.

#### **1.1 Background to the Study**

The girl-Child is a biological female offspring from birth to (18) years of age. This is the age before one becomes an adult. This period covers the nursery or early childhood (0-5years), primary (6-12years) and secondary school (12-18years). During this period, the young child is totally under the care of the adult who may be her parents or guardians and old siblings. It is made up of infancy, childhood, early and late adolescence stages of development.

During this period, the girl child is malleable, builds and develops her personality and character. She is very dependent on significant others, those on whom she models her behavior through observation, repetition and imitation (Chibiko 2009)

According to Becker (1975) the World Bank has stressed investment in girl child education as an important development strategy for developing countries and this is broadly agreed across a range of agencies and increasingly, governments. In particular the World Bank has stressed the high social rates of return to girl child education.

According to Chibiko (2009) girl child education is the process of providing information to an inexperienced girl child to help her develop physically, mentally, socially, emotionally, spiritually, politically and economically. Chibiko adds that there is an adage that says “educate a man, you educate an individual, but educate a woman, you educate a nation.” She says that the above summarizes the essence of education to the girl-child and indeed, to every educable human being, and so calls for special attention to be focused on education of the girl-child.

Chibiko (2009) reveals that no nation can afford to toy with the education of her citizens, especially, the girl child, who will be the mother of tomorrow, because education is the bedrock of all facets of development.

Kaiso (2006) observed that convention on education and discrimination against women (CEDAW) organization condemns discrimination against women and has agreed to pursue a wide range of strategies to eliminate discrimination against women.

In 1997, the government of Uganda introduced Universal Primary Education (UPE) with aim of providing facilities and resources to enable children of school going age (6-12) enter and complete primary level education. PEAP target is to eliminate gender disparity in primary school enrolment by 2013/2014.

On the other hand, poverty reduction involves improving the living conditions of people who are already poor. Aid, particularly in medical and scientific areas, is essential in providing better lives, such as the Green Revolution and the eradication of smallpox. The problems with today's development aid include the high proportion of tied aid, which mandates receiving nations to buy products, often more expensive, originating only from donor countries. Nevertheless, some believe that small changes in the way each of us in affluent nations lives our lives could solve world poverty (Krugman2009)

Poverty has been universally affirmed as a key obstacle to the enjoyment of human rights, and it has a visible gender profile. The main reason for this is the fact that poverty results from violations of human rights, including right to education, which disproportionately affect girls and women, trapping them in a vicious downward circle of denied rights that in turn leads to exclusion from the labor market and marginalization into the informal sector or unpaid work. This perpetuates and increases girl's and women's poverty in general.

Educating girls and women is an important step in overcoming poverty. The focus on poverty reduction makes the argument in favour of girl child education a powerful tool in making a change in the lives of girls and women in general. It is widely claimed that educated women marry later, want fewer children and are more likely to use effective methods of contraception which reduces the burden of feeding these children hence reduction in the rate of poverty in such families. Large differences in poverty rates are found between those who have completed at least seven years of education and women who have not completed primary education (UN Report 1995).

The more educated the mother, the lower is maternal mortality and the healthier is the child and therefore reduced expenditure on medical services and hence reduced poverty rate. It is calculated that poverty level reduces about eight percent for each additional year of parental schooling for at least the first eight to ten years of schooling (Tomasevski, 2005).

The research was basically on the contribution of girl child education towards poverty reduction in Gweri Sub County. The Sub-County started with about 60 girl children in 2008 but today the over 1,800 girls in the Sub-county have benefited with education and the main focus in the Sub-County is supporting child mothers some of whom have attained education up to University and other tertiary institutions of learning.( primary data)

## **1.2 Statement of the Problem**

Improving girls' educational levels has been demonstrated to have clear impacts on poverty reduction in a community. The research by Gapol and Salin (1998) reveals that girls and women constitute 51% of the population, thus it makes good economic sense to educate and economically empower the majority of the population for the development of the nation.

Despite the benefits of girl child education and its role on poverty reduction in a community, gender disparities in education still persist in many districts in Uganda. In Gweri Sub County for instance, boy children are favored compared to girls when it comes to education, most families especially those in rural areas prefer to raise girls up to the age that they feel they can marry instead of educating them. There is also high rate of poverty in the Sub County where most mothers are not able to afford the basic needs of their families among others.

Gweri Sub County is one of the Sub- Counties in Soroti District which has been seriously hit by poverty with a majority of people especially single mothers failing to provide for their families in terms of medical care, school fees and shelter. In most cases the mothers tend to depend on support from donors and other well wishers elsewhere. This forced the Sub- County authorities to come up with a number of poverty reduction strategies such as encouraging parents to invest in education, promoting crop and livestock farming, improving market access among others as a means of improving the welfare of the local people. Much as the Sub- County authorities and other stakeholders have put place all these strategies of poverty reduction, its rate has remained high.

Studies show concern for the girl child education since in most cases the girl child is denied access to education in favour of a boy child yet a girl today will be a mother tomorrow (Chibiko 2009).

Since in most cases there is a bias in education where families in the Sub -County prefer to educate the boy child living out the girl child, it is likely that this contributes to high poverty rate. It is against this background that the researcher carried out the study to establish the contribution of girl child education on poverty reduction in Gweri Sub- County.

### **1.3 General Objective**

The study intended to establish the contribution of girl child education on poverty reduction in Gweri Sub- County.

### **1.4 Specific Objectives of the Study**

The study aimed at achieving the following specific objectives:

- (i) To find out the contribution of girl child education towards poverty reduction in Gweri Sub-County.
- (ii) To establish the challenges encountered in educating a girl child in Gweri Sub –County.
- (iii)To find out the strategies of improving girl child education and poverty reduction in Gweri Sub- County.

## **1.5 Research Questions**

The researcher was guided by the following questions:

- (i) What are the contributions of girl child education towards poverty reduction in Gweri Sub-County?
- (ii) What are the challenges encountered in educating a girl child in Gweri Sub- County?
- (iii)What strategies would improve the girl child education in Gweri Sub- County?

## **1.6 Scope of the Study**

### ***1.6.1 Subject Scope***

The study focused on the contributions of girl child education towards poverty reduction in Gweri Sub- County, Soroti district, the challenges encountered in educating the girl child in Gweri Sub- County, and the strategies of improving girl child education in Gweri Sub-County.

### ***1.6.2 Geographical Scope***

The study was carried out in Gweri Sub -County in Soroti district which is in the North Eastern part of Uganda. The parishes of interest in Gweri Sub -County were; Dokolo, Aukot and Awaliwal. The researcher carried out the study in Gweri Sub County because it had been hit seriously by poverty for quite a long time. The study covered three parishes out of seven

in the sub-county i.e. Dokolo, Aukot and Awaliwal which have a total of over 6300 households Soroti District Demographic Report (2009)

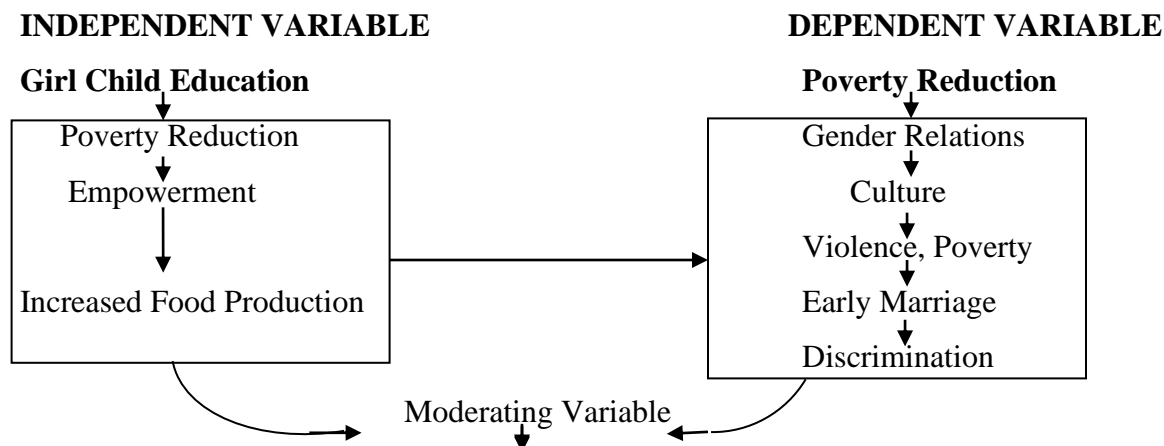
The study basically looked at families that benefited from educating children especially girl children and the contribution of girl child education towards poverty reduction and community development.

### **1.6.3 Time Scope**

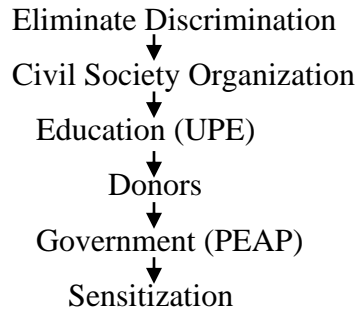
The role of girl child education on poverty reduction in Gweri Sub- County has been considered for a period of 5 years that is from 2008 to 2012. This is a period when there was increased sensitization of the community about the role and contribution of girl child education on community development. Donors, government, civil society organization and other stakeholders have been spearheading the campaign to ensure that all school age going children access cheap and free education in the sub-county.

### **1.7 Conceptual Framework**

In her conceptualization, the researcher looked at how girl child education contributes towards poverty reduction, economic empowerment and increased food production and how these are affected by the independent variables like culture, poverty, early marriages and discrimination and how these were controlled by donors, government and formal education as illustrated below:







**(Source: Uganda Joint Christian Council 2006)**

The researcher related many items towards one to achieve her intentions. In the dependent variables, girl child education contributes to poverty reduction in that when the girl children graduate in different professional disciplines they are able to compete favourably in the labour market.

However, in gender relations, women and girls suffer gender related discrimination in the labour market including “voice poverty” which has remained a stumbling block to their empowerment.

Empowerment of women has been attained since 1986 when the NRM government took over power. Government affirmative action for Women and girls has led to more embracing education and joining higher institutions of learning. Women hold higher leadership positions in various sectors in the Country. Initially, inferiority made them to shy away from particular professions and leadership positions which were initially held by men, but equal opportunity to education and economic, social and political empowerment has enabled women to experience liberty and compete favourably with their counterparts (men).

The country has experienced increased food production due to increased ownership of land by women. Women are becoming the leading producers and traders of agricultural commodities both in rural and urban areas.

The independent variables that hindered girl child education include gender relations. Women face exploitation in the labour market coupled with low- wage employment and are more likely than men to have secure jobs.

Cultural practices that discriminate against women further impede on girl child education and hence attaining the objective of women empowerment and emancipation. Many parents in Gweri Sub-County preferred to educate boys to girls and marry off girls at a tender age in exchange of dowry and food. This cultural norm further deepened women into abject poverty in many rural communities in the country.

Girls and women are the major recipients of violence and poverty in the many communities globally. Domestic violence among girls and married women continued to affect their economic, social and political development. Women and girls are sexually violated at homes, schools and offices. This makes them to look at themselves as an inferior sex and vulnerable to abuse of their right to dignity.

Early marriages among village girls continue to hamper the objective of realizing the millennium development goal of free education and adult literacy. In Gweri Sub County parents prefer marrying off their girls to education. It has also been found that rural girls are more inclined to talk about marriage other than discussing about the value of education.

Girls and women face discrimination in a wider society today, they work for longer hours both at home and in offices for meager or no pay. This discrimination of girls and women has further elevated women into absolute poverty with little remuneration for more work. This means that girls and women are likely to remain in the vicious cycle of poverty with no other incentives to boost on their income.

Although women and girls encounter many obstacles in attaining education, moderating variables like civil society organizations, universal primary education, donors, government and sensitization campaigns have been extended to rural communities to ensure that girls and women are accorded the equal opportunities to education and employment in various sectors. Donors through Non-Governmental Organizations (NGOs) have contributed a lot towards education sector basically targeting a girl child. The donations both material and financial have motivated girls to concentrate in studies; women have been facilitated to start village enterprises to boost their income base.

### **1.8. Justification**

In Gweri Sub County a majority of girls and women especially the illiterate ones live below poverty line and consequently depend on parents, husbands and relatives for basic needs like food, clothing, shelter and health care. The aim of educating a girl child is to ensure full development of human personality and the strengthening of respect for human rights and fundamental freedoms. In that regard, education should be directed at promoting understanding, tolerance and friendship among all nations and among racial or religious groups. It should also be directed at promoting peace. It was therefore worthy to carry out an investigation on the contribution of girl child education towards poverty reduction in Gweri Sub- County

### **1.9. Significance of the Study**

The study has added to the volume of the literature and knowledge on girl child education and poverty reduction and it will act as a reference to students and future research.

The study would help the researchers in future in handling challenges related to girl child education and poverty reduction in the community.

Gweri Sub County would use the findings of the study to improve on girl child education and reducing on the level of poverty in the Sub -County.

The study would help the Sub -County leadership design strategies on how to reduce poverty in the Sub County

### **1.10. Conclusion**

The role of the girl child education is justified not only because of its importance in the society to the exercise and diligence to prevent, investigate and punish acts of violence against girl children and women including the following;

Embodying the principle of equality of men and women together with girl children in the national constitution or other appropriate legislation if its not yet done to ensure, through law and other appropriate means, the practical realization of this principle.

Establishing legal protection of rights of women and girls on equal basis with men and ensuring through competent national tribunals and other public institutions the effective protection of women and girls against any act of discrimination (Watt, 2000)

## **Definition of Terms and Concepts**

- Economic Development:** Refers to economic growth with equitable redistribution and uplifting of Living standard of the population
- Economic Growth:** Increase in the amount of goods produced by an economy overtime
- Poverty:** Shortage of common things such as food, clothing shelter and safe drinking water which determine the quality of life
- Household:** Is defined as all people who live under one roof and take or are subject to others taking for them joint financial decisions.
- Girl child education:** According to Chibiko (2009) girl child education is the process of providing information to an inexperienced girl child to help her develop physically, mentally, socially, emotionally, spiritually, politically and economically

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Introduction**

The study focused on the contribution of girl child education towards poverty reduction in Gweri Sub-county in Soroti district. It reviews literature in regard to the topic according to the study objectives. The researcher in a view to get further insight about the problem reviewed some of the existing literature on the study variables from text books, magazines, research reports, newspapers and the internet by successful researchers.

Literature review was presented in three sections: the contribution of girl child education towards poverty reduction in Gweri sub-county, the challenges encountered in educating a girl child and the strategies of improving girl child education and poverty reduction strategies.

#### **2.2 Contribution of girl child education towards poverty reduction**

The study by World Bank (2000) shows that education attainment correlates to increased agricultural productivity. It is reported that increased education for women would yield exceptional returns in terms of world food security.

The report further reveals that if women receive the same amount of education as men, farm yields would rise by between 7% and 22%. Increasing women's primary schooling alone could increase agricultural output by 24%. The report concludes that literate women have got some relevant knowledge on agricultural production for example crop and animal management unlike the illiterates who may find difficulty in using modern farming methods.

### **Development of skills**

The research by Tomasevski (2005) reveals that providing opportunities to girls and women to pursue vocational training develops their skills that they can use to earn a living. Girls and women are empowered to make decisions and influence community change in key areas, like population growth, peace and security and reducing the gap between the rich and the poor.

### **Poverty reduction**

Tomasevski (2005) correctly argues that educating girls and women is an important step in overcoming poverty. Inequality and poverty are not inevitable. The focus on poverty reduction makes the right to education to be a powerful tool in creating a change in the lives of girls and women. Poverty has been universally affirmed as a key obstacle to the enjoyment of human rights and it has a visible gender profile. The main reason for this is the fact that poverty results from violations of human rights, including the right to education, which disproportionately affect girls and women. Various grounds of discrimination combine, trapping girls in a vicious downward circle of denied rights.

According to the United Nations Education and Scientific Cultural Organization Report (2007) established that wealth creation was a significant aspect in education programmes intended to contribute to poverty eradication. Integration of school education within the

economic activities of a community can assist learners to create wealth. For instance, in a carpet-weaving village, lessons would also cover various aspects of the carpet industry. In this way, school education would help girls to improve traditional trade skills of the village alongside other curricular contents. It would ensure their future employment possibilities and contribute to the wellbeing of the whole community.

The research by Bhasin (1992) shows that sustainable development has to be woman centered because women take care of the basic needs of the society like food, fodder, fuel, shelter, nurturing. They are also more in tune with nature. Women especially those in the rural areas are the ones whose survival is most threatened by ecologically disastrous development.

The opinion of the ministry of Gender and community development (1996) is that women and girls in Uganda contribute to the economy and combating poverty through both remunerated and unremunerated work at home and in the community. Women make up 70% of the agricultural labour force and are also responsible for producing 80% of the country's food requirements.

The ministry of Gender and Community Development statement on women in Uganda (1996) is further supported by Uganda Human development report (2007) which pointed out that food production utilizes considerable labour and land resources. The report also indicates that more than 60% of agricultural labour force is devoted to food crops production and over 75% of the family labour is contributed by women and girls. In Gweri Sub-County women and girls do most of the domestic work and majority are engaged in agriculture to produce



food for home consumption and sell while men are engaged in livestock selling at the nearby Arapai market.

Mueller and Anker (1992) makes it clear that the principle of integrating women into all phases of the development process both as participants in planning and policy making and as beneficiaries has now become widely accepted by governments throughout the world. The importance of women's contribution to the achievement of national economic and social goals was initially articulated at the United Nations International Women's Year Conference in Mexico in 1975. As a consequence, both rural and urban households have often faced increasing impoverishment and difficulty in meeting their basic needs. In view of this, women are rightly fully seen as actively integrated into economic life and their labour and economic output is essential for supporting their families.

Mugerwa (2013) points out that investing in girl child education produces considerable returns not only for economic growth but for democracy as well as healthy families. Women play a major role in building communities according to the author and are able to have more control over their own lives after education. The educated mothers are of course able to invest in their children's wellbeing and thus foster positive changes in the community.

Owomugasho (2012) reveals that, mobilizing people at the grassroots level to be self-reliant and empowering women as the key change agents, has encouraged building of partnership with local government. Through a multi-prolonged approach called the epicenter strategy, its interventions have contributed to the improvement of people's welfare through educating girls and women. This has contributed to food production and security, health and nutrition.

The United Nations Education and Scientific Organization report (2007) points out that girl child education is crucial in poverty reduction. No country has succeeded if it has not educated its people especially the girl children because they are the mothers of tomorrow. Not only is girl child education important in reducing poverty, but key to wealth creation.

Prem (2012) states that when you educate a girl in Africa, everything changes. She will be three times less likely to get HIV/AIDS, earn 25% more income and have a smaller healthier family. He called upon all nations to urgently prioritize quality education for girl child as an essential factor in tackling poverty.

Maile (2010) in his research established that, worldwide, every year of girls' schooling translates into increased individual female income of about 10% in the future and that in poor countries, the gains are even greater. He points out that girl's education reduces inequality as the great "leveler" against illiteracy which is one of the strongest predictors of poverty. Primary education plays a catalytic role for those most likely to be poor, including girls, ethnic minorities, orphans, disabled people and rural families. By enabling large numbers to share in the growth process, education can be the powerful tide that lifts all boats.

In contrast, there are scholars who argue that education also does not necessarily solve development problems – poverty in particular. They point out that it persists in states rolling out education for all.

Berhman (1991) states that, externalities to girl child education are not as great as it is often claimed and are actually realized as private benefits. These debates raise an important reality: poverty reduction is a complex process and needs to be approached from multiple perspectives, but countries need a holistic approach to take this further.

A study by Nakiwala (2013) shows that in Uganda, the girl child education situation is gradually changing. However, society is yet to appreciate the intrinsic value and contribution of girls in the transformation of communities through poverty reduction.

The opinion of Nabirye (2009) is that women earn one tenth of the world's income and own less than one hundredth of the world's property. The importance of women in society cannot be underscored. However, women continue to face abuse, extreme poverty, lack of proper health care and educational opportunities. They are at risk of early marriages and pregnancy. World statistics indicate that two thirds of girls have no access to education. When given an opportunity to have a voice in charting their own destiny, women can improve their family's and community's lives.

Nabirye (2009) correctly argues that inspiring women to be good mothers, farmers, and engineers is good enough, but education makes them achievers. When women become achievers, World statistics indicate that over 70% of the 1.3 billion people in poverty being women will change. World vision Uganda a Christian child focused organization is an example of an organization that is supporting girl education to end poverty.

In spite of their vulnerability to gender related discrimination, girl child education has led to economic empowerment in that, women and girls who attain education are more likely to hold and secure jobs, become good planners and decision makers at household level than uneducated ones ( Kaiso, 2006).

In a study by kaiso (2006) reveals that women and girls contribute 80% of food production in Uganda, conversely however, male labour that is predominantly able to take advantage of

diversification opportunities, than women may be seen more relegated to subsistence food production.

In regard to the above arguments women contribute significantly to the economic and social development of the country. In Gweri sub-county women and girls who have attained education to up to higher learning institutions have transformed their families economically and socially. Many are now engaged in gainful economic activities like establishment of vibrant village enterprises in the Sub-County. Village saving clubs established by women are now recognized by the government and they have been recipients of government and donor financial boost including capacity building on management of their Village savings.

### **2.3 The challenges encountered in educating a girl child**

#### **Women and education**

The article by Ministry of Gender, Labour and Social Development (1996) points out that the level of education for the girls and women is very low throughout the country. Illiteracy levels are high amongst women. It is said that 64% of the women are illiterate as compared to 40% of the men. Enrollment level among female children is low at all levels in schools compared to boys.

On the other hand dropout rate is high among girls than boys especially at lower primary for example in 1994, 47.5% of the children enrolled in P.1 in government aided schools were girls. This proportion reduced to 40% in P.7, signifying a high dropout rate.

Major factors which contribute to low enrollment of girls in the formal education system include:-

According to the ministry of Gender, Labour and Social Development (1996) patriarchal society and other local and cultural factors, where many parents tend to prefer educating boys

to girls. This is attributed by poverty where if parents have to make choices, will prefer to educate boys to girls.

Traditional division of labour in the homes is more demanding on girls than boys. And this competes for girls' time and energy.

Early marriages and pregnancies lead to girls being thrown out of school.

Further more government is aware that most co-educational institutions are not well equipped with facilities for girls.

On the overall, the quality of education has been seriously compromised at all levels due to the internal conflicts, war, civil strife and consequent economic decline during the last two decades.

### **Women, poverty and economic empowerment**

The report from the ministry of Gender, Labour and Social Development (1996) further indicates that while poverty affects households as a whole, the division of labour between men and women, and the responsibilities for household welfare, leads women to bear disproportionate burden. They attempt to manage household consumption and production under conditions of increasing scarcity.

Women's poverty is directly related to the absence of economic opportunities, lack of access to economic resources such as credit and poverty ownership. They continue to be disadvantaged in accessing education, information and support services.

The article further states that although 97% of women in Uganda have access to land, only 8% have leaseholds and 7% actually own land.

Lack of access to land and security of tenure limits access to credit and even has a negative role on their participation in development activities. This is because the traditional lending principles of financial institutions require possession of collateral.

Bhasin (1992) established that formal education and knowledge have subordinated and disempowered women. At the beginning of human kind, both men and women created knowledge. Feminist and other anthropologists tell us that women discovered agriculture, initiated certain crafts and were the first healers, they developed medicine. But as recently as 2000-3000 years ago when creation knowledge became separate and formalized activity, men of the leisured classes took almost total control over it. Learning, education and creation of knowledge became the exclusive preserve of the upper class.

There has been a domination of Western science and knowledge over the science and knowledge systems of other cultures, the so called learning men created formal, organized modern religions which dethroned the feminine principles of power.

The Ministry of Finance, Planning and Economic Development (2004) expressed a similar view that girls worked for longer hours than boys when domestic tasks were considered. Recent work on the household data finds men working slightly longer hours than women on economic activities.

However, girls almost certainly work much longer hours on domestic activities than boys.

The Ministry further writes that women participate less in the labour market than men and women's wages have been found to be significantly lower than men's. According to the report, in 2003, 51% of currently employed women had wages of 40,000 per month or below compared to 44% of currently employed men. This may be at least partly due to the

difference in average educational levels or it may reflect labour market institutions that discriminate against women.

Natukunda (2012) expresses a similar view when she explains that women in the private sector are paid 40% less than men. The research shows details on the gender discrimination in pay in Uganda's labour market. However gender gaps in pay were mainly in the private sector was 40% less than that of men. This is attributed to the fact that most men were in the managerial positions. With gender gaps in schools and universities, it raises more questions. The study shows that gender pay gaps in Uganda were largely due to gender discrimination in the labour market.

Nakiwala (2013) reveals that girls are doubly marginalized and denied their rights simply because they are young and are female. Girl child faces challenges including gender based violence, early marriages, teenage pregnancy, child labour and discrimination at work and at home. In war situations and during emergencies, girls more than boys will bear the brunt of violence, torture, rape defilement and forced marriage, including forced slavery in crime conflict.

She further states that in Uganda, the girl child education situation is gradually changing. However, we still have people in this 21<sup>st</sup> century who think that educating girls is a waste of time and resources. Even the environment under which the girls live and operate has got minimal role models who could be of help in shaping their aspirations and goals in life. For instance, you will find a young girl deep in a rural setting who will tell you that her goal is to become a housewife.

Busharizi (2012) reports that, over 200 Ugandan girls in their early twenties have been sold to countries such as China, Thailand, Malaysia and South Africa. He further points out that in 2008, it is estimated that 12.3 million people were classified as forced labourers, bonded laborers or sex trafficking victims with the commercial sex slavery alone accounting for almost 1.5 million people and almost all of them were women.

The work of Mirembe (2014) shows that according to a 2013 UNESCO report, 71% of pupils in Uganda have dropped out of schools, a third of which are girls at primary level in rural areas due to poverty, early pregnancy, poor changing room facilities, lack of knowledge on reproduction health issues.

Reports from Jane Good all Institute Uganda, a conservation Organization, indicate that; girls in the age bracket of 11-13 years leave school at the beginning of their menstrual cycle because they cannot afford to buy sanitary towels. They are forced to keep away from school to avoid the embarrassment caused by lack of proper hygiene kits used during this time.

Due to absenteeism girls lose on average 25% of their annual school time resulting into poor performance and repeating class. This lowers their self-esteem and interest in education and they eventually drop out.

Kaiso (2006) noted that men and women have equal rights under the Universal Declaration of Human rights, 1948. However, in many communities the sex of a person determines their opportunities for education, jobs and other social benefits or entitlements. It's further explained that violence against women affects girl child education.

According to Kaiso (2006) in 1993 the General Assembly of the United Nations adopted the declaration to eliminate violence against women as an act of gender based violence that results in or is likely to result in physical, sexual or psychological harm or suffering to



women including threats of such acts as coercion or arbitrary deprivation of liberty whether occurring in public or private.

In a study by Kaiso (2006) reveals that poverty leads to low life expectancy and general powerlessness of girls and women or communities concerned.

It is further noted that discrimination against women in many communities in Uganda customs and traditions do not recognize the right of a girl and women to inherit land as a result many women in Uganda do not own land but a few assets although they are the main bread winners for the families. Likewise girls are often denied opportunities to study or forced to marry at an early age.

#### **2.4 Strategies of improving girl child education and poverty reduction strategies**

Gopal and Salin (1998) correctly argues that alleviation of poverty is linked to women's economic empowerment through the provision of enough productive land. Access to land for rural people translates to economic empowerment of women, who constitute about 70% of rural people and therefore stand to benefit the most. Land affords women a chance to earn a living, and so its provision is essential to minimize poverty.

Gopal and Salin (1998) state erroneously that it is important to change cultural attitudes to allow women in the business arena if development is to be realized and poverty alleviated. The country needs the full participation of its entire people if it is to develop, and the development of the nation cannot be divorced from the economic empowerment of women.

The Ministry of Finance, Planning and Economic Development (2004) rightly points out that the core element of empowerment is gender awareness. In order to be able to act on one's goals, one must be aware of the forces and structures working to one's disadvantage e.g. value systems, norms, legal framework, and discriminatory practices. Recent participatory

research has concluded that lack of control over productive resources by women remains one of the root causes of poverty.

It is clear that although women are subordinated in a number of different power structures based on class, geographical location, ethnicity, all of these are gendered and unless there is awareness, of these structures women will not be able to change them. Ultimately, the empowerment process should lead to protest against all structures that subordinates women.

According to Onyalla (2010), improving women's access to education, health care, jobs and credit can spur economic growth and poverty reduction. Despite this evidence, gender equality considerations are rarely included in economic policy making and planning. The program will increase the effectiveness of economic policies and poverty reduction strategies in Africa by making them deliver more equitably to women, men, girls and boys.

The government statement on women in Uganda by the Ministry of Gender, Land and Social development (1996) points out that sustainable progress in the national development requires the effective participation of both women and men in all aspects of economical, political, legal and socio-cultural development. Women who constitute 50.9% of the population are recognized as a vital force in the nation building. Our government further recognizes that women's multiple roles lead them to have special attention in planning and implementation of development activities.

The report further reveals that government's efforts have focused on strengthening the position of women in the economy by raising the value and productivity of their labour and giving them access to and control over productive resources.

The government statement on women in Uganda (1996) further makes it clear that the overall policy on women in development aims at raising the status of women and fostering their emancipation from socio-economic, political and cultural bandages. This policy focuses on the positive integration of women concerns in the mainstream development process right from planning through implementation to impact evaluation stages.

Positive discrimination emphasizing the correction of the imbalances between women and men in socio-cultural, economic and political spheres will continue to be an integral part of this policy.

In the education sector the trust of government policy has been and will continue to encourage positive discrimination in a bid to reduce the significant disparity that exists between the enrollment of boys and girls in schools at all levels.

The report also notes that government will continue to focus on non-formal education and functional literacy programs to cater for the needs of women who could not enter formal education system and those who dropped out too early. Special emphasis will be placed on female youth to give them a second chance to education.

The government statement on women in Uganda (1996) also recognizes that the problems of poverty among women are related to lack of access to productive resources, an equal distribution of wealth between women and men as well as insufficient awareness among the women.

In this regard, the policy will focus on liberalization of the economy privatization and promotion of increased household income through diversification of production and setting aside resources to finance projects for vulnerable groups which include women.

Nakiwala (2013) concludes that all must join efforts to support girl's education and their retention in school. Special measures are called to help girls join and stay in schools. These should address the often cited factors for school dropout ranging from early marriages, early pregnancies, lack of scholastic materials like books and pens, lack of basic sanitary facilities such as toilets and changing rooms in case of menstruation, sanitary pads plus changing dresses.

The above challenges affecting girls can also be addressed by the society changing the perception about the girl child. If you are responsible parent, it is your duty to ensure that your daughter is in school other than being in the kitchen or garden during school hours.

There is need in recognizing the unpaid role of rural women and girls.

According to Pere (2009) explains that although rural women and girls in Uganda were still facing challenges, several organizations were working to improve their conditions and change their plight. Among them was an income generation and economic empowerment programme designed to make the women an economic player, and leader through education, agribusiness and microfinance for small and medium enterprises.

There is need to enhance women's direct access to and control over financial resources would improve their position vis-à-vis their husbands strengthening their role as decision makers and enhancing their ability to influence their households allocates resources.

## **2.4 Conclusion**

Donors through Non-Governmental Organizations, religious sects and government can promote women's and girls' involvement in resource management and development in many ways since they work closely with rural populations. They can support development based on local priorities. NGOs can provide information and network among grassroots groups which is predominantly composed of girls and women. Government together with the international community can advocate policy changes to empower women and local communities in resource management through quality education. Government together with donor organizations may suggest priorities for or themselves conduct applied and policy oriented research. Some NGOs can provide technical support and training to other NGOs and other agencies involved in assisting girls and women to attain education.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The study focused on the contribution of girl child education towards poverty reduction in Gweri Sub-county in Soroti District, in three parishes of Dokolo, Aukot and Awaliwal. This chapter contains the research design, area of the study, population of the study, sample size and sampling techniques, data collection methods and instruments, data management and analysis, reliability and validity, limitations, de-limitation and conclusion.

#### **3.2 Research Design**

The researcher used a case study design to carry out the research.

The study focus was qualitative and quantitative in nature, involving experience and values of respondents.

This called for in-depth study that generated detailed information with open –ended questions and interviews.

The study also employed a descriptive survey design to determine the role of girl child education on poverty reduction in Gweri Sub-county. This is because it covers a wide area in terms of respondents; it is qualitative and provides more information.

The reason for using this design is that it also gives description of situation, events and allows for measurement of variables by asking questions and then examining the relationship among the variables (Bryman 2007). Qualitative approach was suitable in understanding the phenomena within the socio- economic settings. This enabled the researcher to get participants interpretation on the contribution of girl child education towards poverty reduction in Gweri sub-county. Quantitative method was used to numerically quantify the findings in order to generate the numerical data, classify responses and present the findings in form of figures and tables.

### **3.3 Area of Study**

The area of the study is found in Soroti which is over 300km north east of Kampala city. The district is divided into seven sub-counties namely Arapai, Gweri, Asuret, Kamuda, Katine, Tubur and Soroti Municipality. The study was basically conducted in Gweri Sub-county and the parishes of interest were Dokolo with over 24000 households, Aukot with 1900 and Awaliwal with over 2000 bringing the total to over 6300 households in the three parishes (Soroti District demographic report 2009)

These parishes contain people majority of who are illiterate with few who are educated. These are majorly low income earners involved in agriculture and livestock trade conducted on weekly days at the nearby Arapai market.

### 3.4 Population of the Study

The study was conducted in Gweri, Sub-county in three of the parishes of Dokolo, Aukot and Awaliwal which have a total of about 6300 household. They were 80 respondents chosen. From these, 8 were employees from World Vision International, Compassion International had 6 employees, women 30, girl children 24, Sub-county staff 6 and 6 local leaders. They were of relevance to the study because they had enough information on the role played by girl child education on poverty reduction in Gweri Sub-County. Local leaders are people representatives who know the most vulnerable groups including girl children. Women take care of the girl children and are faced with poverty and have information on the role of girl child education in household poverty reduction.

The researcher investigated respondents from three parishes of Dokolo, Aukot and Awaliwal which consisted of 80 respondents as shown in the table below.

### 3.5 Sample Size

**The table showing categories of respondents and their sample size**

No	Categories	Estimated numbers	Sample size
1	Employees world vision	13	8
2	Employees Compassion	10	6
3	Women	37	30
4	Girl children	30	24
5	Sub-county staff	10	6
6	Local leaders	10	6
	<b>Total</b>	<b>110</b>	<b>80</b>

### 3.6 Source primary Data



The researcher collected data from both primary and secondary sources.

### **3.6.1 Primary Source**

This is the original data that the researcher collected from the field. This source provided first hand data direct from the respondents and it was collected through interviews, questionnaires and observation and focus group discussions.

### **3.6.2 Secondary Source**

This is the second hand data that was obtained from text books, newspapers, internet, and research reports and records of Gweri Sub-county on the related study variables.

## **3.7 Sampling Techniques**

The researcher used two methods of selecting the 80 respondents for investigation. Random sampling was used for the 30 women and 24 girl children and purposive sampling was used for 26 key informants who included employees form World Vision and Compassion International, Sub-county staff and local leaders.

## **3.8 Data Collection Methods and Instruments**

The researcher used the following methods for collecting data.

### **3.8.1 Questionnaire Method**

The researcher used both structured and semi-structured questionnaires for collecting data from the respondents. Questionnaires were sent to the categories of respondents who were able to read and write. This method was applicable mainly to the Sub-county staff,

employees of organization supporting education of girl children in the Sub-County and local leaders. The method enabled the respondents to write in detail what would not be easily expressed during the time of interviews and this was free from interview bias. This method was cheaper but it was used for only respondents that were literate.

### **3.8.2 Interview**

The method involved face to face interaction between the researcher and the respondents who were mainly women and men and could not read and write. This method was advantageous in that more information was obtained and in a greater depth and also personal information could easily be obtained from the respondents. However, the respondents were reserved initially and didn't want to reveal some information but the researcher tactfully probed further until they opened and provided the necessary information.

### **3.8.3 Observation**

This method of data collection involved observing the phenomena as it was being carried out by the researcher. Here the researcher simply observed and recorded what was happening without asking questions, for instance the researcher from a distance could see women and young girls in most homes busy working in gardens while boys could be seen fetching water on bicycles from nearby a nearby borehole. She recorded down the behaviors of the respondents.

This method is advantageous because the information got was true and reliable. The information obtained under this method related to what was happening and therefore it was not complicated by either past behavior or future attitudes. However this method is time consuming and the information provided by some respondents was not reliable.

### **3.9 Data Management and Analysis**

The quality of the data was controlled and maintained by getting a big sample, approached respondents at a convenient time to respond to the questions. The researcher analyzed data and interpreted it using percentages and tables.

This applied to quantitative data. Qualitative data analysis involved reducing the raw data to a form that was suitable for analysis or interpretation into themes that were in line with study objectives. This was done by omitting out the information the researcher felt it was not relevant with the study objectives.

Editing to check for errors or omissions was first done before it was read by the supervisor.

### **3.10 Ethical Consideration**

The researcher first sought for permission to do the field study from the Sub-county and parish levels. Consent of participants to the study was sought first from every respondent and only those that accepted were involved in the study. The names of the participants were not included in the findings. Confidentiality was highly observed in respect to the respondent's experiences and was shared with the researcher.

### **3.11 Limitations and De-limitations**

Inadequate funds narrowed the scope of the study since the researcher could cover a bigger sample to get more varied views from respondents. The researcher solved this by choosing a smaller sample from the three parishes of Awaliwal, Dokolo and Aukot out of the seven parishes in the Sub-county.

There was a problem of language barrier because most respondents could not understand or speak English. This made it more difficult for the researcher to obtain the required information from them. However, the researcher overcame this by using a local leader who translated English into the local language.

Some respondents did not give some of the vital information because of the fear that the information would be disclosed to other malicious people. To overcome this problem, the researcher convinced them that the information was to be confidential and would not be disclosed to anybody.

The respondents especially the staffs at the sub-county were at times too busy to attend to the researcher and this led to the delay of the study. However, the researcher solved this by making appointments with them at their convenient time and schedule.

### **3.12 Conclusion**

Despite the above challenges experienced during the study, this never stopped the researcher from carrying out the research and these challenges never affected the study findings.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND DISCUSSION**

#### **4.0 Introduction**

The major concern of the study was to find out the contribution of girl child education towards poverty reduction. The researcher carried out the investigation with the use of questionnaires, interviews, observation, and review of related literature and recording of data obtained from respondents.

The data collected from the field using questionnaires, interviews and observation was presented in the table form indicating the frequency and percentage of occurrence.

Qualitative data analysis involved reducing raw data to a form that was suitable for analysis or interpretation into themes coded in line with the study objectives.

Quantitative data was analyzed by tallying the same responses together by putting them into percentages that were later presented in table forms, where the highest percentage represented the majority opinion of the respondents.

## Background Information of Respondents

**Table 4.1: Showing Gender of Respondents**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	26	32
Female	54	68
<b>Total</b>	<b>80</b>	<b>100</b>

*(Source: Field Findings)*

The findings show that 68% of the respondents were female and 32% were male. This showed that females were more willing to participate in the research since they were more affected by the role of girl child education on poverty reduction.

Gender representation of the study attracted 26 males and 54 females as demonstrated in table 4.1 above. Females were more than males because they were basically the target group of the study and had the highest number of children benefiting through girl child education theme on poverty reduction in Gweri Sub-county.

**Table 4.2: Showing Age of Respondents**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
8-20 years	25	31
21-30 years	8	10
31-40 years	34	43
41 years above	13	16
<b>Total</b>	<b>80</b>	<b>100</b>

*(Source: Field findings)*

The research shows that most of the respondents (43%) were between the age bracket of 31-40 years implying that they were more families benefiting from the World Vision and

Compassion Soroti Centre’s objective of supporting girl child, this was followed by 31% of the respondents that were between 8-20 years of age who were still school going children either in primary or secondary schools, 16% were above 41 years and the least response of 10% were between 21-30 years of age and the low response here is attributed to the fact that most of the people must have finished secondary education or dropped out of school or they were either single who did not have any children benefiting from the services of the organizations that spearheaded in the education of a girl child.

**Table 4.3: Showing Education Status of Respondents**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Diploma	14	17
Certificate	23	29
Degree holders	8	10
Not educated (illiterate)	35	44
<b>Total</b>	<b>80</b>	<b>100</b>

*(Source: Field Findings)*

The data revealed that 44% of the respondents were illiterate. This is attributed to the fact that many people did not go to school due to high poverty levels and the negative attitude of most parents towards girl child education in the Sub-county. This was followed by 29% of the respondents that had certificates, 17% had diplomas and the least response had degrees. The low level of education is attributed to high dropout and high poverty levels among residents. The findings also noted that males were more educated than females. This is mainly attributed to cultural norms that discriminate against girls in terms of education in the sub-county.

**Table 4.4: Showing Marital Status**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Single	36	45
Married	40	50
Widowed	4	05
<b>Total</b>	<b>80</b>	<b>100</b>

*(Source: Field Findings)*

Table 4.4: above shows that 45% of the respondents were single, 50% of the respondents were married and 5% were widowed. The 50% of married people reflects that there was stability among married couples due to increased sensitization in the Sub-County by the Ministry of Gender, Labour and Social Development. Unfortunately majority were illiterates who did not attend school due to high level of poverty in the Sub-county.

**Table 4.5 Showing the different type of activities they do to earn a living**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Livestock rearing	16	20
Crop farming	48	60
Fishing	4	05
Others	12	15
<b>Total</b>	<b>80</b>	<b>100</b>

*(Source: Field Findings)*

Table 4.5 above indicates that 20% of the respondents were engaged in livestock keeping, 60% of the respondents do cultivate different types of crops, key among them was rice and maize. A few are also engaged in citrus farming. The findings show that 15% of the respondents were engaged in other economic activities like beer brewing and trade at the sub-



county headquarters while the least, who account to 5% are engaged in fishing in nearby swamps along Lake Bisina.

**Table 4.6 showing whether girl child education allowed women to develop skills that allowed them to earn a living**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Agree	30	38
Strongly agree	24	30
Disagree	13	16
Strongly disagree	11	13
Neutral	02	3
<b>Total</b>	<b>80</b>	<b>100</b>

*(Source: Field Findings)*

Through interviews and questionnaires with respondents, the table 4.6 shows that girl child education in the sub-county allowed women to develop skills that allowed them to earn a living like imparting vocational skills, make decisions and influence community change in key areas with 38% agreeing, 30% strongly agreed with the version while 16% disagreed. From the findings, it was further noted that 13% of the respondents strongly disagreed and the least response came from 3% of the respondents who were neutral. The implication above shows that girl child education in the Sub-County has created a profound effect on

community development economically as many educated women in the Sub-County are engaged in various economic activities that had led to increased income among households in Gweri. The income earned by women supplements on family income and this partly explains why most respondent interviewed supported the idea of educating girl children in the sub-county.

**Table 4.7: Showing whether educating girls and women was an important step in overcoming poverty**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Agree	26	33
Strongly agree	25	31
Disagree	10	12
Strongly disagree	12	15
Neutral	7	9
<b>Total</b>	<b>80</b>	<b>100</b>

*(Source: Field Findings)*

From the field findings, the highest response came from those respondents who agreed with the version giving 33%, 31% of the respondents strongly agreed that educating girls and women was important in reducing poverty and 15% of the respondents strongly disagreed, those who disagreed had 12% and the lowest response came from those who were neutral with 9%.

**Table 4.8: Showing whether investing in girl’s education produces returns for economic growth , democracy as well as healthy families.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Agree	29	36

Strongly agree	33	41
Disagree	4	5
Strongly disagree	6	8
Neutral	8	10
<b>Total</b>	<b>80</b>	<b>100</b>

(Source: Field Findings)

The study findings reveal that 41% of the respondents strongly agreed with the above statement that investing in girl child education produced considerable returns not only for economic growth but for democracy as well as health families followed by those respondents who agreed with the version giving a variance of 36%. Those respondents who were neutral because they were not sure of the statement had 10%, compared to 8% of these who strongly disagreed while those who disagreed with the statement had 5%.

**Table 4.9: Showing the role of girl child education on poverty reduction in Gweri Sub-county.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Economic empowerment	10	12
Enhanced food production	16	20
Decline in poverty	7	9
Women emancipation	12	15
Increased income	30	38
Others	5	6
<b>Total</b>	<b>80</b>	<b>100</b>

(Source: Field Findings)

The data from the study findings reveal that increased income had the highest variance of 38% rate. It was followed by enhanced food production with a variance of 20% response.

Women emancipation with 15% was compared to those who said that girl child education led to the economic empowerment with 12% while decline in poverty had 9% and those who thought that other factors posted the least response rate with 6%.

**Table 4.10: Showing that the level of Education for Girls and Women is very low throughout the Sub Country.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Agree	36	45
Strongly agree	29	36
Disagree	4	5
Strongly disagree	5	6
Neutral	6	8
<b>Total</b>	<b>80</b>	<b>100</b>

*(Source: Field Findings)*

The table above indicates that the level of education for girls and women is very low throughout the country with most of the respondents agreeing with the statements giving them 45%. This was followed with those respondents who strongly agreed with the version at 36% while 8% came from those respondents who were not sure with the version. Those who strongly disagreed with the version had 6% while the least response came from those respondents who disagreed with the statement at a margin of 5%.

**Table 4.11: Showing that girls worked for longer hours than boys when domestic tasks were considered**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
-----------------	------------------	-------------------

Agree	30	38
Strongly agree	36	45
Disagree	6	7
Strongly disagree	4	5
Neutral	4	5
<b>Total</b>	<b>80</b>	<b>100</b>

(Source: Field Findings)

From the study findings, those one who strongly agreed with the statement had the highest response rate of 45% followed by those ones who agreed with the statement with 38%, while those respondents who disagreed had 7% while the least came from those who strongly disagreed and those ones who were not sure had 5% respectively.

**Table 4:12 Showing that a third of pupils who dropped out of school, a third of which were girls at primary level in rural areas due to poverty**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Agree	24	30
Strongly agree	32	40
Disagree	8	10
Strongly disagree	12	15
Neutral	4	5
<b>Total</b>	<b>80</b>	<b>100</b>

(Source: Field Findings)

The above shows that the highest response came from the respondents who strongly agreed with the statement giving the response rate of 40%, it was followed by those ones who agreed with the statement giving a response rate of 30% while those who strongly disagreed with the version had 15%. This was followed by those who disagreed with the statement

giving them 10% and those who did not know what to say because they were not sure of the statement because they did not understand the question had 5% margin.

**Table 4.13 showing the challenges encountered in educating a girl child in Gweri Sub-county.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Early pregnancies	24	30
Poverty among parents	6	7
Discrimination against girl children	30	38
Negative attitude towards girls which are cultural	16	20
Others	4	5
<b>Total</b>	<b>80</b>	<b>100</b>

*(Source: Field Findings)*

From the findings, discrimination against girl children had the highest response rate of 38%, early pregnancies of 30% responses rate came second followed by the negative attitudes towards girl children at 20% response rate.

Poverty levels among parents had 7% while other factors from those mentioned earlier had 5%.

**Table 4.14: Showing importance of changing cultural attitudes and allow women participate in the business arena.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Agree	30	38
Strongly agree	32	40

Disagree	5	6
Strongly disagree	10	12
Neutral	3	4
<b>Total</b>	<b>80</b>	<b>100</b>

(Source: Field Findings)

Table 4.14 shows that 40% of the respondents strongly supported the statement, while 38% of the respondents agreed with the statement that it was important to change cultural attitudes to allow women in the business arena if development was to be realized and poverty alleviated. 12% of the respondents strongly disagreed with the statement while 6% disagreed with the version.

The least response came from those ones who were not sure of the question giving a variance of 4%.

**Table 4.15: showing that special measures were to be called to help girls join and stay in school.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Agree	24	30
Strongly agree	32	40
Disagree	6	8
Strongly disagree	14	17
Neutral	4	5
<b>Total</b>	<b>80</b>	<b>100</b>

(Source: Field Findings)

From the above table, it shows that the highest response was from those respondents who strongly agreed with the statement that special measures needed to be called to help girls join and stay in school giving a response rate of 40%. This was followed by those respondents who agreed with the statement giving a response rate of 30%. Those who strongly disagreed with the statement had 17% followed by those who disagreed with 8% and those who were

not sure had the least response of 5%. In regard to the above findings, parents and donor funded organizations in Gweri, have jointly agreed to sensitize the community on the importance and value of sending their girl children to school to pursue education up to tertiary and other higher learning institutions like universities.

**Table 4.16: showing the strategies of improving girl child education and poverty reduction strategies in Gweri Sub-county.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Economic empowerment of women and child mothers	8	10
Abolition of cultural tendencies that discriminate girl child and women	20	25
Allow women control over productive resources	4	5
Sensitization	14	18
Improve women access to health and education	10	12
Enforcement of laws to stop early marriages	24	30
<b>Total</b>	<b>80</b>	<b>100</b>

*(Source: Field Findings)*

The study shows that enforcement of laws that stop early marriages had the highest response rate with 30%, followed by those who thought that abolition of cultural tendencies that discriminate girl children and women with 25%. Improvement of women access to health and education had a response rate of 12%, sensitization of the community was at 18% while economic empowerment of women and child mothers had 10% while the least response came from those who said that women should have control over productive resources with 5%.

From the above findings, the researcher concludes that educating girl children and allowing women to engage in economic activities is one way out of abject poverty and hunger, more



resources need to be injected in the Sub-County to allow women and girls attain more skills and education to enable the Sub-County realize the millennium development goals.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS OF THE STUDY**

#### **5.0 Introduction**

The research aimed at finding out the contribution of girl child education towards poverty reduction in Gweri Sub-County in Soroti district and the objectives were basically on; the role of girl child education on poverty reduction in Gweri Sub-county, the relationship between girl child education and poverty in Gweri Sub-County, the challenges encountered in educating a girl child in Gweri Sub-County and the strategies of improving girl child education and poverty reduction in Gweri Sub-County.

#### **5.1 Summary of the Findings**

In relation to the above discussion and findings on the role of girl child education on poverty reduction in Gweri Sub-county in Soroti District indicated a number of opinions from respondents.

##### **5.1.1 Research objective 1 on the contribution of girl child education towards poverty reduction in Gweri Sub-County.**

In reference to the above findings on the role of girl child education on poverty reduction in Gweri Sub-County, the findings showed that girl child education leads to economic empowerment. This is due to a number of factors like mobilization of people at the grassroots level to be self-reliant which has acted as a key change agent Owamugasho (2012).

There has been enhanced food production. Girl child education allows poor people to increase income sources, the essential path out of hunger. The government has shifted from an active role to an enabling role. In the data analysis got from the primary data, 65% of the key respondents commented that girl child education was an important weapon in enhancing food production. This contributed significantly towards increased output in rural economies.

It was also important for agriculture and economic growth. This was in reference with the Uganda Human Development report (2007) which pointed out that food crop production utilizes considerable labour and land resources to the farmers. The report further revealed that over 80% of this labour was contributed by women. This fact drove many rural people to take their girl children to school to acquire the basic formal education.

The findings further show that girl child education contributed significantly towards wealth creation. The aspect of education programmes were intended to contribute towards poverty eradication. The researcher discovered that improvement in education was a way towards self sustenance and employment.

The findings further show that girls' education produced considerable returns not only for economic growth but for democracy and as well as health families. Women played a major

role in building communities and were able to have more control over their own lives after education.

The findings indicate that education attainment correlates to increased agricultural productivity. It was reported that increased education for women would yield exceptional returns in terms of world food security.

### **5.1.2 Research objective 2 on challenges encountered in educating a girl child in Gweri Sub-County**

The findings indicate that the levels of education for the girls and women were very low throughout the country.

Illiteracy levels were high amongst women. The researcher also noted that the dropout rate was high among girls than boys especially at lower primary.

The study findings reveal that formal education and knowledge subordinated and disempowered women. Learning, education and creation of knowledge has become an exclusive preserve of the upper class.

It was also found that the patriarchal society and other local and cultural factors, where many parents tend to prefer educating boys to girls. This is attributed by poverty where parents prefer to educate boys to girls.

The study findings reveal that girls worked for longer hours than boys when domestic tasks were considered. Recent work on the household data found men to have slightly longer working hours than women on economic activities.

Girls are doubly marginalized and denied their rights simply because they are young and are female. The study findings further revealed that girl children faced challenges of gender based violence, early marriages, teenage pregnancy, child labour and discrimination at work and at home.

The researcher heard from some of the respondents among the sub-county staff during the interview say “as long as women in the private sector were paid 40% less than men then the contribution of girl child education towards poverty reduction may not be realized. The findings show that gender pay gaps in Uganda were largely due to gender discrimination in the labour market.

### **5.1.3 Research objective 3 on strategies of improving girl child education and poverty reduction in Gweri**

The findings reveal that access to land for rural people translates to economic empowerment of women. Land affords women a chance to earn a living and economic gains from crop production help women address household needs including education of girl children.

The findings revealed that it was important to change cultural attitudes to allow women in the business arena if development was to be realized and poverty alleviated. Integrating women into economic life increases their economic output which is very essential for supporting their families.

The study findings showed that improving women's access to education, health care, jobs and credit can spur economic growth and poverty reduction. Social and economic empowerment of women gives them opportunity to access and have control over productive resources.

The government will continue to focus on non-formal education and functional literacy programs to cater for the needs of women who could not enter formal education system and those who dropped out too early.

## **5.2 Conclusion**

In respect to the above findings the discussion found out that girl child education played a number of roles. The community in the Sub-county especially school girls and child mothers felt the role of girl child education in different ways like increased food output, spurring of rapid economic growth and development, social and political development, decline in poverty, women emancipation and increased income.

Through education, training and advocacy, the number of girls in schools has increased and this has led to a strong positive impact on girl's education through attendance and completion. Girls and women must learn to share and appreciate each other's roles in the family to ensure sustainable development to households.

## **5.3 Recommendations**

In regards to the above conclusion and discussion on the role of girl child education on poverty reduction, the following recommendations were derived. It is believed that the

recommendations may work towards improving girl child education in Gweri Sub-county in Soroti district and the entire country.

There is need to change cultural attitudes to allow women in the business arena, parents need to be encouraged to take girl children to school.

Government should focus on non -formal education and functional literacy programmes to cater for the need of women who could not enter formal system of education and who dropped out of school early.

Sensitization of the community about the importance of educating a girl child was a step forward on improvement of household income as a key in reduction of poverty and enhancement of food security in the sub-county.

There is need to improve women access to education, health care, jobs and credit in order to realize economic growth and alleviate poverty.

It is also pointed out that sustainable progress in the national development requires effective participation of both women and men in all aspects of economical, political, legal and socio-cultural development.

There is need to strengthen women's position in the economy by raising the value and productivity of their labour and allow them access to and control over productive resources.

The government should continue to encourage positive discrimination in a bid to reduce the significant disparity that exists between the enrollments of boys in schools at all levels.

Special measures should be put in place to help girls join and stay in schools. This should address the often cited factors for school dropout ranging from early marriages, pregnancies, lack of scholastic materials plus changing dresses

#### **5.4 Suggestions for further Research**

Further research should be carried out on policies that promote girl child and women education. Government, nongovernmental organizations need to formulate policies that would sensitize the public and girl children on the importance of education. With such intervention initial steps will have been taken in the reduction of school dropout among girl children in the country.

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## APPENDIX II

### QUESTIONNAIRES ON THE CONTRIBUTION OF GIRL CHILD EDUCATION TOWARDS POVERTY REDUCTION IN GWERI SUB-COUNTY IN SOROTI DISTRICT

#### *Questionnaire number*

I am Catherine Aanyu a student of Uganda Martyrs University pursuing an undergraduate degree in the faculty of good governance and peace studies Department of Local Governance and Human Rights. This questionnaire aims at obtaining information on the analysis of the role of girl child education on poverty reduction in Gweri Sub-county in Soroti District.

The information obtained will only be used for the purposes of this study and therefore will be held confidential.

(Please do not write your name)

**Instruction: Tick the appropriate answer provided and where applicable write the required responses in the spaces provided.**

**SECTION A: RESPONDENTS BIOGRAPHY**

- Gender:      male                                  Female
- Age brackets ( 8-20 years)                                (21 -30 years )      
 (31-40 years)                                (41 and above years)
- Level of education.  
 Certificate          Diploma holder          Degree holder          Illiterate
- Marital status.  
 Single                                Married                                Windowed      
 Others please specify.....
- Occupation / Designation.....  
 Which activities do they do to earn a living?  
 Livestock rearing                                Crop farming      
 Fishing                                Others please specify.....  
 .....

**Role of girl child education on poverty reduction in Gweri Sub-county**

- Allowed women to develop skills that allowed them to earn a living like imparting vocational skills, make decisions and influence community change in key areas.  
 Agree                                strongly agree                                disagree      
 Neutral                                strong disagree
- Educating girls and women was an important step in overcoming poverty.  
 Agree                                strongly agree                                disagree      
 Neutral                                strong disagree
- Investing in girl’s education produces considerable returns not only for economic growth, but for democracy as will as health families.

Agree  strongly agree  disagree

Neutral  strong disagree

4. List the role of girl child education on poverty reduction in Gweri Sub-county

Economic empowerment

Enhanced food production

Decline in poverty

Women emancipation

Increased income

Other please specify

**Section B: Challenges encountered in education a girl child in Gweri Sub-County**

5. He level of education for girls and women are very low through out the country.

Agree  strongly agree  disagree

Neutral  strong disagree

6. That girls worked for longer hours than boys when domestic tasks were considered.

Agree  strongly agree  disagree

Neutral  strong disagree

7. A third of pupils who dropped out of school a third of which were girls at primary level in rural areas duet to poverty, early pregnancy, poor changing room facilities, lack of knowledge on reproduction health issues.

Agree  strongly agree  disagree

Neutral  strong disagree

8. List the challenges encountered in educating a girl child in Gweri Sub-count.

Early pregnancies

Poverty among parents

Discrimination against girl child

Negative attitudes towards girl which are cultural

Others please specify .....

9. Strategies of improving girl child education and poverty reduction strategies in Gweri Sub-county.

10. It is important to change cultural attitudes to allow women in the business area if development is to be realized and poverty alleviated.

Agree  strongly agree  disagree

Neutral  strong disagree

11. Special measures were to be called to help girls join and stay in school.

Agree  strongly agree  disagree

Neutral  strong disagree

12. Strategies of improving girl's child education and poverty reduction strategies in Gweri Sub-county.

Economic empowerment

Abolition of cultural tendencies that discriminate girl children and women

Allow women control over productive resources

Improve women access to health and education.

Sensitization

Enforcement of laws to stop early marriages