GENDER DISPARITY AND WOMEN EMPOWERMENT: POST – CONFLICT ANALYSIS AND MANAGEMENT OF GIRL – CHILD EDUCATION IN KASESE DISTRICT

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DECLARATION

I, Tibakunirwa Muhindo Christine, solemnly hereby do declare to the best of my knowledge that this Research work is my own original work and has never been presented to any Institution for any award.

Candidate:　　　**TIBAKUNIRWA MUHINDO CHRISTINE**

Signature:　　...

Date:　　...18 – 1 – 2010.........................

APPROVAL

This is to certify that this research report entitled "**Gender Disparity and Women Empowerment: Post – Conflict Analysis and Management of Girl – Child Education in Kasese District**" has been conducted under my supervision and is now ready for submission.

Supervisor: .... SR.DR.M.G.Kaahwa (DST)

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Signature: ....

Date: ....21/ 01/ 2010..............................

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DEDICATION

This piece of work is dedicated to His Excellency the President of the Republic of Uganda Yoweri K. Museveni, who laid a firm foundation for my education and supported me in all possible ways to make my life a success since 1996 for my University Education. This has now led to my Masters of education in Policy Planning and Management of Kyambogo University. May God bless him abundantly.

ACKNOWLEDGEMENT

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ABSTRACT

This study examined post conflict education in Kasese District for gender disparity against the girl child and explored possibility of empowerment. It examined the level of community support in education to the girl child in Kasese. It also attempted to identify factors that affect the education of the girl child in Kasese. The data for the study was obtained using the following instruments: focus group discussions, personal interview guide, observations, documentary analysis and a questionnaire. The study examined perception of parents and pupils about the benefits of educating the girl child and their empowerment. Objective one was analysed qualitatively, while a quantitative method involving descriptive statistics was also used to analyse objectives two and three. The study found out that gender disparity and low women empowerment in Kasese District has been caused by low level of parents' education, poor hygiene at school facilities, poor school infrastructure, early marriages, high poverty levels in the district, domestic violence, and tradition and cultural beliefs. The study also established that parents perceive that educating the girl child is beneficial. The benefits are believed to be realised by the husbands and not the parents who actually pay to educate the girl child. In these circumstances, when a family is faced with insufficient funding, boys are given the first priority. This creates gender disparity with the negative effect on women empowerment. The study makes the following recommendations: i) Develop and implement a strategy to mobilize funding that targets education of the vulnerable, including both the girl child and boy child; ii) public sensitization and awareness campaigns especially targeting the parents, teachers and community leaders; iii) establish appropriate measures to address hygiene at school; and working out a partnership with the central government targeting

development programs like the universal Primary and Secondary education, and primary health care programs.

CHAPTER ONE: INTRODUCTION

Primary education is basic education which helps to create awareness, establishes literacy, enhances spiritual and moral growth, develops spirit of self reliance and equips children with knowledge, skills and values. But two decades of war and civil strife in Uganda have eroded the operations of services including education (UNICEF, 1996)

1.1. Background to the Study

As a developing country, Uganda faces a number of challenges which it must address to steer the country into prosperity. One of the dilemmas facing Uganda is that of high illiteracy level, estimated at 31 percent as at 2006 (Statistical Abstract, 2009). This is so because the feminine gender to which the girl child belongs has been left behind because of cultural stereotype of Ugandan society and style of governance. This situation seems to be more serious in the Rwenzori Region in Kasese. The study by Enon and Ezati (2007) conducted on behalf of save the children in Uganda on the status of education in areas affected by conflict in Northern and Western Uganda, confirmed this gender disparity. The study documented gender enrolment in Kasese stood at 52.1% for boys and 47.2% for girls. In Bundibugyo the ratio is 50.8% for boys and on 49.2% for girls. Child retention at school and completion of school also show gender disparity with 33.5% for boys and 18.6% for girls in Kasese while in

Bundibugyo the rate is 24.5% for boys and 15% for girls. All these figures clearly demonstrate gender disparity in schools in Kasese and Bundibugyo.

The region has suffered from a number of rebellions including Rwenzururu Movement of 1962-1982, NALU and Allied Democratic Force (ADF) incursions 1996-2001. These conflicts made many people to lose lives and property, mass displacement of population and destruction of infrastructure, social and community systems. The war had devastating consequences and generated immense social suffering such as looting, destruction of property, rape, abduction, defilement and displacement (UNICEF, 2005).

In many developing countries, gender disparity has been observed in enrolment whereby boys usually have higher enrolment ratio than girls. UNICEF (2006) reports that primary school enrolment has increased in many countries in the past decade. But many primary age children (about 115 million boys and girls in the developing countries) still remain out of school. In Uganda, females have continued to be less than boys with 45 percent in primary, 30 percent in O level and 20 percent in A level (Kwesiga, 1993).

As a means of addressing this dilemma, the government of Uganda implemented the universal primary education programme (UPE) as a way of creating an equal opportunity to all children that are of school going age (6-12 yrs) to be at school, irrespective of their gender, religion or ethnicity. The programme has also put

emphasis on the girl child enrolment into school based on the belief that when you educate a woman you educate a nation which then translates into development, and hence prosperity of the nation (Ministry of Education and Sports, 1997). Education plays a vital role in promoting sustainable development and self reliance by providing and promoting talents, skills and knowledge to utilize and mobilize for individual and national development (World Bank, 1990). The Constitution of the Republic of Uganda, 1995).

Primary education provides the foundation to help people acquire skills, activities and values necessary for survival and improve quality of their lives (UNESCO, 1990). The provision of primary education in Uganda is currently through universal primary education which was introduced in Uganda in 1997 with the main objective to broaden access to primary education to Ugandan children of school going age from 6-12 years.

Since its inception, UPE has so far recorded a lot of achievement such as increase in enrolment from 2.5 million in 1997 to over 7.6 m in 2003, completion rate has improved by an estimated 1.5 percentage points, and many schools have been built (Ministry of Education and Sports, 2004). In spite of all these many children especially in Kasese and Bundibugyo have not reaped the benefits of UPE due to insecurity, conflicts and wars which have subjected many children to sexual abuse, displacement, HIV/AIDS, trauma, violence, destruction of homes and death. Schools have been abandoned or closed and learning environment has not been conducive and

the learning potentials and competence have been hampered (Ministry of Education and Sports, 2004; UNICEF, 2005). The rate at which the girl child has enrolled into school is still low in the region. In Kasese District, for example, in 1996 for instance, only 31,338 girl children enrolled for primary education which is only about 16% as compared to Kabarole District which enrolled 46418 which is about 42.3%, Studies from the Ministry of Education show that even those who enrol in schools do not complete the cycle for several reasons, such as attitudes towards school girls pregnancies, cultural beliefs, and difficult school environment.

1.2   Statement of the Problem

The Rwenzori Region is faced with high levels of illiteracy, especially among the girl-child. This has been largely attributed to the high levels of insecurity that were experienced between the years 1996-2001. Most schools had been closed especially those in the highlands which were being used as rebel hideouts. Most parents could not send their children to school because of the insecurity. This situation greatly affected the girl child because they were more prone to abuse during the insurgency such as rape, defilement, kidnap and being forced into rebel ranks and murder (Ministry of Education and Sports, 2004). With the relative peace now prevailing and the introduction of UPE, the enrolment of girls was expected to rise and parents were to provide adequate support to them. Unfortunately, the girl child continues to experience low enrolment and high drop-out from school (UNICEF, 2006).

1.3   Purpose of the Study

The purpose of this study was to examine post conflict education in Kasese district with respect to gender disparity against the girl child and to explore possibility of empowerment.

1.4   Specific objectives

Specifically, this study was guided by the following objectives: -

1. To examine the level of community support for education of the girl child in Kasese.

2. To identify factors that affect the education of the girl child in Kasese.

3. To examine perception of parents and pupils about the benefits of educating the girl child and their empowerment.

1.5   Research questions

In order to achieve the objectives of the study, the following research questions were developed: -

1. To what extent do communities support the education of the girl child?

2. What perception do parents and pupils have about educating the girl child and empowerment?

3. What are the factors affecting the education of the girl child?

1.6   Significance of the study

This study attempts to provide a basis for policy makers to understand the problems hindering education of the girl child in the Rwenzori Region. It enables policy makers to counteract the aforementioned challenges and also helps in promoting and sustaining good education programs and standards that are seen to enhance the education of the girl child in future. The study also provides bedrock of strategies for combating barriers that hinder the education of the girl child.

The disparity in educational opportunities between the girl child and the boy child in Kasese district has been blamed on insecurity which rocked the region seriously. Now that we are in the post conflict situation it is necessary that a study like this is conducted to examine the status of the girl child education with a view of effective management and empowerment of the girl child education in particular and of the women in general.

1.7   Scope of the study

The study was carried out in Kasese District which has two counties namely Bukonzo, and Busongora. The focus of the investigation centred around the education of the girl child with respect to community support, factors affecting their education and perception of the community about benefits of educating girls. The respondents included parents, students, community leaders, teachers and religious leaders.

1.8   Conceptual frame work

The study is based on the premise that education is affected by security as reflected in table 1.

Figure: 1. Management of Learning outcome of girl Child Education

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┌─────────────┐        ┌─────────────────┐        ┌──────────────────────┐
│             │        │      UPE        │        │  Community in Kasese │
│  Security   │───────▶│ Quality retentions│      │  (Bwera, Kilembe,    │
│             │        │                 │        │  Lake Katwe counties)│
└─────────────┘        └─────────────────┘        └──────────────────────┘
       │                        │                              │
       │                        ▼                              │
       │              ┌─────────────────────┐                 │
       └─────────────▶│  Learning Outcome   │◀────────────────┘
                      └─────────────────────┘
                                 │
                   ┌─────────────┴─────────────┐
                   ▼                           ▼
          ┌─────────────┐              ┌─────────────┐
          │  Boy Child  │              │  Girl Child │
          └─────────────┘              └─────────────┘
                   │                           │
                   ▼                           ▼
          ┌────────────────────────────────────────────┐
          │        Society in Kasese District          │
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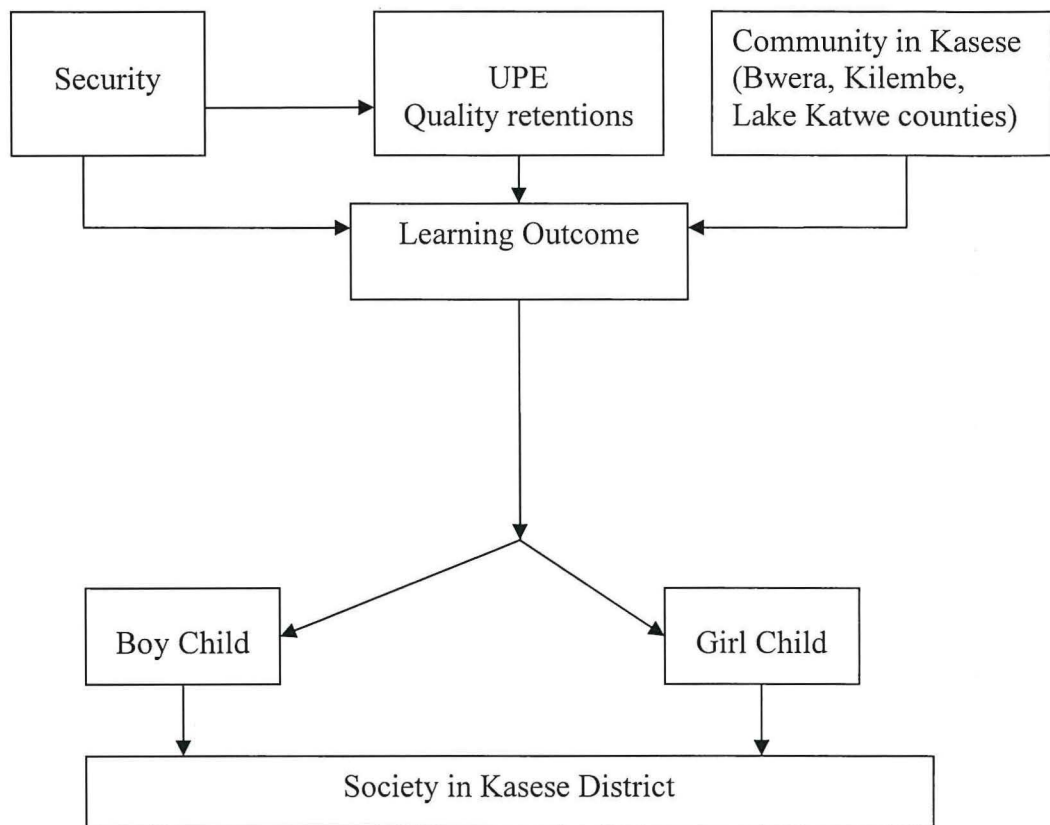
The framework of this study is derived from the history of conflict in Uganda in general and Rwenzori Region in particular. The frame work perceives that insecurity leads to many negative consequences on education, agriculture and infrastructures. In particular, the study variables identified are: the learning outcome (dependent

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variable, and security, community support, and government support through UPE are the independent variables. The framework of this study is based on the general observation that primary education in Uganda (UPE) concentrates on access to education. Other prerequisites such as quality and community support tend to be neglected. The model also recognizes that gender is a strong factor gaining access to school as well as retention and completion. Gender is an important factor not just the assessment of issues but also in the formation and design of programmes.

1.9 Justification

This study has been proposed because of the government effort to provide access to education for all regardless of sex, religion, tribe or any other favour. Despite all these, enrolment in schools remains low and school drop out is high. The girl child has suffered more than the boys. This disparity has been blamed on insecurity which rocked the region seriously. Now that we are in the post conflict situation it is necessary that a study like this is conducted to examine the status of the girl child education with view of effective management and empowerment of the girl child education in particular and of the women in general.

1.10 Limitations

The study experienced some constraints such as difficulty to access the areas of studies, reluctance of parents to provide tangible information and financial hardships.

In addition, some people perceived this study as a political move and were reluctant to support the researcher with needed information.

1.11 Definitions of operational terms

Community support: Help given by members of a community.

Community: A group of people living in one geographical region.

Gender disparity: The inequality in opportunities between male and female.

Girl child: Female of school going age and below the age of 18 years.

Post Conflict: A period after 2001 when the conflict ended

Women empowerment: providing opportunity for girls.

CHAPTER TWO: LITERATURE REVIEW

2.1   Introduction

This chapter presents literature review related to the study issues. In particular the review focused on girl child education and community support, factors affecting girl child education and benefits of educating the girl child.

2.2   Community Support and Girl child Education

Uganda's primary education system faces four major challenges namely, equity internal efficiency (dropout and repetitions), quality and government, community contributions (UNICEF, 1996). The introduction of UPE has attempted to address these challenges but gaps still exist. Community is a familiar and widely used term. Bray (1996) identified three forms of community namely:

1. Geographic community which refers to a village;

2. Ethnic linguistic and religious community which refers to a group of people with similar traits and characteristics; and

3. Community of "limited liability" which refers to people of different background who have come together according to need and self interest.

Community support for education is very crucial for quality, monitoring and accountability. Schaeffer (1994) identified two levels of community support for education as participation and implies active role for this community, involvement implies passive contribution. These two levels are complementary and inseparable.

The universal primary education (UPE) policy clearly stipulates that government is to cater for tuition fees while parents and guardians are to meet costs of transport, books, uniform and meals among others. These costs by parents imply the importance of community support in education. Research done by Kitaev (1999), and Crook (1997) have documented the rationale for community support for education to include the need for ownership, democratization, accountability, efficiency and competition. These highlights imply that the greater the community support, the more these are achieved. International Labour Organisation (ILO, 1998) caution that several factors affect community support for education. These factors include duration of community involvement, community perception and willingness of the community. UNICEF (2006) reveals that several partners strive to support schools by making school environment more attractive to children especially girls through school based water, sanitation and hygiene programmes which help children to become agents of change.

Community of all sizes, shapes and parents face multiple challenges that may inhibit their ability to effectively raise and support their children (Martin, 2006). To meet

their responsibilities, all parents need support from individuals, family, friends, institutions and caring communities. The goals of parents community support is to strengthen parents' capability to draw upon available resources for their own and their children's well being (Osolysky, 2006). As one aspect of parent support, parent education should reinforce parental practices which promote development and provide alternatives to practices which are harmful or non-productive. The parents' education and support programmes assume that parents are not likely to provide appropriate nurturance and guidance as they acquire greater understanding of child development and children's needs (Riley, 2006).

Children grow and thrive in context of close and dependable relationships that provide love nurturance, security, and responsive interaction. Without at least one such relationship development is disrupted and the consequences can be severe and long lasting. If provided or restored, a sensitive care giving relationship can foster remarkable recovery (National Research Council, 2006). Factors that limit effectiveness of community support are parents belief, insufficient programme intensity, development needs of parents, personal factors, family stressors, parent perception and environmental conditions (Telan and Mackay, 1993; Spot and Redmond, 1995).

2.3   Factors Affecting Girl Child Education and Gender Disparity

Primary education is universally accepted as a basic human right for all children as well as a crucial factor facilitating sustainable development education for all (EFA) is important to overcome poverty, diseases, ignorance and ill health (World Bank, 2005). For the millions of women around the globe, lack of education is still a handicap for which they pay a heavy price. Riley and Gardner (1993) take serious concern of gender issue in general with respect to power relations and levels of participation. Gender is widely used to refer to socially constructed differences and distinctions associated with men and women.

Gender inequality remains pervasive dimensions of life world wide with girls and women bearing the great gender gap. Scully (2006) reports that less than one third of the women in Pakistan are literate while in Nepal women who can read make up just a quarter of the population. In India, only half of the women are literate and women's struggle for participation and opportunity in all sectors. This has become an important concern to all researchers and educators trying to establish what barriers lead to this disparity.

The introduction of UPE in Uganda in 1997 has increased primary school enrolment but UNICEF (2006) observes that this enrolment has stagnated at 82 percent in the past five years and declines rapidly in areas affected by war and conflicts and

insecurity. In these conflict areas, girls are missing out on education. In northern Uganda, for example, enrolment has stagnated at 74% while in Kampala it is at 90%.

A recent study conducted by Enon and Ezati (2007) for Save the Children in Uganda (2007) in conflict areas found that gender disparity is high. Enrolment, completion rate, achievement in learning is also lower for girls than boys in contrast to this gender disparity against girls. World Bank (2005), in a survey in Lesotho, documents that enrolment ratio is higher for girls than boys in primary and secondary schools.

Studies have documented challenges that bring about gender disparity in education which include failure to complete, drop out, poor learning achievement and failure to attain competencies in reading, writing and numeracy (UNICEF, 2006). UNICEF reports that to alleviate disparity, they trained 6500 children hygiene and sanitation, menstrual management and life skills. Of these children, 73 percent are girls.

According to Nanyonjo (2007), in her analysis factors influencing learning achievements conducted in 200 schools with over 3000 pupils in P.6 in Uganda, she reported that there is positive relationship between the numbers of books at home, language spoken, distance and family size and learning achievement for boys than for girls.

Many studies have highlighted several factors which affect education of girls which include poverty and social roles and access to health, early marriage and pregnancy

and domestic chores, poverty of parents, indirect costs, poor quality of teaching, among other (UNICEF, 2004) Save the Children in Uganda, 2007; Ministry of Gender and Labour 2003). The World Bank reports that gender equality contributes to poverty reduction and enhances women involvement and participation in decision making.

Every one has the right to education and education shall be free (United Nation, 1989). Equitable access to and completion to education which leads to good quality education for all children is a right and of particular concern for girls who remain significantly disadvantaged compared with boys (Sees and Amanda, 2006). The Interrelated dimensions of disparity between individuals, communities or population groups translate into inequalities in educational access and opportunity. One clear difference between individuals and communities in most countries is the level of wealth with the poor experiencing a wide range of disadvantaged related to access of resources, (Arkmon, 2005). Social and economic disparities in society are directly reflected in disparities in educational access.

Indeed, the poorest and most vulnerable groups in society can often be identified (Hertz, 2005). Disparity does not only arise in terms of access but also in terms of actual opportunities that one afforded to those who do not attend a full cycle of primary education. This is reflected in disparity in education outcome, attainment and future path (Bird, Norton, 1998).

DAC (2002) reports what should be in place to eliminate gender disparity:

- Education should be free and affordable (eliminate direct changes, cover or eliminate indirect costs).

- Schools and other basic educational opportunities should be accessible to all children.

- Schools should be acceptable to the communities.

- Schools should provide equal opportunities for all children.

A solid body of research demonstrates numerous correlations between female education levels and increased economic productivity, improvement in health, delaying marriage, lower fertility, and increased social and political participation (Fotso, 1999). Gender disparity is quite programmed as primary education. Gross intake rates have increased in some African countries such as Lesotho, Benin, Cameroon and Malawi. In the meantime Eritrea, Eithopia, Mali, Mauritania and Mozambique have also registered notable increase in gross enrolment ratio (African Union, 2004).

2.4   Benefits of Educating Girls

Education is a right for all children and recognized as having instrumental value essential for sustainable economic growth and produce positive externalities on other

social indicators (World Bank, 1992). A growing body of empirical evidence show that key demographic and health indicators are determined by the level of education especially that of the mothers (UNICEF, 1996).

Research has shown that educating girls offer a multitude of benefits for girls themselves, their current and future families and the community (Mohran, 1999). Countless studies have demonstrated that uneducated women are more likely to suffer high infant mortality rates and lower productivity (Scully, 2006). World Bank, (1995) and Summers (1997) reported that educating girls yield a higher rate of returns than any other investment. World Bank (2002) stress that evidence of benefits of education associated with girls is so persuasive in national productivity, population reduction and welfare of household, promotes economic growth and reduces child mortality and malnutrition. Scully (2006) adds that educating women and girls leads to an increase in overall development and well being in communities.

A survey by UNICEF (2002) on perception about value of girls' education in Pakistan found that 40% of girls do not believe that education would impact on quality of their lives. With parents, 57 % of them think that it is more important to educate boys than girls. The study noted that the number of girls dropping out of school increases corresponding with grades levels. This situation is attributed to 80% of families living below poverty line. Gender socialization at home and in schools is another reason that leads to exclusion from schools. A study by Bruchfield, Hua and Rocah (2002)

in Nepal found that women who participate in literacy programmes are more aware of health, reproductive health, political affairs and importance of girls' education.

Educating girls is associated with numerous social benefits across varieties to sectors of society. Such benefits include increased economic activity, enhances productivity in farm and non farm sectors, rapid economic growth and resultant poverty alleviation, better informed about their rights, more likely to exercise them and more likely to participate in political system. At the national level, women's education is associated with longer life expectance, lower infant mortality and lower fertility. At family level, women education has a major impact on health increasing access and increasing the proportion of family income earned by and allocated by women (Schmidt, 2006).

This has been demonstrated in China, Costa Rica, Sri Lanka and Kerala and India where female education is a clear priority of government and health achievements are high. Educated women have lower desired and actual family sizes. They are also more likely to use contraceptives and have long intervals between births (UNESCO, 1993; Schulz, 1993).

2.5   Girl Child Education and Empowerment

UNDP (1995) reports that multiple roles of women in a house and on farm necessitates the need to empower the girl child in order to increase her capacity and

number of girls involved in production and other professions. Empowerment is a complex system. It is a strategy and a goal and not one dimensional. Research shows that women possess great potentials to help in increasing agriculture productivity and economic development but often are neglected and not empowered. Empowering girls at an early age enables them to mature into womanhood as complete beings (Madnewesi, 1994). Child empowerment means giving the disadvantaged group of children the ability to improve their situation (UNDP, 1998).

Girls education is key to empowerment and must be a priority. Education is more than schooling and its content must impart both academic knowledge and practical skills. Even girls that are out of school can be educated to empower them to understand their human rights (YMCA, 2007). UNDP (2006) stresses that it is necessary to think of girls as the subject of rights and not only as an object of protection. They could be in a vulnerable position but the approach must be necessarily viewed from that of respect for a human being and not from the victim perspective. UNDP, (1998) reports that in Nigeria, like many developing countries, the girl child and women in general are still marginalised politically, educationally, technologically, culturally, socially, and every aspect of life. One way through which girls' empowerment can be achieved is access to equality of education. We must also recognise particular adverse aspects either in schools or outside as one of the objectives. Training and making teachers and work staff aware about structural discrimination and practices gives one suffering in schools will help to empower the girl child (UNDP. 2006).

CHAPTER THREE: METHODOLOGY

3.1   Introduction

This study attempted to describe how the study will be organized and data collected, managed and analyzed. It involves design, population and samples, instruments, procedure and data analysis.

3.2   Research Design

The study used a cross-sectional survey research design, involving teachers, parents, community leaders, and the pupils. It employed both quantitative and qualitative approaches. The qualitative approach provides for a mechanism for obtaining in detail, contextual information. On the other hand, quantitative approach provided for the option of using discrete data sets. The quantitative approach was used because the study attempted to determine the quantifiable aspects of the research problem. The qualitative approach was used because a lot of research situation could not be quantified. The specific quantitative approach was simply comparative while the qualitative approach was the survey.

3.3   Population and Samples

The target population of the study were teachers ($N = 137$), head teachers ($N = 10$), pupils ($N \approx 2,200$) in government aided schools, parents, community leaders ($N =$

80). The sample size was teachers (n = 65), head teachers (n = 5), pupils (n = 110), parents (n = 100), and community leaders (n = 20). These samples were found desirable because they are direct stakeholders in the education of girls. The samples were selected from all the 10 schools and their respective communities surrounding the schools. They were selected using both purposive and random sampling techniques. Purposive sampling is a useful because samples are selected based on strong merits related to the study problem. This technique was used in the selection of parents and the community leaders. Specifically, the technique helped in identifying and selecting parents who had girl children, and the community leaders who had lived in the area since the time of the insurgency. On the other hand, simple random sampling technique was used to select the schools, teachers and pupils. This technique was opted for because it provide for equal opportunity for every sample to participate.

3.4   Instruments

The following instruments were used to collect data: -

(a.)   Focus group discussion guide

Focus group discussion is a method in which all the participants come together and share feelings and ideas.   In each school, two sessions were conducted. The participants were identified according to their willingness and the ability to communicate in the local language.

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(b.) Personal Interview Guide

An interview is a method in which the researcher and research participant discuss together through question and answer in a face to face interaction. Informal interviews with local authorities and community leaders were conducted. The participants were selected because of their unique experience and positions in education and the community.

(c.) Observation

An observation is a technique of collecting information using personal intuition of the researcher. Observations were conducted both in schools, homes and neighbourhood of girls who had dropped out of school in order to determine the availability of certain facilities that impact on girls such as latrines, changing room and birth rooms.

(d.) Documentary analysis

Some documents were analyzed to determine attendance enrolment, dropout and achievement. Specifically, school registers, class performance reports, and enrolment records at both the schools and district offices were analysed. These documents helped in determining figures relating to girls.

(e.) Questionnaire

A structured questionnaire was designed to collect data from the study sample. This tool helped the researcher collect data quickly because it was designed in such a way that it was direct to the point saving time, and the information collected was precise.

3.5   Procedure for data collection

This research study observed much research ethical guidelines. First, the researcher sought for the letter of introduction and authority from the university to the relevant authorities in Kasese district. Secondly, permission from district authorities especially the Education Department was also sought to allow the researcher to use the schools officially.

Thirdly, various school heads were requested to allow their staff and pupils to participate. The purpose of the research was explained to all participants. The participants were assured of the confidentiality of the information they provided. The research data was collected by the researcher and research assistants. The research assistants were given pre-training before data collection. The researcher then analyzed the data collected and a report was produced.

3.6   Data Analysis

Data was analyzed quantitatively and qualitatively. First objective was analyzed using content analysis by identifying themes and relationships that emerged. This is because community support cannot be quantified, for example; counselling girls,

CHAPTER FOUR: DATA PRESENTATION AND DISCUSSION OF FINDINGS OF THE STUDY

4.1 Introduction

This chapter presents the findings of the study. To arrive at the findings, the data obtained from the field was first summarised and then presented based on the specific objectives of the study from which the major themes were derived. As a first step, the general sample characteristics are presented, followed by an assessment of the community support towards the education of the girl child in Kasese district. This was assessed using content analysis. The data presented formed the basis for the analysis on which conclusions were drawn. The analysis focused on identifying factors that affected the education of the girl child in Kasese district, and also on examining the perception of parents and pupils about the benefits of educating the girl child and their empowerment.

4.2 Background Characteristics

The background or general sample characteristics were first analysed because they were seen to have a direct relationship for which the effect of the post conflict management of the girl child education and gender disparity can be analysed. As indicated in section 3.2, a total of 300 respondents were selected for the study. Only 182 respondents were actually obtained (table 4.1). The focus of the data collection

was on i) the level of community support to the education of the girl child in Kasese district, ii) factors that affected the education of the girl child in Kasese district, and iii) on the perception of parents and pupils about the benefits of educating the girl child and their empowerment

Table 4.1:   Respondents by category

Respondent category	Expected number	Number that responded
Teachers	70	31
Students	110	62
Parents	100	70
Community leaders	20	19
Total	300	182

Source: Primary Data

The background characteristics that were captured are sex, age, and occupation of each of the sample sub-categories. Each of these characteristics provide varying platforms for understanding the effect of post conflict management of girl child education and gender disparity, and empowerment of girl child. A summary of the results are presented in table 4.2.

Table 4.2:   Sex Composition of Respondents

Occupation	Male	Female	Total
Teachers	15	16	31
Students	17	45	62
Parents	39	31	70
Community leaders	10	9	19
Total	81	101	182

Source: Primary Data

Table 4.2 reveals that 101 respondents out of 182 (constituting 55 percent) were females. Given that this was not a biased sample, these results indicate that females at all levels in Kasese district were more willing to participate on issues concerning gender as compared to their male counterparts. The fact that a random sample was taken is an indication from the results that more females could be enrolled at school than males. This could be due to the fact that there is increased female participation in society's activities, which could be responsible for encouraging more female enrolment. This observation is a suggestion that the affirmative action campaign by various gender activists appears to be bearing fruits.

The other background characteristic that was taken into consideration was the issue of age of the respondents. This was taken into consideration due to the fact that different age groups have varying levels of gender disparity and are affected differently by gender issues. As observed by Schmidt (2006) this has an implication on the way the various age groups in each gender category respond to gender issues and women empowerment. The age structure of the respondents is presented in table 4.3.

Table 4.3:   Age Structure of the Respondents

Age group	Teacher		Students		Parents		Community leaders	
	Male	Female	Male	Female	Male	Female	Male	Female
18 – 29	2	3	17	45	0	0	1	0
30 – 39	10	13	0	0	6	28	5	7
40 – 49	3	0	0	0	32	3	3	2
50+	0	0	0	0	1	0	1	0
Total	**15**	**16**	**17**	**45**	**39**	**31**	**10**	**9**

Source: Primary Data

Uganda (2004). At 35 percent, the results suggest that the level of community understanding of gender differences is still low. This position leaves a lot of concern in view of the level of community support towards education of the girl child. The results also indicate that the level of understanding among females was generally higher across the respondent categories compared to that of their male counterparts. This creates concern in the sense that once the males have a misinterpretation of gender differences, it becomes difficult for them to appreciate the need for educating the girl child.

In the interview conducted with the teachers, three of them had this to say:

> " ... *Gender differences are the differences between the either sexes ...* "

The other five teachers had this to say:

> "... *Gender differences refer to the inequalities in providing opportunities between men and women. It also means differences in abilities of executing certain functions ...*"

From these responses, it is clear that the second set of teachers had a similar understanding as suggested by gender activists. For instance, the gender manual developed by the ministry of Labour, Gender and Community Development of Uganda (2004), in particular relates to this definition.

Given that 18 out of 31 (i.e., 58.1 percent of the teachers) noted that gender differences refers to the inequality in opportunities between male and females, just like it is stated in the gender manual developed by the Ministry of Labour, Gender and Community Development of Uganda (2004), two observations emanate from these results; i) the level of awareness regarding issues of gender differences among teachers is significant. This then provides a platform for enhanced awareness campaigns to bring on board the students and the community as a whole regarding gender differences. ii) a sizeable number of teachers are still ignorant about the issues to do with gender differences. By their virtue of being teachers, this can be construed to mean that gender issues are not taken seriously at schools in Kaseses district, something that could be taken to indicate that community understanding of the concept of gender differences is low. Low understanding of what is meant by gender differences is a drawback for community support towards education of the girl child.

The teacher's ignorance appears to be reflected in the low level of understanding of the issues regarding gender differences among the students (table 4.4). Given this low level of understanding, it is apparent that the students are not in position to advocate for their rights. This pauses a challenge in advocating for community support towards the education of the girl child.

Regarding the parents, all the respondents concurred that gender differences refer to the differences between the two sexes. One section of respondents gave the following response:

> "... Gender differences is the differences between the two sexes i.e. girls and boys, men and women ..."

This is a traditional view point that considers gender differences to be divided along reproductive lines. It is thus seen from this response that some parents are still ignorant about the modern dimensions and issues regarding gender differences.

The other set (17 out of 70) of parents gave the following response:

> "... Gender difference is the difference between a man and a woman in terms of democracy, education, employment among others ..."

This response is within the modern understanding of gender differences and is in line with the one contained in the gender manual developed by the ministry of Labour, Gender and Community development of Uganda (2004). However, given that it was only 17 out of the 70 respondents gave this definition, the results suggest that the level of awareness on gender difference among the parents was still low. Given that it is the parents who are directly responsible for girl child education, these results suggest that the disparity in girl child education could be attributed to ignorance among parents on gender issues.

To gain a further insight on gender differences, respondents were also asked to provide their view on how they felt gender differences between girls and boys occurred with respect to education in schools. The responses obtained were grouped, coded and sub-themes derived. A summary of these results is presented in table 4.5.

Table 4.5:   Areas where gender differences in respect of education occur

Gender differentiation at school	Frequency	Percentage
Boys are more favoured than girls	113	62.1
Teachers favour girls than boys	31	17.0
Boys and girls are treated equally	26	14.3
Indifferent respondents	12	06.6
Total	**182**	**100**

Source: Primary Data

The results in table 4.5 indicate that 62.1 percent of the respondents felt that boys are more favoured than girls as opposed to only 17 percent who felt that girls were being favoured more than boys. These results provide an indication that gender disparity in society is real and pauses a threat to women empowerment. However, 6.6 percent of the respondents did not know whether boys or girls were treated indifferently.

4.3.2   Community understanding of women empowerment

The level of community understanding of women empowerment provides a basis for assessing the extent to which community appreciates the role of women in societal development and therefore, the extent to which the community will support the

education of the girl child. A number of varying responses on community understanding of women empowerment were obtained and summarised as presented in table 4.6.

Table 4.6:   Society understanding of women empowerment

Views about women empowerment	Frequency	%
Sensitising women on their rights or advocating for women rights	64	35.2
Encouraging women to participate in social / political and economic responsibilities	80	44.0
Giving women knowledge and skills to enable them act firmly	21	11.5
No answer	17	09.3
Total	**182**	**100**

Source: Primary Data

The responses provided in table 4.6 indicate that 44 percent of the respondents perceived women empowerment as encouraging women to participate in social / political and economic responsibilities. Another 35.2 percent of the respondents perceived women empowerment as sensitising women on their rights or advocating for women rights. Also, 11.5 percent of the respondents perceived women empowerment as giving women knowledge and skills to enable them act firmly. However, 9.3 percent of the respondents gave no answer, a position that could be taken to mean that they had no clear meaning of what women empowerment meant.

From the responses provided in table 4.6, it is seen that respondents were very clear on how they perceived women empowerment. These views are closely related to what is contained in the gender manual developed by the Ministry of Labour, Gender and

Community development of Uganda (2004). However, to further confirm what was contained in the questionnaire, separate interviews were held with the female and male respondent. From the interview, female respondents generally had these to say:

"... women empowerment is self control, maintenance with respect ..." "... women empowerment is the giving of powers to women to participate in activities ..." "... giving them skills that will enhance their full participation in social, political and economic spheres ..."

On the other hand, the male responses had this to say:

"... women empowerment is putting women in administrative offices ..." "... women empowerment is the giving of authority to that particular sex ..."

The aforementioned responses point out two things: i) female perception of women empowerment differs from that of their male counterparts; ii) males appear to interpret women empowerment as a direct way of women taking control of activities reserved for males. These responses thus suggest that males have not yet understood the logic behind women empowerment. The misinterpretation of women empowerment by the males pauses a challenge towards community support for the education of the girl child in Kasese district.

4.3.3 Community interventions to support the girl education

The mechanisms were assessed with a view to identifying any community interventions specifically targeting girl child education. Respondents identified a number of interventions that the community has put in place to help in girl child education. These responses are presented in table 4.7.

Table 4.7: **Measures in place to support girl child education in Kasese district**

Measures in place	Frequency	Percentage
Enforcing laws / policies that protect girls	46	25.3
Career guidance, moral support and talent development	74	40.7
Given school fees and helped to access UPE and USE	50	27.5
Girl child is not helped at all	12	06.5
Total	**182**	**100**

Source: Primary Data

Table 4.7 indicates that the community in Kasese district is attempting to enforce mechanisms that are aimed at supporting girl child education and therefore mitigating on the disparities that exist among the gender types. The interviews conducted with the respondents suggest that society has realised the need and usefulness of keeping the girl child at school. Of the responses given, the following stand out:

> *"... girls are being motivated not to be ignored in terms of schools dues and being thanked at any stage of their contributions ..." "... they are helped in a way of imposing heavy penalties to individuals*

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caught violating their rights like raping, defiling them and even denial from being in school ... "

These responses indicate that the community in Kasese District has set up mechanisms to support the girl child education. It is clear that the community has put in place byelaws targeting keeping the girl child at school. Some of the mechanisms identified by the respondents included; setting up laws concerning defilement, involving the local leaders in sensitising the parents and community on matters concerning education of the girl child, sex education, and female health education. This is supported by the summary of the responses that were obtained from the responses indicated in the questionnaires (table 4.8).

Table 4.8:   Measures for community support for girl child education

Community measures in place	Frequency	Percentage
Seminars, sensitisation and guidance of girls	56	30.8
Enforce laws on rape/defilement and school dropouts	37	20.3
Encourage girls through fees payments, scholarship incentives	72	39.6
Little or no assistance to girls due to ignorance in society	17	09.3
Total	**182**	**100**

Source: Primary Data

From table 4.8, it is seen that 39.6 percent of the respondents identified encouraging girls through fees payments, scholarship incentives as an effective measure for community to support girl child education. On the other hand, 30.8 percent of the respondent gave the opinion that the most effective measure is conducting educational

seminars, sensitisation and guidance of the girl child, while 20.3 percent were of the view that the most effective measure would be enforcement of laws on rape and defilement and school dropouts. However, 9.3 noted that there was little or no assistance to girl child due to ignorance in society.

The results in table 4.8 and the preceding responses point to the fact that government efforts towards mainstreaming gender issues are achieving results. The confirmation by the respondents (as indicated in table 4.8) of their awareness of the measures that the community is using to support girl child education provides reason to believe that affirmative action is taking the right direction.

However, although these measures appear to be in place interviews conducted indicate that there is lack of a clear direction towards their implementation. For instance, in an interview with a teacher at Bwera Secondary School, observed that;

> *"... all that we see is lack of a clear policy on girl child education. If it so exists, then there is lack of will by government to facilitate enforcement of the policy ..."*

This response suggests that although measures are in place there is no will to implement them. It is possible that the relevant government organs have not sat down to develop a comprehensive policy and the respective strategy for its implementation. This view is further supported by the views of the respondents as obtained from the

questionnaires. The respondents noted that managing gender disparity and women empowerment is faced with a number of challenges (table 4.9).

Table 4.9:   Challenges of managing gender disparity

Challenge	Frequency	Percentage
Poverty/ignorance and social constraints	109	59.9
Lack of clear policies and constraints in law enforcement	44	24.2
Differed respondents	29	15.9
Total	**182**	**100**

Source: Primary Data

The nature of these challenges identified point to the fact that the efforts being put by the community are not receiving due support from government. For instance the issue of poverty and ignorance, including social constraints are suggestions that basic infrastructure like roads, and schools that would open the community to the other parts of the country are not strong. In addition, the results suggest that little is being done towards advocacy and sensitization of the community on issues pertaining to women rights.

4.4   Factors Affecting Girl child Education in Kasese district

The second objective that guided the study was to identify factors that affect the education of the girl child in Kasese district. In identifying the factors affecting the education of the girl child in Kasese district, the respondents were asked their view regarding the effect of the conflict of 1990s to early 2000 on the education of the girl

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child. In addition, respondents were also asked to identify any other factors that they felt affected the education of the girl child in Kasese district

4.4.1 Effect of the conflict on Girl child education

Responses were obtained from all the categories of respondents identified. Their views were summarised into three categories as follows: i) negative effect. This was taken to imply factors that disabled girls from continuing or going to school. The issues identified were early marriages, unwanted pregnancies due to rape and others, loss of earnings of their parents which made them unable to meet the school requirements. ii) positive effect, implying that the war never in any way affected the education of the girl child. iii) indifferent, who included respondents that were not sure of what the effect of the war on the education of the girl child was. These results are as presented in table 4.10.

Table 4.10:   Effect of the conflict on Girl child education

Response		Teachers	Students	Parents	Community leaders	Total
Negative effect	Loss of income leading to early marriages			10		10
	Unwanted pregnancies due to displacement			12		12
	Schools closed and girls dropped out	12	12	30		54
	Early marriages and unwanted pregnancies		7			7
	Early marriages and closure of schools	7				7
	Unwanted pregnancies and closure of schools			12		12
	A combination of all the three factors	12	38	6	19	75
No effect			2			2
Indifferent			3			3
Total		31	62	70	19	182

Source: Primary Data

The responses presented in table 4.10 indicate that the war had a negative effect on the education of the girl child. The respondents indicated that of the numerous effects of the war, the ones that negatively affected the girl child education were closure of schools leading to the dropping out of girls from school. This response was given by 54 out of 182 respondents (29.7 percent). However, a total of 75 respondent (representing 42.2 percent) indicated that a combination of factors (i.e. Loss of income leading to early marriages; Unwanted pregnancies due to displacement; and Schools closed and girls dropped out) were responsible for the dropping out of the girl child from school. Specifically, the results suggest that as a result of the war, schools

got closed and a number of girls got married at an early age, others got pregnant, and in a number of cases, parents' sources of income were negatively affected. The combination of these factors prevented a number of girls from going to school. One parent had this to say:

"... the war affected my child education in a way that there was early parenting as a result of rape due to being displaced and staying in refugee camps ..."

A community leader had this to say:

"... the conflict affected the girl child education, because most of the girls were raped and defiled and displaced hence dropping out of school ..."

On the basis of these results, a number of observations are derived: i) the early marriages that resulted due to war suggest that a number of parents are less educated in the district; ii) as a result of the unwanted pregnancies, the extended family problem remains an issue in the district; and iii) the loss of facility income is an indication that the girl child will largely remain uneducated in Kasese District. A combination of these factors suggests that the effect of the war on the girl child education is likely to be felt for time to come. This is due to the fact that these factors tend to reinforce one another.

From the various interviews conducted, it was evident that the war also had other negative factors associated with it. In an interview with one of the community leaders, who was also an elder in the Adventist Church – Lake Katwe / Hamkungwa, he had this to say:

> "... society moral fabrics have been eroded. Young girls can no longer listen to advice from parents and those who wish to help them .... to them, education is secondary to self engagement (immorality/sexuality) in their lives ... "

On his part, the Local Council Five (5) Councilor, Bwera Sub-County had this to say:

> "... morality of girl child was tempered with. Some were impregnated and diseased and could not go back to school... there was also an issue of psychological impact, those who were kidnapped and were traumatized and their socialization is not upright and had to live withdrawn lives, making it hard for them to get educated ... "

These observations point to the fact that in addition to increased gender disparity in terms of education, social problems especially related to moral decadence have been made worse. For instance the interviews point to the fact that girls appear to have

resorted to immoral activities like prostitution. This puts them in a high risk of contracting the common sexually transmitted illnesses.

4.4.2 Other factors that affected Girl child education

Leading questions were asked about other factors that affected girl child education in Kasese District. The responses obtained are presented in table 4.11.

Table 4.11:   Other factors affecting girl child education in Kasese district

Response	Frequency (out of n = 182)	Percentage
Low level of parents' education	124	68.3
High poverty levels in the district	73	40.0
Early marriages	85	46.7
Tradition and cultural beliefs	15	8.3
Domestic violence	30	16.7
Poor school infrastructure	94	51.7
Poor hygiene at school facilities	109	60.0

Source: Primary Data

Responses obtained from the field indicate that there are a number of other factors affecting the girl child education. Of these, low level of parents' education was ranked highest by 68.3 percent of the respondents. This was followed by poor hygiene at school facilities, ranked by 60 percent of the respondents. The next highest ranked cause was poor school infrastructure (by 51.7 percent of the respondents).

The other causes identified included early marriages (46.7 percent); high poverty levels in the district (40.0 percent); domestic violence (16.7 percent); and tradition

and cultural beliefs (8.3 percent). These factors have a direct linkage with each other. A close analysis of these factors suggests that in the event that the war had not taken place, girl child education would still have been negatively affected. In fact, as Schmidt (2006) observed, high levels of illiteracy coupled with high incidences of poverty can easily manifest into a war situation.

4.5 Perception about the benefits of educating and empowering the girl child

The third objective that guided the study was to examine perception of parents and pupils about the benefits of educating the girl child and their empowerment. The perception of the benefits of educating the girl child was analysed on the basis of the views provided by the respondents from all the categories – Teachers, Students, Parents, and Community leaders. A summary of the responses is presented in table 4.12.

Table 4.12:   Perceived benefits from educating and empowering a girl child

Response	Frequency (out of n = 182)	Percentage
Source of sustainable family income	55	30.0
Source of family pride and prestige	97	53.3
Married to responsible husbands	146	80.0
No benefits	36	20.0

Source: Primary Data

The results in table 4.12 indicate that 80 percent of the respondents perceived that educating a girl child is beneficial. However, the perceived benefits appear to point to

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the fact that once a girl is married she will get a good husband. This view point can be interpreted that society in Kasese District appears to believe that the benefits of educating a girl child will go to the husband, who will not have contributed towards her education and not the parents. This is a dangerous proposition in the sense that it discourages parents from educating the girl child. The situation is made worse in cases where family incomes are inadequate since they will not be in the same priority footing with their male counterparts.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary and Conclusion of the Findings

5.1.1 Summary of the Findings

The study set to investigate the dynamics of gender disparity and women empowerment with a specific reference to the post conflict analysis and management of girl child education in Kasese district. Specifically the study sought to: i) assess the level of the community support towards the education of the girl child in Kasese district; ii) identify the factors that have affected the education of the girl child in Kaseses district; and iii) examine the perception of parents and pupils about the benefits of educating the girl child and their empowerment. Based on the aforementioned objectives, the following were the key findings of the study: -

i) The level of the community support towards the education of the girl child in Kasese district is generally low. The low level of support emanates from the fact that males who have a dominant role in society have not yet clearly understood the logic behind women empowerment. This has made it difficult for the males to appreciate the rationale for educating and therefore empowering the girl child. As a result, this pauses a challenge towards the support for girl child education in Kasese District.

However, evidence from the findings indicates that there are a number of mechanisms that have been put in place to support education of the girl child. The responses point to the existence of measures to address defilement and rape cases, and the active participation of the local leaders in sensitising the parents and community on matters concerning education of the girl child, sex education, and female health education.

ii)   The study revealed that the 1990s to early 2000 wars had a negative effect on the education and empowerment of the girl child. However, the study findings also point to the fact that even without the war, there were still a number of factors that could have negatively affected the education and empowerment of the girl child in Kaseses District. These included: low level of parents' education; poor hygiene at school facilities; poor school infrastructure; early marriages; high poverty levels in the District; domestic violence; and tradition and cultural beliefs. These factors have a direct linkage with each other and tended to be associated with the cause of the war.

iii)   The findings indicate that respondents perceived that educating a girl child is beneficial, but the benefits are enjoyed by the husband who will not have contributed towards her education. The situation is made worse in cases where family incomes are inadequate since they will not be in the same priority footing with their male counterparts.

iv)   The study also reveals that government support towards girl child education is not adequate. This is seen from the low level of availability of basic infrastructure facilities to support the education of the girl child.

5.1.2   Conclusion of the Findings

Arising from the findings presented it is concluded that gender disparity and woman empowerment is a results of other factors (low level of parents' education; poor hygiene at school facilities; poor school infrastructure; early marriages; high poverty levels in the district; domestic violence; and tradition and cultural beliefs) and the conflict was just a secondary issue. The conflict that resulted was a manifestation of the aforementioned factors.

The study also concludes that parents perceive that educating the girl child is beneficial. However, most benefits are realised by the husbands and not the parents who actually pay to educate the girl child. In these circumstances, when a family is faced with insufficient funding, boys are given the first priority. This creates gender disparity with the resultant negative effect on women empowerment.

5.2   Recommendations

1. Formulate a clear policy on education and employment of girls in district in particular and the country in general. This has to be supported with clear implementation structure right from the local leadership of Kasese District.

2. Establishment of rehabilitation centre to train abducted returnees. This could be supported through developing and implementing a strategy to mobilize funding that targets education of the vulnerable. This should not favor only the girl child because empowerment should be seen as the provision equal opportunities. The strategy needs to initially looking at crating local community support to create local ownership, with an outward looking approach targeting support from other development partners like government and civil society organizations. This funding could be in form of bursaries, which will then be paid at an appropriate timing with a realistic repayment terms. The idea here is to create a self sustaining funding base.

3. Mass sensitization on girl child education. This could be achieved through public sensitization and awareness campaigns especially targeting the parents, teachers and community leaders. These are the members of society that directly handle issues to do with gender disparity and women empowerment.

4. Establishment of appropriate measures to address hygiene at school. This will call for the strengthening and implementation of the byelaws that the results revealed that are already in existence. Health inspectors at community level will have to be put in place specifically to address issues of hygiene both at household and community level. These could be formalized within the framework of the local administration.

5. Workout a partnership with the central government targeting development programs like the universal Primary and Secondary education, and primary health care programs. These programs could provide a basis for sourcing funding that could be used to improve school infrastructure and also school hygiene.

5.3   Areas for further study

This study was purely a descriptive one. There is need to use an empirical methodology that could be used to corroborate these findings. In addition, the study sample was 300, a baseline survey could be designed so us to come up with more detailed data that could be used to further the analysis.

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APPENDICIES

QUESTIONNAIRE

Title: Gender Disparity and women Empowerment: Post Conflict Analysis and Management of Girl-Child Education in Kasese District.

I am requesting you to respond to this question with true objectivity. Please note that all information given here will be treated with confidence and will only be used for the purpose of the study.

SECTION 1

1. Name
   ....
   ....

2. Job / Work, for example, teacher, parents, community member, community
   leader...
   ....

3. Sex   Female   Male

4. Age group   (i) 18-29   (ii) 30-39   (iii) 40-49   (iv) 50+

5. What do you understand by Gender differences?

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

6. How do you feel gender difference between girls and boys occur with respect to education

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

7. What do you understand by women empowerment?

   ....
   ....

8. How is the girl child being helped in the village or schools?

   ....

   ....

   ....

9. How did conflict of 1990s to early 2000 affect education of the girl child in Kasese district?

   ....

   ....

   ....

10. Other than conflict, what other factors do you think affect the education of the girl child in Kasese district?

    ....

    ....

    ....

11. In what ways do you think parents can benefit from the Education of their girls receive?

    ....

    ....

    ....

12. What do girls benefit if they are educated?

    ....

    ....

    ....

13. To what extent does your community support the education of the Girl child in Kasese district?

    ....

    ....

    ....

    ....

    ....

14. What is the perception of parents about the benefit of educating the girl child?

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....
....

15. What is the perception of parents about empowerment of Girl child?

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

16. What do you think the government of Uganda should do in order to squarely solve the issue of gender disparity and women empowerment in a post conflict in Kasese?

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

17. What challenges are being faced in managing gender disparity and women empowerment in post conflict analysis and management of child education in Kasese district?

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....
....

18. How are the communities in Kasese supporting the girl child education?

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