USING EDUCATION AS A TOOL FOR GIRL-CHILD EMPOWERMENT
(A CASE OF GARU-TEMPANI DISTRICT, GHANA)

By

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DECLARATION

I hereby declare that this thesis is my own work towards the MSc. in Development Policy and Planning, and that to the best of my knowledge, it contains neither materials previously published by another person nor materials which have been accepted for the award of any other degree by this or other university except where due acknowledgement has been made in the text.

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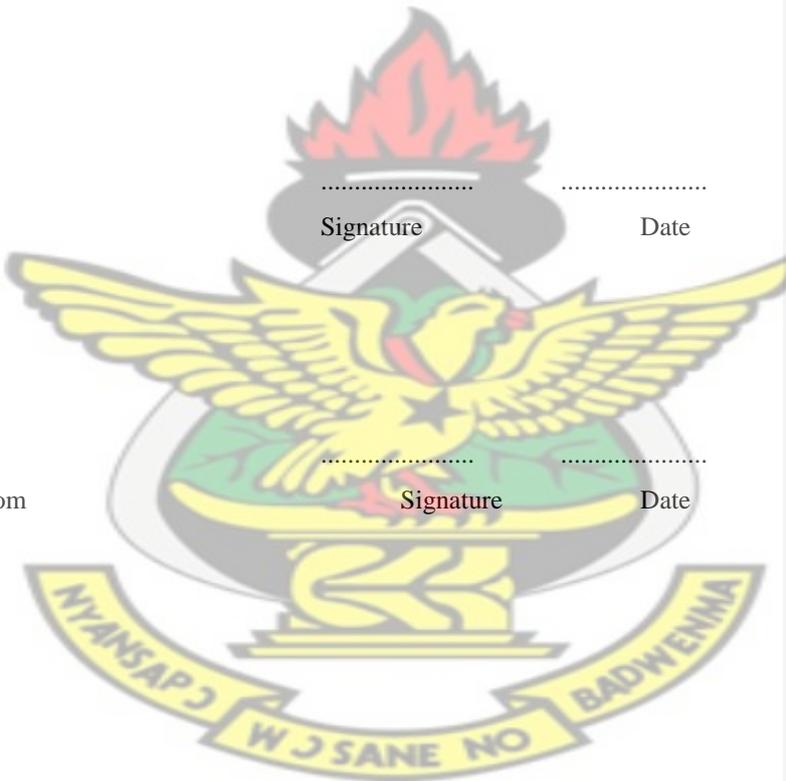
ABSTRACT

In many countries, economic growth has been available to finance education expansion, but many millions remain in poverty and are unschooled or illiterate.Africa is lagging behind other regions of the world in female enrolment ratios and female school and this can be attributed to violence perpetuated against girls which results in sexual, physical, or psychological harm.

While Ghana has made considerable progress under the FCUBE programme and subsequent reform initiatives to expand free primary education for a rapidly expanding school age population throughout the country, the education system in Ghana continues to struggle with a number of critical challenges in achieving its Education for All targets by 2015, particularly in the areas of girls enrolment, retention and quality improvement in girl child education. The importance of girls' education cannot be over emphasized as it contributes to improved quality of life and enhances national development through increased economic production rates, improved hygiene and nutritional practices, reduced child and maternal mortality rate.

The case study approach was adopted to undertake the research where data was collected from both primary and secondary sources.The purposive sampling method was adopted for data collection process. Also, the simple random sampling technique (lottery method) was employed in the selection of pupils, teachers and head teachers to ensure an unbiased representative of the various units of analysis.

The research revealed that there are some cultural practices that cause low educational status of the girl child in the Garu-Tempani District.However, there are other factors besides the cultural factors that affect girl education in the district such as the operation of 'deck', agricultural activities, and distance to school.It was also revealed the dropout among boys and girls lead to premature parenthood,drug addiction and premature and unprotected sex which results to the contraction of STDs..

The study made a number of policy recommendations to enhance the education of the girl child such as by-laws to banned the practice of 'deck', organizing markets during the day, banned on child betrothal, offenders of traditional practice such as FGM to prosecuted to serve as deterrent.

> **Comment [K2]:** IS THAT SUPPOSED TO BE A PARAGRAPH? THERE SHOULD BE A SPACE

ACKNOWLEDGEMENT

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DEDICATION

Dedicated to the Almighty God.

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Comment [K3]: Take all the tables out

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LIST OF ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
BECE	Basic Education Certificate Examination
BBC	British Broadcasting Corporation
BPFA	Broad Platform of Action
CEDAW	Convention on the Elimination of all forms of Discrimination against WomenCRC Convention on the rights of the Child
CHRAJ	Commission on Human Rights and Administrative Justice
CSM	Celebro Spinal Meningitis
CDF	Child Development Fund
DGEOs	District Girl Child Education Officers
DOVVSU	Domestic Violence and Victims Support Unit
DAWN	Development Alternative with Women for a New Era
DACF	District Assembly Common Fund
DEO	District Education Office
EFA	Education for All
FCUBE	Free and Compulsory Universal Basic Education
FGM	Female Genital Mutilation
GPRS II	Growth and Poverty Reduction Strategy
GLSS	Ghana Living Standards Survey
GCE	Girl-child education
GPRTU	Ghana Private Road Transport Union
GES	Ghana Education Service
GTDA	Garu-Tempani DistrictAssembly
HIV	Human Immunodeficiency Syndrome
JHS	Junior High Schools
MDGs	Millennium Development Goals
MTTU	Motor and Traffic Union
NGOs	Non GovernmentalOrganisations
NHIS	National Health Insurance Scheme
NCCE	National Commission for Civic Education
RGEOs	Regional Girl Child Education Officers
SADA	Savannah Accelerated Development Authority
STIs	Sexually Transmitted Diseases

TA	Traditional Authority
UN	United Nations
UNESCO	United Nations Education Scientific and Cultural Organisation
UPE	Universal Primary Education
UNICEF	United Nations Children Education Fund
US	United State
VAGS	Violence against Girls in Schools
WHO	World Health Organization
YWCA	Young Women Christian Association

CHAPTER ONE
GENERAL INTRODUCTION

1.1 Background of the Study

In many countries, economic growth has been available to finance education expansion, but many millions remain in poverty and are unschooled or illiterate. Research reports have shown that women are the most affected. According to a World Bank(1996), 60 percent of women in Africa remain unschooled.

Africa is lagging behind other regions of the world in female enrolment ratios and female school and this can be attributed to violence perpetuated against girls. Violence in the form of sexual abuse, cultural barriers and economic deprivation is some of the major factors denying girls their right to education. This does not only constitute an infringement on girls' right to education but also interferes and undermines the attainment of internationally accepted educational goals including the Millennium Development Goals (MDGs, 2000).

School-related gender-based violence results in sexual, physical, or psychological harm to girls. It includes any form of violence or abuse that is based on gendered stereotypes or that targets students on the basis of their sex. The underlying intent of gender-based violence is to reinforce gender roles and perpetuate gender inequalities. It includes, but is not limited to: rape, unwanted sexual touching, unwanted sexual comments, corporal punishment, bullying, and verbal harassment. Unequal power relations between adults and children and males and females contribute to gender violence. Violence can take place in the school, on school grounds, going to and from school, or in school dormitories and may be perpetrated by teachers, students, or community members. Both girls and boys can be victims as well as perpetrators. In spite of legislation and policies to provide protection from violence and empower girls to assert themselves in education, they still encounter barriers in their quest to development. It is reported that in 2005, Ghana missed out the gender parity target of the ratio1:1 under the Millennium Development Goal (www.modernghana.com). Issues relating to safety of the school environment have come up as major causes inhibiting girl's education. Girls who have attained the school going age confront harmful customary practices and taboos, traditional attitudes, sexual violence leading to STIs, HIV/AIDS, emotional and psychological trauma, teenage pregnancy etc.

The importance of girls' education cannot be over emphasized as it contributes to improved quality of life and enhances national development through increased economic production rates, improved hygiene and nutritional practices, reduced child and maternal mortality rate.

The government of Ghana's ultimate education goal is to provide free and compulsory universal basic education (FCUBE) of good quality for all children, in order to achieve her goal of Education for All (EFA). With the Growth and Poverty Reduction Strategy (GPRS II) and the Education Strategy Plan (ESP) 2003-2015, the government has committed itself to achieving the two Millennium Development Goals (MDGs) specifically related to education.These are Universal Primary completion by 2015 andGender Parity in primary and secondary education by 2005.

In addition, the ESP contains a specific goal related to the promotion of girl's education (ESP goal 10). The importance of achieving the latter goal is well appreciated by the government, since this first MDG will have immense impact on other MDGs and thus on overall national development.

While Ghana has made considerable progress under the FCUBE programme and subsequent reform initiatives to expand free primary education for a rapidly expanding school age population throughout the country, the education system in Ghana continues to struggle with a number of critical challenges in achieving its Education for All targets by 2015, particularly in the areas of girls enrolment, retention and quality improvement in pupils learning.

Ghana is amongst the first states that signed the United Nations Convention on the Rights of the Child. In fact, Ghana was the first country to rationalize the UN Convention on the Rights of the Child. Historically, Ghana has prided herself in having an educational policy that discriminates against no one in terms of race, creed or gender (Sutherland-Addy, 2002). Ghana has also endorsed the UN Convention on the Elimination of all forms of Discrimination againstWomen (CEDAW) all in her efforts towards promoting gender equity in our educational institutions. In the pursuance of the national objective of enhancing and strengthening democratic culture, interventions have been introduced to uphold gender equity in the formal school system in the country. The educational institutions have been noted as being one of the sites where right of the girl child to education is less likely to suffer setbacks. To achieve the national goal of gender equity in all spheres of our national life,

factors that bring about inability of the female child to be in school must be identified to enable the development of programmes to address the inequalities in the education sector.

The deprivation of the northern sector of the country of its fair share of education has since the colonial era been persistent and almost considered a normal phenomenon by successive governments in the country. As a policy to keep Northern Ghana as a labour reserve to serve the economy of the colony and Ashanti, education was not encouraged in the North. For instance, the first school in the North was established by the White Fathers in Navrongo in 1907, the first government schools in Tamale in 1909, Gambaga in 1912, Wa in 1917, Lawra In 1919, Yendi in 1922, Salaga in 1923 and Bolgatanga in 1937. This should be contrasted with the existence of schools in the south as early as the 1800s. For instance,the Mfantsipim school was established in 1876, Wesley Girls' High School in 1884 and the Presbyterian Training College at AkuapemAkropon in1848. (Graham, C. K. 1976).This NorthSouth education dichotomy is believed to be among the major causes of underdevelopment of the area.

Not even the Free Education Scholarship policy for people of Northern extraction implemented by the Kwame Nkrumah's government of the First Republic could bridge the over three decades yawning education gap between the north and south. A notable general phenomenon in the domain of education is that, northern schools and most especially in the Upper East Region record high initial intakes at the primary level, but sharp drops occur progressively through the Junior to the Senior Secondary Schools, to a mere trickle of those progressing to the tertiary institutions with girls being the most affected.

1.2 Problem Statement

There is a visible developmental gap between the North and Southern Ghana, with the Northern Savannah belt registering significantly higher levels of poverty than the Southern economy(SADA, 2010). Bridging this developmental gap has been a long-stated goal of most post-independence Governments of Ghana. The approach has nearly always been distributionist to address imbalances in education, health and social welfare services. In 2007, a double calamity of prolonged draught was followed rapidly by massive floods in the entire northern regions of Ghana, claiming several hundred lives and over half a million persons were displaced. Livelihoods were severely impaired as thousands lost farms and assets;

infrastructure was destroyed and thousands of young girls, women and children joined a teaming under-class of street porters (known in Ghana as 'kayaye') in the urban commercial centers of southern Ghana. This sudden manifestation of climate change provided the most vivid manifestation that failure to tackle poverty and environmental decay in northern Ghana could result in even more dire consequences for the entire country and ecological area [Savannah Accelerated Development Authority (SADA, 2010)

It is an undisputable fact that education is an important pre-requisite for development. Indeed education is the single most important key to empowerment of the underprivileged and vulnerable. The vulnerable and excluded according to the Ghana Poverty Reduction Strategy also include women and children. This underscores the reason why special educational policies have in the past been designed to address the problem of education especially among girls and the empowerment of women to enable them effectively contribute their quota in the development process of their communities and the country as a whole. Such specific measures include the establishment of Science Technology and Mathematics Clinics for girls, sponsorship packages for 'brilliant but needy students' by both District Assemblies and donor organizations, and the engagement of Regional and District Girl Child Education Officers (RGEOs) and (DGEOs) to work with partners and related institutions to help bridge the gap between educated boys and girls.

However, results so far released indicate that the situation has not seen much improvement in the Northern sector of the country. The situation is even more disheartening in the Garu-Tempane District still registering alarming drop-out rates and slow increase in enrolments in schools.

In the 2007/2008 academic year for instance, general enrolments in basic schools stood at 33,342, the enrolment figure only increased to 35,184 (an increase of only 5.2 percent), in the 2008\2009 academic years. This is not a paragraphCurrently, an estimated population of the school going age stands at 102,351 children with only 45,606 children being in school, thus only 44.6 percent of school-going age children are in school while 55.4 percent of the school-going age is not in school in the District. It is even more discouraging when the figures for girls in schools especially children who make it to the secondary and tertiary educational institutions are mentioned.Not even the current Capitation Grant policy and the free school uniform of the government has improved the situation much. Dropout rate in the District still

remains significantly high (GSS, 2000)Several reasons are attributable to this unfortunate trend of education in Garu-Tempane District. These include; the inabilities of parents and guardians to pay even other token fees as well as purchase of exercise books and some cultural values especially the perception that girls do not belong to the family after marriage given the partrilineal system in the area. Others include the withdrawal of girl children for marriage and peer group influence of the boys and girls themselves to drop out of school and travel to the southern part of the country to do 'kayaye' (head pottage) and 'galamsy'. This trend certainly leads to teenage pregnancy, poor health status, prostitution, drug abuse, armed robbery and consequently, sexually transmitted diseases, the worse of which is HIV/AIDS and other social vices. This further worsens the poverty situation of the people.

1.3 Research Questions

- ✓ Why do families keep their girl-child out of school?
- ✓ What are the enrolment patterns between the boys and the girls?
- ✓ What are the factors affecting pupil's school attendance?
- ✓ What are the effects of dropout on boys and girls?
- ✓ What are the impacts of institutional arrangements on the enrolment of girls?

1.4 Study   Objective

Examine the culture and traditions that hinders girls education.

1.5 Specific Objectives of the Research

Specifically the objectives to be pursued in order to arrive at the output of the research include:

- ✓ To identify reasons why families keep their girl-child out of school
- ✓ To examine the enrolment patterns between the boys and the girls in the District
- ✓ To identify the factors affecting pupil's school attendance
- ✓ To identify the effects of dropout on boys and girls
- ✓ To examine the impact of the institutional arrangement on girl child education.

1.6 Scope

The study would be limited to Garu-Tempane district in the Upper East region of Ghana. This is due to the fact that most of the children of school going age are out of school and it accompanying rural –urban migration.

1.7 Rationale for the Research

Several efforts have been made and some still on-going at the District level and particularly the Garu-Tempane District to improve education. For instance the District Assembly on its own has taken several measures to increase school enrolment and reduce dropout rate in the District. It has also taken steps to give vocational and technical training to both boys and girls. Some NGOs have equally been seriously involved in the promotion of girl child education in the District. Notable among them is World Vision International which has offered scholarship to needy girl children at both first and second cycle institutions. However, recent indications are that the results of these efforts have only yielded minimum progress/improvement of the situation. An increase in school enrolment and their subsequent retention would in the first place prevent early marriages, and the out migration to the cities with accompanying consequently of perpetual poverty, streetism among a host of places. It would also reduce the already scarce financial and other resources that would have otherwise been used by government to address the above problems enumerated. The study aims at giving insight as well as an appreciation in helping to check negative the cultural practices that hinder human development and progress especially with regards to the girl-child. It is my hope that, this study will be of immense help to the government and non-governmental bodies in their planning process. It is my belief that this work would add to the body of knowledge and also help in policy formalation on girls' education in the area.

1.8 Research Methodology

This section of the research presents the research methodology adopted in carrying out the research.The research methodology refers to the range of approaches that have been employed for gathering data, used as basis for inference and interpretation, for explanation and prediction (Eohen and Manion 1994:38).Methods can thus be summed up as involving specified procedures, techniques, ideas and thought processes followed by getting specific things done or in achieving particular ends or objectives thus the methodology to this research, (Kumekpor, 2002).

The main issues to be discussed in this part include the research design, data requirements and sources, data collection tools, sampling procedures, key variables and the analysis of the data.

1.8.1 Selecting the Study Area

The Garu-Tempane district was selected for this research for the reason that research on girls' education has not been carriedout in the districtsince it was curved out of Bawku east district. Though no authentic source is readily available, the researcher can ascertain that girls' education has not been given much attention in the area. This has been exacerbated by cultural practices in the area which deprive girls the right to formal education. National statistics indicate that the literacy rate among adults in Upper East of Ghana is lower than 5 percent and less than 40 percent of children aged 14 years attend school. This leaves about 60 percent of children out of school, most of whom are girls (Ghana Living Standards Survey GLSS 5, Ghana Statistical Service 2005/2006). Since the Garu-Tempane is found in the Upper East Region of Ghana, it can certainly not be ruled out that the same scenario pertains in the area.

1.8.2Research Design

The case study approach is selected for this research to examine the situation among basic school pupils in the Garu-TempaneDistrict.The case study approach provides the opportunity for an intensive analysis of many specific details that are often overlooked with other methods.A case study approach was adopted because it gives an in-depth examination of events or phenomenon within a real life context for the purposes of investigation and testing (Naele, et al, 2006).

1.8.3 Key Research Variables

According to Babbie (2007), Research variables are the logical groupings of attributes. As indicated by Miller and Brewer (2003),these variables help in moving a research from a conceptual to an empirical level, employing the variables as key elements of the research problem.

The research variables for this study are the key issues that need to be analyzed. The variables are broadly grouped into two, namely dependent and independent variables. The

independent variable is Educationand thedependent variable is Empowerment. Education as an independent variable will influence the dependent variable thus, empowering the girl-child such as economic (employment, income), social (good health, participation in decision making and leadership roles). The dependent variables therefore are those which outcome dependent on solving the problem in the area (independent variable). In this study they include participation, income generation and good health).

1.8.4 Data Sources

In undertaking this research, data from both primary and secondary sources was collected. The data collected from secondary and primary sources were both quantitative and qualitative.

Primary data was collected directly from the field using both quantitative and qualitative methods of data collection. The qualitative framework was made up of focus group discussions, individual in-depth interviews and stakeholder interviews. Quantitative made use of semi structured questionnaire to collect the information. These instruments were administered on the field. With these instruments the population targeted included parents, Assembly members, Chiefs and Elders, Head teachers, Teachers, Pupils, key informants who included the Garu-Tempane district Planning Officer and the District Coordinating Director institutions.

The secondary sources included published and unpublished reports, journals, articles, and books on topics related to the topic of study.The published and unpublished data wereprovided on the basis for the conceptual and theoretical frameworks which justify the study. The unpublished data consisted information from District Medium-term Development Plans, papers and manuals from the District Education Office. The published materials were gathered from documented literature in books and official publications research materials interest and other publications related to the subject matter. This was done to further supplement the data that was gathered during the field work.

1.8.5 Data Requirements and Mode of Collection

The data collection techniques that were employed for this research included structured questionnaires which were administered on the field. With these instruments, the populations

targeted were pupils', parents' education officials', heads of institutions such as World Vision Ghana. Interviews were conducted for institutions in the survey using interview guide. Focused group discussion was also employed to interview dropout girls' informants. Beyond formal interviews, focus group discussion, informal interview with local community members was employed to help situate and understand the factors that hinder girls' education in the district. A few old and experience people were also interviewed for detailed accounts about the traditional and other issues concerning the people.Key informants' interviews were also conducted on key players of education (chiefs, opinion leaders, district girl child coordinator, women leaders,) to further examine certain issues.

The data collection phase wasfocused on thecase of the Garu-Tempane District in the Upper East Region of Ghana. The research student traveled and lived in Garu during the research period with the aim of collecting data. The data requirementsincluded school enrolment, enrolment trend, dropout rates and other related issues concerning the topic.The data requirements from the various units of analysis, the mode of collection and the sample size for the various units of analysis have been shown in Table 1.1.

Table1.1: Data Requirements and Mode of Collection

Unit of Analysis	Data Requirement	Mode of Collection	Sample Size
Traditional Authority	Reasons why families keep their girls out of school, traditions and customs that affect Girl Child Education	Interview guide	4
Assembly members,	Reasons why families keep their girls out of school, traditions and customs that affect Girl Child Education	Interview guide	4
Parents,	Reasons why families keep their girls out of school, traditions and customs that affect Girl Child Education	Focus Group Discussion	77
Teachers	Distance covered to school, School attendance and reasons for parents keeping their girl child out of school	Questionnaires	128
Dropout girls	Reasons for dropping out of school, benefits and effects of dropout.	Interview guide	10
Pupils	Distance and School attendance	Questionnaires	116
Head Teachers	Total Gross Enrolment for the past three years, performance and dropout rate, school attendance	Questionnaires	58
District Education Office	Enrolment trend and dropout rate between boys and girls	Questionnaires	1
Garu-Tempane District Assembly	Issue of Girl Child Education and their intervention areas and challenges confronting their operation.	Questionnaires	1
World Vision International,Garu	Issue of Girl Child Education and their intervention areas and challenges confronting their operation	Questionnaires	1
Presbyterian Agriculture Station, Garu	Issue of Girl Child Education and their intervention areas and challenges confronting their operation	Questionnaires	1

Source: Author's Construct, February, 2012.

1.8.6Sampling Techniques

Traditional Authority

Thepurposive sampling method was adopted in selecting the Traditional Authority The lottery method was used to select four (4) (TA) out of eight (8) for the interview.An interview guide was used to collect the data from the TA

Assembly members

- The Assembly members were interviewed due to the fact that they were with the people and issues concerning them were always made known to them.
- Sample random sampling was used (lottery) to pick four (4) assembly members out of thirty four (34).
- With the lottery method, the names of the assembly members were written on pieces of papers, folded and put in bowl and was picked one by one till the four was gotten. The four was selected by the researcher own intuition.
- An interview guide was then used to interview them to get the information needed

Parents

- Focus group of eleven (11) was held in 11 areas.
- A group of 7 parents in each community was held to discuss the reasons why they keep the girls out of school
- Traditions and customs were the main focus
- In all a total of 77 were parents were targeted.
- Parents who had their girls out of school were selected for the discussion in each community.

Teachers

- A total of 128 teachers were selected from the district using the simple random sampling.
- Proportionally, 83 teachers were selected from 35 primary schools using the lottery method in each school. 45 teachers were also selected from 23 JHS using the same lottery method.

Dropout girls

- Purposive sampling was used to select the dropout girls
- The snowball method was adopted to get those dropouts whose names were given by their parents
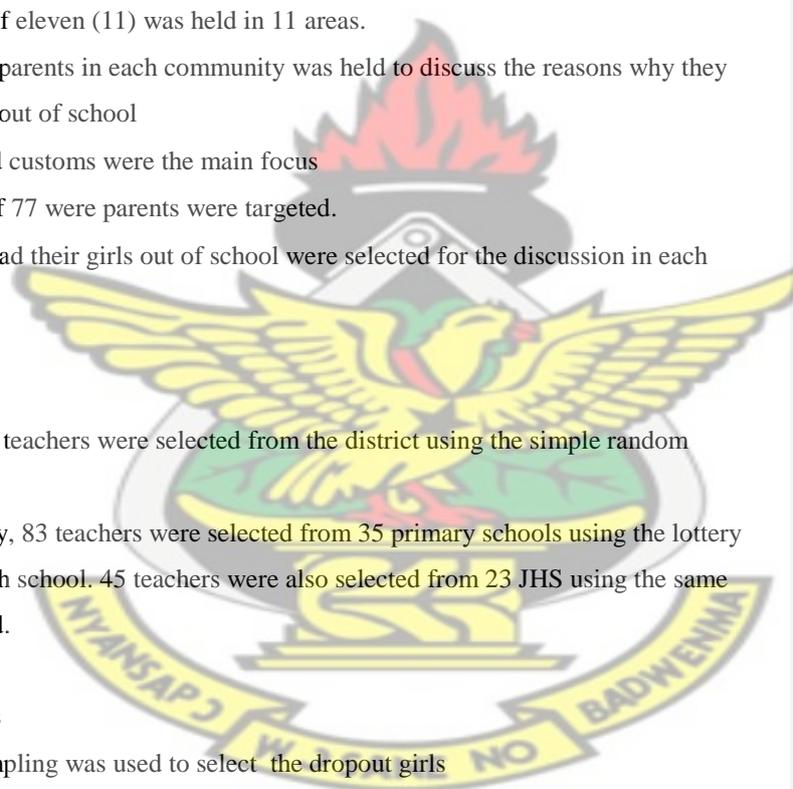
- The researcher targeted about 7 dropouts but due to the fact they girls were not willing to give much information and by this the interview ended with 10 dropout girls
- An interview guide was used in collecting the data.

Pupils

- The lottery method was used in selecting the 116 pupils from the 58 schools randomly selected
- 2 pupils were selected from each school
- Questionnaires were distributed to 58 schools which was randomly selected
- Teachers helped in selecting the pupils from schools by the using the lottery method.
- The questionnaires were answered with the aid of their teachers.

Head teachers

- A total of 58 heads were purposively selected for the research
- 35 heads from the primary schools and 23 from the JHS
- Questionnaires were given to them to complete.

TheGaru-Tempane District Education Office, the Garu-Tempane District Assembly, World Vision International and thePresbyterian Agriculture Station in Garu were purposive sampled for the research.

Questionnaires were given to the directors and the managers of these institutions on the issues of girl child education.

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Also tell readers what to expect next in chapter 3

CHAPTER TWO

EDUCATION AS A TOOL FOR GIRL CHILD EMPOWERMENT

2.1 Introduction

This chapter focuses on exploring the theme of education as a powerful tool for girl child empowerment in Ghana, specifically in the Garu-Tempane District in Upper East Region of Ghana. It focus will mainly be on the challenges, causes and its implications for development. No space here 'If you educate a man, you educate an individual; if you educate a woman you educate a nation' (KwegyirAggrey). Over two thirds of the world's illiterate are women.

why do you have such a big space here?In most developing countries, gender inequality is a major obstacle to meeting the Millennium Development Goals targets. In reality, achieving the goals will not be feasible without closing the gaps between women and men in terms of capacities, access to resources and opportunities, and vulnerability to violence and conflict (United Nation Industrial Development Organisation, 2009).

The fact that five of the eight Millennium Development Goals (MDGs) concern health and education signals the importance of welfare in development. The empowerment of women becomes a powerful agency to improve welfare and human development. It is argued that empowering women improves the well-being of the household and leads to better outcomes for children (Kabeer, 2003).

The dominance of men over women in the northern parts of Ghana, in terms of access to and control of resources, and in decision making is overwhelming and any strategy that ignores this fact is bound to exacerbate gender inequalities and stifle development (SADA, 2010).

The level of illiteracy among women is much higher than it is among men in the three Northern regions of Ghana; cultural norms about visibility and traditional gender roles imply heavy workloads on women. All of these impose time constraints on women and tend to limit their awareness about opportunities in general and participation in development programmes in particular (SADA, 2010)

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Comment [K10]: This cannot be a paragraph. only one sentence

.2.2 Concept of Education

Education is the key to creating, adapting and spreading knowledge. But the gains in access to education have been unevenly distributed, with the poor seldom getting their fair share, World Bank, World Development Report (1998-1999).

> Comment [K11]: Is that a paragraph?

Education is the process of providing information to an inexperienced person to help him/her develop physically, mentally, socially, emotionally, spiritually, politically and economically. That is why at graduation ceremonies one hears the Vice-Chancellors pronounce these words while awarding degrees to their institutions' graduates, "you have been found worthy in character and learning…" In education parlance, it means that the individual has acquired adequate and appropriate knowledge, skills and attitude and values, known as cognitive, psychomotor and affective behaviours to be able to function optimally as a citizen. These behaviours are the focus of training individuals in institutions of learning. The planned and systematic training given in an institution of learning is formal education. The programme is organised, planned and systematically implemented. In an informal education, there is no plan and training is haphazard and incidental

It is a process through which the young acquires knowledge and realizes their potentialities and uses them for self-actualisation, to be useful to themselves and others. It is a means of preserving, transmitting and improving the culture of the society. In every society education connotes acquisition of something good, something worthwhile. An investment in economic future is never far from the surface. Bills, sees education as an investment because, according to him the economic value of education by the American society was in a 1995 report entitled: Educating America: An Investment for Our Future. This document is nearly classic in its depiction of the proper role of formal education in modern society. The report builds a powerful case, defining not only the contribution of education to individual social mobility, but to the economic growth of nations as well. These sorts of sentiments are not of course, peculiar to America society alone, but other societies as well.

2.3 Type of Education

For the purpose of this study, the researcher is interested in formal education. Formal education may be assigned diverse social and cultural characteristics at different times and places, but severing the linkage between schools and socioeconomic achievement is never a

viable option (Bills, 2004). Hence, formal education is the path to socioeconomic success and schooling as an investment in economic future is never far from the surface. Bills, sees education as an investment because according to him the economic value of education as stated in an American society report entitled; Educating America: An Investment for Our Future is nearly classic in its depiction of the proper role of formal education in modern society. The report builds a powerful case, defining not only the contribution of education to individuals' social mobility, but to the economic growth of nations as well. These sorts of sentiments are not of course, peculiar to America society alone, but other societies as well.

2.4 Challenges of Girl-Child Education

According to Tembon and Fort (2007), where they wrote about Girls' Education in the 21[st]century, some challenges they identified which relates to girls' education include retention completion, and achievement quality education, economic and socio- cultural factors.

The girl-child is a biological female offspring from birth to eighteen (18) years of age Pont (2006). This is the age before one becomes young adult. This period covers the crèche, nursery or early childhood (0-5 years), primary (6-12 years) and secondary school (12-18 years). During this period the young child is totally under the care of the adult who may be her parents or guardians and older siblings. It is made up of infancy, childhood, early and late adolescence stage of development. During this period, the girl-child is malleable, builds and develops her personality and character. She is very dependent on the significant others, those on whom she models her behaviour through observation, repetition and imitation. Her physical, mental, social, spiritual and emotional developments start and progress to get to the peak at the young adult stage.

UN Development Program Report, Human Development Report, (2009) reveals that young females receive less education than young males in most low-income developing countries. Large majorities of illiterate people and those who have been unable to attend school around the developing world are female. It` estimated the gap to be large in South Asia; in India the adult female literacy rate is just 47.8 percent, which is 65 percent of the male rate. In Pakistan, the adult female literacy rate is just 36.7 percent only 57 percent of the male rate. School completion is also subject to gender inequalities, and the gap is often particularly

large in rural areas. For example, in rural Pakistan, 42 percent of males complete their primary education, while only 17 percent of females do. In the cities, the gender gap is smaller though still substantial as 64 percent of males' complete primary education versus 50 percent of females in urban areas, UN Development Program, Human Development Report (2005).

According to World Bank (2003), more than 350 million people, over half Africa's population, live below the poverty line of one dollar a day. This implies that poverty; too, exclude children, including the girl-child.

Comment [K12]: This cannot be a paragraph

Agbola, (2005) talked about the struggle and a number of critical challenges in achieving the education for all targets by 2015, particularly in the areas of girls' enrolment, access retention and quality improvement in pupils learning. UN statistics, national report and sensational reports and studies initiated by non- governmental organization (NGO) (2005) repeatedly showed that girls, as a group, had lower literacy rates, receive less health care, and more impoverished than boys. Today we in are in a revolution and this will be reflected in teaching, research and community work, which will help the girl-child to fit into the global society.

Girls and boys should have equal and full access to primary education worldwide, and should complete primary school with equal preparation and assistance to facilitate passage of require examination and entrance into secondary school. Throughout schooling, girls and boys should experience both equal preparation and treatment, within the classroom by teachers and school advisors, such that girls and boys will emerge with comparable skills sets to enter the workforce.

2.5 The Root Causes for Low Level of Education among Girls in Ghana

Girls' education is a multi-dimensional phenomenon. No single factor or cause can be held responsible for very low literacy rate of girls in Ghana. Subsequently it is associated with combination of many factors including social, cultural, economic, educational, demographic, political and administrative and so on. The following are some of the important factors which could be attributed to present poor state of affairs of girl child education.

Forced marriage is one of the major factors affecting girls' education. It prevents girls from completing basic education as victims who are usually forced into marriages fall between the ages of 10 and 17 years. The Ghanaian Times for instance reports on Wednesday, May 5, 2010 on page 23 with the headline Fulani before court for offering step-daughter, 12, for marriage. According to the report AlhajiMaajuAbubakari offered his step-daughter to his brother AlhajiAliuGariba who is based in Nigeria and aged 52. The report further indicates that AlhajiGariba performed the customary rites without the consent of the girl and attempts to forcibly send the girl to Nigeria became fruitless when the girl screamed at a police checkpoint and the culprits were arrested.

Perpetuators of this act are men who claimed they had invested in the upbringing of the girl and with the connivance of the girl's parents she is forced into marriage. Another cause of this phenomenon is the issue of debt bondage where parents of the girl demand money or land and offer their daughter in return for marriage irrespective of her age. This practice is common in the three northern regions.

Forced or child marriages is an offence in Ghana under the Children's Act. It has been criminalized under Section 14 of the Children's Act and it states that *No person shall force a child:*

(a) To be betrothed;

(b) To be the subject of a dowry transaction; or

(c) To be married

Section 15 prescribes the penalty for offenders of Section 14 by stipulating that "Any person who contravenes a provision of this sub-part commits an offence and is liable on summary conviction to a fine not exceeding GH¢500 or to a term of imprisonment not exceeding one year or both.

In spite of the criminalization of forced marriage, there are reports that the practice is still being enforced in some parts of the country. Again the Ghana News Agency reports on February 16, 2010 that "the Acting Northern Regional Director of the Commission on Human Rights and Administrative Justice (CHRAJ) Mr. AlhassanSeidu has expressed concern about the increasing rate of forced marriages in the Eastern Corridor of the region".

Another incident relates to a 19 year old girl MahadSeidu working in Accra as a head porter and was kidnapped, tied in chains, padlocked and concealed under the seat of a Walewaletrotro bound, 723km north from Accra. There she was to be forced into marriage with a business man. A team of policemen from the MTTU rescued her before the truck set off and arrested two men. The suspects claimed to have been sent by the girl's parents to Accra to take her back to the village to be married off. CHRAJ recorded 224 cases of child marriages in 2007.

A nation-wide research conducted in Ghana by Coker Appiah and Cusack in 1999, revealed that girls in schools have either experienced physical or sexual violence including, being forced to touch a man's private parts against their will and forced sex. The Report also revealed that adolescent girls had been touched against their will and experienced this form of violence 21 more times than their adults and majority of the respondents were between the ages of 15 to 18 when they experienced the abuse, another 40 percent were between the ages of 10 and 14. In terms of the categories of offenders, one of the main offenders was school associates including school mates and teachers; these constituted 14 percent, with school mates representing 12 percent of the offenders. Seven (7) percent of the women and girls had been forced to touch the private parts of a man and majority of the women and girls experienced this form of abuse between the ages of 15 and 18 and 37 percent were between the ages of 10 and 14. In 93 percent of the cases in which they were forced to touch a private part of a man, the girl knew the perpetrator. 9 percent were school associates. For the adolescents who suffered this form of violence school associates were likely to be the offenders.

Socio-economic violence or non maintenance affects the child education. This means failure to provide funds for the child's upkeep and well-being. It could also be described as deprivation. For example, funds for medicine, clothing, food,school. This results in increased vulnerability among children especially girls and exposes them to several abuse and exploitation. Article 27 of the Convention on the Rights of the Child stipulates that 'State Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development. 'The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities,the conditions of livingnecessary for the child's development *(www2*.ohchr/.org/english/caw/arc.htm).

In spite of the law, child maintenance is still a challenge in the country and has contributed to streetism and other social vices. CHRAJ received a total of 3,317 non-maintenance cases indicating the prevalence of the failure of fathers to maintain their children. The Ashanti Regional Office of the Department of Social Welfare in 2009 recorded a total of 1,067 child maintenance cases, up from the previous year's (2008) figure of 950, according to the Ghana News Agency report on April 14, 2010.

DOWSU from the year (1999-2007) defined Child labour to include all children below 12 years of age engaged in any economic activities that affects their education, health and development. When chores or work force students to miss class time, expose students to dangerous or unhygienic substances, or are beyond a child's strength, this is abusive behaviour. The Constitution 28(2) and the Children's Act, prohibits all forms of child labour that are injurious to the health, education and development of the child. The Ghana Statistical Service survey on child labour in March 2003 reveals that 2,474,545 children out of a total of 6,361,111 were estimated to have engaged in some economic activity. This means that 2 in every 5 children had engaged in some economic activity. 66.7 percent were females between the ages of 5-17 in the Upper East region and 100 percent in the Upper West region.

Because the axiom "spare the rod and spoil the child" still holds in Ghana, children are often beaten when they are perceived to have committed error. Physical abuse commonly involves hitting, smacking, slapping, or spanking children, with the hand or with an implement. However, it can also involve having children hit each other; kicking, shaking, scratching, pinching, or biting a child; pulling on a child's hair or ears; forcing a child to strip or stay in uncomfortable positions; preventing a child from using the bathroom or eating; burning or scalding a child; According to a survey on Violence Against Women and Children in Ghana and edited by Dorcas Coker Appiah and Kathy Cusack (1999) 61 percent of respondents think it is acceptable to beat a child and 8percent think it is unacceptable to beat a child. The use of cane in schools and the fear of it usually prevent girls from going to school.

On September 11, 2009 news trickled in that the proprietor of Great Lamptey Mills, 42 was arrested by the Domestic Violence and Victim Support Unit of the Ghana Police Service for allegedly impregnating and forcing to marry a 16-year-old former student of his school. According to both print and electronic publications including 'Daily Graphic', 'Daily Guide', Ghana News Agency, 'myjoyonline.com' and 'peacefmonline.com', the proprietor began

having affair with the victim who was then in the boarding house of the school at Kasoa, and when the girl became pregnant and informed him and her parents about it, Mr. Lamptey Mills approached the family to abort the pregnancy because of his reputation. Reports indicated that the victim's family declined the suggestion compelling Mills to perform the marriage rites after asking the girl to stay out of school to take care of the pregnancy. The reports further indicated that Mills promised to take care of the girl, build a house for her and support her to return to school to continue her education.

In March 9, 2010 media reports made the rounds that an Accra-based pastor, Nana Kofi Yirenkyi, head pastor of the Jesus One-Touch Church at Oblogo near Weija in the Greater Accra Region has been arrested by the police for allegedly defiling his 10 year old daughter whom he (the pastor) has been staying with. According to the 'Daily Guide' newspaper report, the victim is reported to have disclosed to an aunty that on Saturdays, Sundays and Tuesdays when she did not go to school, her father had sex with her after the said auntie confronted the victim when she detected some changes in the bahaviour of the girl, and lodged a complaint with the police.

According to the Daily Graphic accounts of the incident the victim, who was born out of wedlock, lived with her mother at Dawu in Akuapem until 2005 when she relocated to Accra to live with her father at Mc Carty Hill to attend school. It said in the latter part of 2007, the accused person began to have sex with the victim each time before he organized church service. In November 2009, the accused person gave the victim's mother, who happened to be the complainant in the case, an opportunity to hold discussions with the victim about a bad behaviour she was exhibiting. During the interaction with her mother, the victim revealed her ordeal to her mother. The victim disclosed to her mother that after raping her, the pastor would use a white handkerchief to wipe the sexual fluids, which he took with him to the church. Although the pastor has denied ever committing the act and pleaded not guilty to two counts of incest and defilement, available evidence tendered in Court including doctors, teachers of the victim and relatives have all implicated the suspect, and had been asked to open his defense instead of filing for no case.

According to Daily Graphic report on April 22, 2010 with the headline "Jesus One touchdefilement case: Girl's hymen broken" Dr Bedford Simon Sarfo, a gynecologist at the Akropong Government Hospital, who examined the girl, told the Accra Circuit Court on

April 21, 2010 that he examined the girl on February 23, 2010 and the medical report indicated that "the girl is not a virgin and that her hymen has been torn".

2.6Girl-Child Education and its Implications for Development

Gender equality is not just a women's issue, it is a development issue. Women's economic empowerment is essential for economic development, growth, and poverty reduction not only because of the income itgenerates, but also because it helps to break the vicious cycle of poverty. Educating girls and women is critical to economic development. Researchconducted in a variety of countries and regions has established that educatinggirls is one of the most cost-effective ways of spurring development. Female education creates powerful poverty-reducing synergies andyields enormous intergenerational gains. It is positively correlated withincreased economic productivity, more robust labor markets, higher earnings,and improved societal health and well-being, Tembon and Fort, (2000).

According to AmartyaSen, Nobel Laureate in Economics in Todaro, (2009), Development can be seen as a process of expanding the real freedoms that people enjoy.Former president, World Bank, James D. Wolfensohn, also in Todaro, (2009) says that our primary goal in development must be to reduce the disparities across and within countries. The key development challenge of our times is the challenge of inclusion.

Education is a basic objective of development. It is an important end in itself. Education is essential for a satisfying and rewarding life, Todaro (2010). Education plays a key role in the ability of developing countries to absorb modern technology and to develop the capacity for self sustaining growth and development.

United Nation Development Programme, Human Development Report (2006) studies indicated that education of the girl has also been shown to be one of the most cost-effective means of improving local health standards.

UNESCO (2007) also reveals that educating the girl increases her empowerment and autonomy in major matters in life, such as capacity for civic engagement, making decisions concerning one's own health care and freedom to choose one's own spouse over arranged marriage.

AmartyaSen (1999) in his works "Missing women", concluded that more than 100 million women are "missing"(in terms of education).and that evidence show that these conditions are continuing to worsen in China and Indian, implying that tens of millions of young males will be unable to marry, increasing the chances of future social instability.

World Health Organization (WHO) World Health Report, 2000, indicates that greater mothers' education generally improves prospects for both her sons and daughters health and education. The report shows that mothers' education plays a decisive role in raising nutritional levels in rural areas. The level of child stunting, a valid indicator of child under nutrition is much lower with higher education attainment of the mother at every income level. Harold Alderman and Marito Garcia in Todaro (2009) report that the incidence of child stunting would reduce by quarter of current levels from 63.6 percent to 47.1 percent in their sample in Pakistan if the women were to obtain primary level education.

Duncan Thomas in Todaro (2009) also had the view that, coupled with the result that in many countries, mothers' education tends to make a disproportionately larger health difference toward daughters than sons, we can expect major benefits for girls.

Comment [K13]: Paragraph?

According to Kane (2004), gender equality in education has a significant impact on income growth and that increases in girls' participation and higher levels of gender equality in secondary education are associated with higher income in middle and upper-income countries. Kane also believes that countries that under-invest in girls' education grow more slowly. Therefore education can empower women within their families and communities, enabling them to make better choices and decision about their welfare and to take more active roles in their communities.

In Abdi (2006), people greatly value education, not necessary for its direct utilitarian or economic purposes only, but continuously for its overall contributions to the socio-cultural and other community-based advancements. It could bestow upon the individual and society at large. In this direction, Folson (2006) says education has led to the creation of sociopolitical consciousness among people in rural and poor urban areas. To reinforce this is to say that schooling may have its drawbacks but it certainly has its rewards too. Sending your children, both boys and girls to school, if even at the end of the day they learned nothing, at least they can help keep their surrounding clean, and is in itself good.

Gender distinction in access to resources such as land, technology and training, or discrimination in wages paid to men, have an effect on women's capabilities. Policy makers must thick about the actuality of women's lives and the manner in which institutions and ideas (political, cultural, economic; and religious) locate them. Gender-transformative policy can grant women the resources which will permit them to take enhanced control of their lives, to determine what kinds of gender relations they want to live with, and to devise strategies and alliances to help them get there (Kabeer, 2001).

2.7 Education and Girl Child Empowerment

2.7.1 Empowerment

The concept of empowerment is of increasing interest to researchers, practitioners and particularly disadvantaged citizens of all nations. In some respects, empowerment is a new buzzword. As Edelman (2003) has noted in relation to language and the politics of human services, sometimes new language is used to describe the same old practice. Others believe that the empowerment language can actually lead to raised awareness (Rappaport, 2001). Regardless, a growing number of people are searching to understand the meaning of empowerment and ways it can be used to change their settings and lives.

Friedman (1992) defined empowerment in terms of "inclusion" and "exclusion" and central importance of "power" in a political sense, not merely limited to a particular development activity. The involvement of women's groups in development projects at the grassroots levels through direct involvement in the decision- making and implementation processes, not only empower them, but also give them the chance of contributing their own efforts to the mainstream of the development of their communities. Empowerment is conceptualized as a process through which members of self-groups gain power at intrapersonal, interpersonal and political/community level (Parsons, 2005; Gutierrez et al, 1998).

According to Kessey (2005), empowerment is defined as a process of change by which individuals or groups, with little or no power, gain the power and ability to make choices that affect their lives.

Empowerment is one of the main procedural concerns when addressing human rights and development. The Human Development and Capabilities Approach, The Millennium

Development Goal, and other credible approaches/goals point to empowerment and participation as a necessary step if a country is to over the obstacles associated with poverty and development (United Nations, 2008).

Most literature also associates empowerment with personal control. Rappaport (2002) points out that empowerment should mean, enhancing the possibilities for people to control their own lives. Cochran (2003) believes that people understand their own better than anyone else and as a result should have the power both to define and act upon them. Kwapong (2008) added her view on empowerment as entailing the ability and freedom to make choices in the social, political, and economic arenas.

Increasingly, empowerment is being understood as a process of change (Cornell Empowerment Group, 2007). McClelland (2008) has suggested that in order for people to take power, they need to gain information about themselves and their environment and be willing to identify and work with others for change. In similar vein, Whitmore (2000) defines empowerment as: an interactive process through which people experience personal and social change, enabling them to take action to achieve influence over the organizations and institutions which affect their lives and the communities in which they live.

Gender equality and women's empowerment is the third of the MDGs. According to Kabeer (2003) empowerment is therefore explicitly valued as an end in itself and not just as an instrument for achieving others. The term empowerment, as conceptualized in various disciplines, has been used to explain different ideas and notions about individual and group power in the family and society. Empowerment is manifested as a redistribution of power, whether between nations, classes, races, genders, or individuals. Taken to its limit, empowerments can mean equalizing, or near equalizing. This implies, on the one hand, empowering those who do not have power and, on the other hand, dis-empowering those elevated on power in society (Moses, 2004)

The Young Women Christian Association (YWCA) in Kanyoro (2007) viewed empowerment as a complex system configured to different degrees by economics, class ,race, caste, gender, geography, ethnicity, religion, age, culture, and many other micro and macro factors.Empowerment cannot be perceived as a project for a given period, say one or ten years. It is a lifelong process. It is a strategy and a goal at the same time. Empowerment can

never be one-dimensional. There are several levels and layers that lead to empowerment. Yet we know that when a person's self-consciousness translates into self-confidence and self-respect that is the beginning of her own empowerment. Empowerment begins with self. There are no forests without individual trees. Empowerment begins with an individual and that girl/woman must be named and given flesh and blood and a face. When an individual is empowered, they know what is happening to them and they use their knowledge for their good and for the good of others.

Girl's education is key and must be a priority. The more girls that are empowered the more communities will be reached through them. This is not just about the girl child but also about society. An educated mother will have the potential of breaking the vicious cycle of poverty and illiteracy and ignorance (Kanyoro, 2007).

The World Bank has suggested that empowerment of women should be a key aspect of social development programs (World Bank, 2001). Ghana has also ratified various international Convention committed to securing equal rights to women. For instance, the government of Ghana has signed the Beijing Platform for Action in 1995.

The Development Alternative with women for a New Era (DAWN) which was the champion of empowerment in the 1980s highlighted mobilization and consciousness raising, with women.

2.7.2 Dimension of Empowerment

The economic component requires that women be able to engage in a productive activity that will allow them some degree of autonomy, no matter how small and hard to obtain at the beginning (UNESCO, 2000). Economic empowerment also concerns the quality of women's economic involvement, beyond their mere presence as workers. Their presence in the workforce in quantitative terms is important not only for lowering the disproportionate levels of poverty among women, but also as an important step toward raising household income and encouraging economic development in countries as a whole (World Economic Forum, 2005).

Political Empowerment is when there is equitable representation of women in decision-making structures, both formal and informal, and their voice in the formulation of policies affecting their societies (World Economic Forum 2005).

2.8 GENDER ANALYTICAL FRAMEWORK

Dewar (1989), in his contribution, looks at gender in a different construct. First, when gender is defined in biological and behavioral sciences, it is examined as a personal attribute and the focus is how differences between males and females explain the gap in their performance levels. Second, when gender is defined in socio-cultural sciences, it is viewed as a social issue and the focus is on the analysis of the ways in which plays, games and sport have been socially constructed to produce and legitimize male hegemony. By treating gender as an issue of sexual differences, he opines that it explains gaps that exist in performance capabilities. He focuses on the problems of resource allocation and the distribution of opportunities as issues of gender in-inequality

The colours of pink and blue are among the first indicatorsused by society to distinguish female from male. As these infant grow, other cultural artifactswill assure that this distinction remains intact. Girls will be given dolls to diaper and tinystoves on which to cook pretend meals. Boys will construct building with miniature tools andwage war with toys and tank. The incredible power of gender socialization is largelyresponsible for such behaviors. Pink and blue begin this lifelong process. (Lindsey, 1990: 36, cited in Nung, 1996)

From the above statement, gender roles are learned throughout childhood and duringadulthood. The family, schools, institutions, media, tradition and culture all play a part inreinforcing certain behavior for boys and girls, while discouraging others. The gender roles ofboys and girls within a given social context may be flexible or rigid, similar or different, and complementary or conflicting. As a result of these, there are gender disparities and gaps thatare not just male-female gaps because they are not biologically based. They are gaps thatarise from the different roles and social locations of boys and girls. This, therefore, meansthat relations between males and females are social, and are therefore, not fixed.

These gender roles that are learned lead to gendered division of labor. In the light ofthis, Josephides (1985:116) thinks there is a gendered division of labor, which has bothideological

11and practical aspects. In using the Kewa society, Josephides says women tendgardens, pigs and children. Women usually cook for household and keep the house clean.

Men prepare farms, hunt, and fight wars and lead religions. In citing Modjeska (1982: 62), Josephides refers to the social division of labor as effectively defining men as potentiallyindependent, and women as necessary dependent. Sex domains also extend to items, whichare thought to belong to females or males. For instance lands belong to males, while firewoodbelongs to the female.

The situation in Josephine's Kewa society is not very different from what exists among the various tribes in the GaruTempane District in Ghana, where men are usually responsible for clearing land for cultivation and growing cash and food crops of high commercial value, while women are more involved in the production of food crops for domestic consumption. While in other times, men and women may jointly cultivate, wives often times combine work on the household farms with independent economic activities that provide them a fair degree of economic independence (Oppong, 1974). Parental responsibilities for the financial costs of childbearing and household maintenance are similarly divided along gender lines. Fathers typically assume responsibility for housing and children's education while mothers take responsibility for food .From the above, one can postulate that the social life division between the sexes is maintained, both in terms of their imputed potentialities and the social roles expected of the sexes. Women, as shown, are being identified with the domestic domain and men ideally with the public. Most women still retain the primary responsibility for caring and domestic work, thus the concentration of women and men into different occupation. Though gender is universal concept, it has a culture-specific manifestation. As societies change to become more complex, there is a corresponding change in trend of gender manifestation in cultures

2.8.1 Different Cultural Construction of Gender

Different cultures construct gender categories differently and symbolize male, female and their relations differently; there is little doubt that distinctions on gender lines are universally made. The particular cultural instances of gender ideology may indeed diverge, but the function of this ideology universally is to distinguish and rank the sexes. In short, cultures value their gender differently. Within the social organization and cultural beliefs of a society,the gender complex is made up of propositions which when applied to individuals

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Comment [K14]: What is going on here? You have to justify your work and leave appropriate paragraphs. This is not correct

may bestow on them social approval and power, dignity and prestige; or they may have the opposite effect and imply that a person is unworthy or second rate.

Pauline and Tembon (1999) say that socio-cultural attitudes and traditions often determine the status of girls and women in society. Culturally, the place of a woman is in the home. The expectation that girls will eventually marry and become housewives means that mothers consider what they learn at home as important as, if not more important than, what they learn at school. Therefore the norm would be for girls to stay closer to their mothers' as they grow up and to learn household skills and behaviors that prepare them for their future roles as wives and mothers. These socio-cultural beliefs cause parents to see the formal education of a girl as a deviation from accepted societal norms and practices. Formal education is, therefore, sometimes not perceived as appropriate for girls and is consequently not valued. Cultural attitudes are so entrenched that even young girls of school age feel that they need only to learn how to cook: '*Girls are not allowed to go to school because oftradition… girls are born for boys and it is enough for a girl if she knows to cook and how tokeep house'*. (Ibid

In traditional societies gender roles are ascribed. They are universal and operated in closed domains and spaces. Women have to marry, bear children and look after a family. In contrast to the ascription of gender roles and the closed gender exclusion and division of labor, females are now able to acquire any role by choice and these are generally based on personal ability, aspiration, and educational and professional qualifications. The degree to which this is possible is determined by the society and the authority structure. This becomes particularly obvious when one identifies the main factors in the evolving gender roles and perception, for example formal education.)

Comment [K15]: This whole page is a paragraph? NO!

2.9Institutional and Community Arrangement for Girl Child Education

District Assemblies have the responsibility to build, equip and maintain schools under their areas of jurisdiction. All the 139 District Assemblies have established District Education Fund for this purpose. Subject to the approval of District Assemblies; communities may impose special levies on their members for the purpose of raising funds for school project. Community participation has been identified as one of the areas that can help to improve access to basic education. To facilitate this participation, community structures such as District Education Oversight Committee, School Management Committee, District Education Planning Team and Parents Teacher Association have been put in place.

Government's policy statement places emphasis on the creation of an enabling environment for all Ghanaians, irrespective of their socio-economic status, or geographical location, to have access to basic social services such as health-care, quality education, potable water, among others.Ghana's Constitution also places an obligation on the state (in Article 25 of the 1992 Constitution) to meet the educational needs of its youth.

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CHAPTER THREE

THE PROFILE OF GARU TEMPANE DISTRICT AREA

3.1 Introduction

As a preamble to the evaluative discussion of the research results, this chapter presents the basic information that summarizes the profile of the case study district. The chapter seeks to give an outline of the spatial and socio-economic context within which data was collected for the study in terms of its location and size, demographic characteristics and the economy of the Garu-Tempane district.

3.2 Location, Size and Topography

Garu-Tempane district is located in the South eastern corner of the Upper East Region. It shares boundaries with Bawku Municipal to the North, Bunkpurugu- yunyoo District to the south, Bawku West District to the West and the Republic of Togo to the East. Most of the schools are located very far from the communities and as a result making girls to have access to it.

The district covers an area of 1,230km^2. The district lies on approximately latitude 10° 38^{1}N and 11^{1}N and longitude 0° 06 E and 0° 23 E according to the Ghana Statistical Service, (2005) and the Ministry of Local Government (2006).

The location of the District makes it easy for inter- Regional and International Trade between the Republic of Togo and Northern Ghana. The district shares boundary with Sankansi community and this makes goods from those areas relatively cheaper in Garu. The fact that it shares boundary with Northern Region makes it easy for inter-district trade between Northern Region Districts and Upper East District through the Garu-Tempane District. The district sharing boundary with Togo results in cross- border crime and other social vices. Figures 3.1, 3.2 and 3.3 show the Garu-Tempane District in geographic context.

Figure 3.1: Upper East Region in National Context
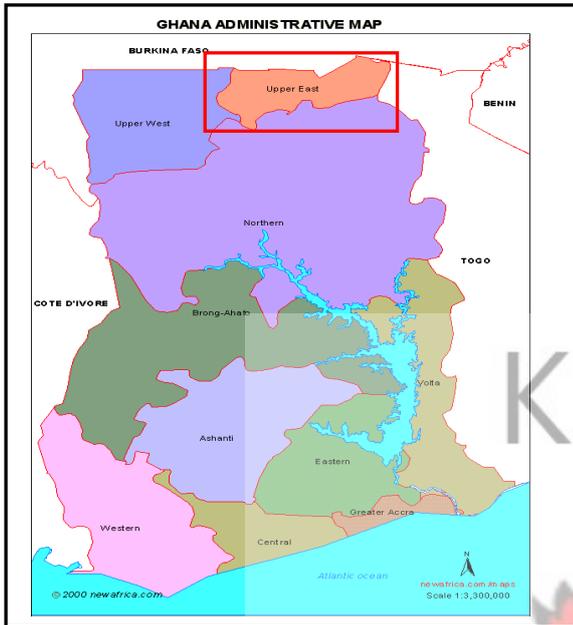
Source: Adopted from Garu-Tempane District Medium Term Development Plan (2009 - 2013)

Figure 3.2: Garu-Tempane District in Regional Context
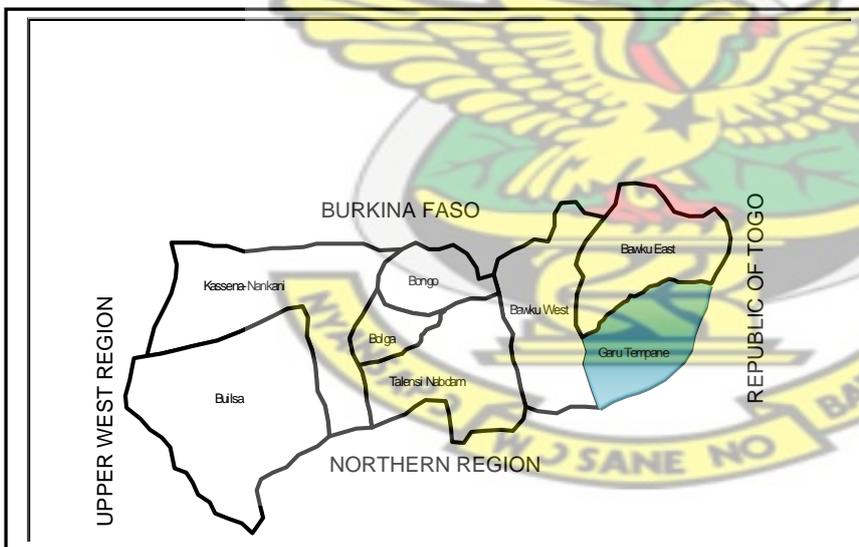
Source: Adopted from Garu-Tempane District Medium Term Development Plan (2009 - 2013)

Figure 3.3 Map of Garu-Tempane District
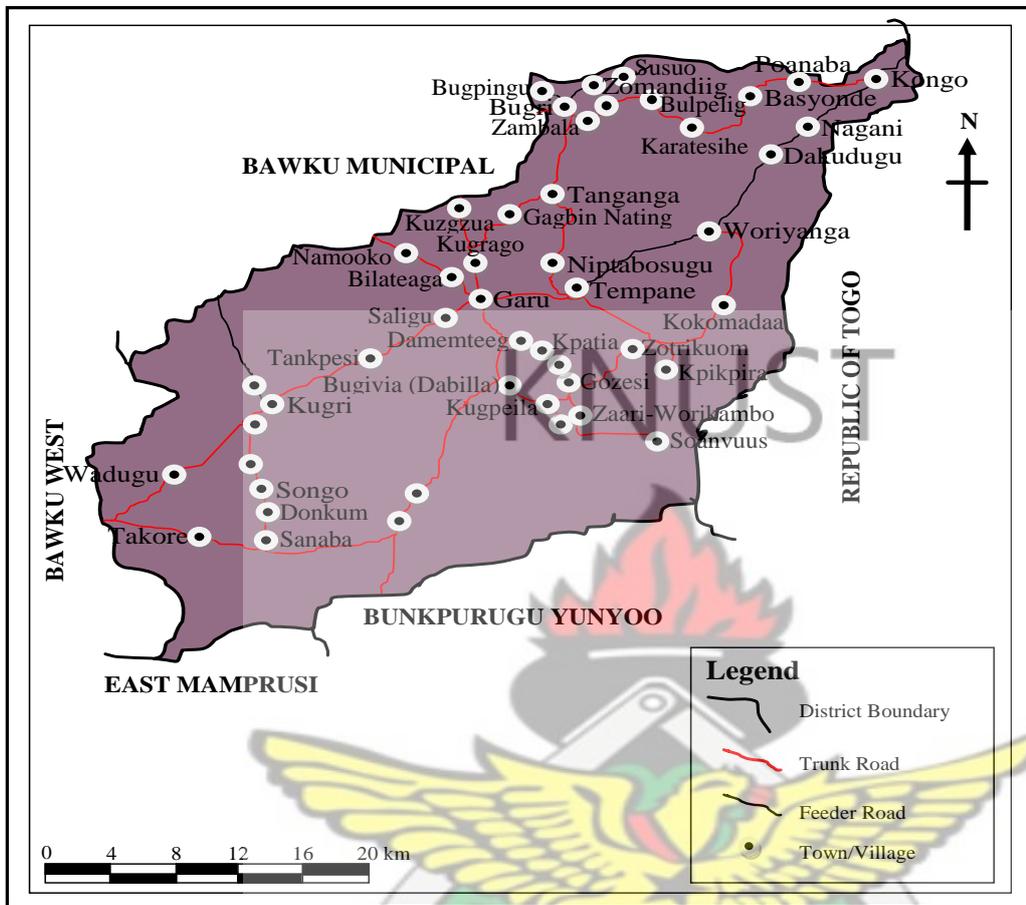
Source: Adopted from Garu-Tempane District Medium Term Development Plan (2009 - 2013)

3.3 Vegetation and Climate

The district lies within the Sahel savannah vegetation, consisting of open savannah with fire swept grassland separating deciduous trees among which can be seen a few broadleaved species. The most densely vegetated forest reserves include: Denugu, Kpatua and Nakinting.This vegetation supports livestock development such as cattle, sheep and goats on a free-range base. It also contains economic trees like shea, baobab, mango, kapok and dawadawa which are resistant to fire and drought and support livelihoods in the area. These economic trees provide a potential for the establishment of processing industries to increase employment opportunities for the people.

Comment [K18]: Links to your topic?

Garu-Tempane is part of the interior continental climatic zone of the country characterized by pronounced dry and wet seasons. The two seasons are influenced by two alternate air masses. One of the cold, dusty and dry harmatan air or the North east trade winds which blows mostly from late November to early March in the north-easterly direction. The average minimum temperature is about 26°C-28°C and a maximum average temperature of 38°C. The highest mean monthly temperature is 40°C, which occurs in April. The average humidity is about 20 percent during the day and 60 percent at night. The second air mass occurs between May and October which brings rainfall to the area. Total rainfall amounts average 800mm per annum. There is virtually no rain between late October and April.Usually, the rainfall pattern is erratic and the period is characterized by such human and animal diseases such as CSM and Anthrax.

3.4Demographic Characteristics

According to the Ghana Statistical Service (2000) and Ministry of Local Government (2006) the district population stood at 113,333 at a growth rate of 1.1percent (Regional). This is disaggregated into 54,091 males and 59,239 females. An exponential projection using the growth rate of 1.1percent gives a figure of 133,886 disaggregated into 63,445 males and 69828 females as the 2009 population is expected to be 139,908 by 2013.

Figure 3.4 Population Structure
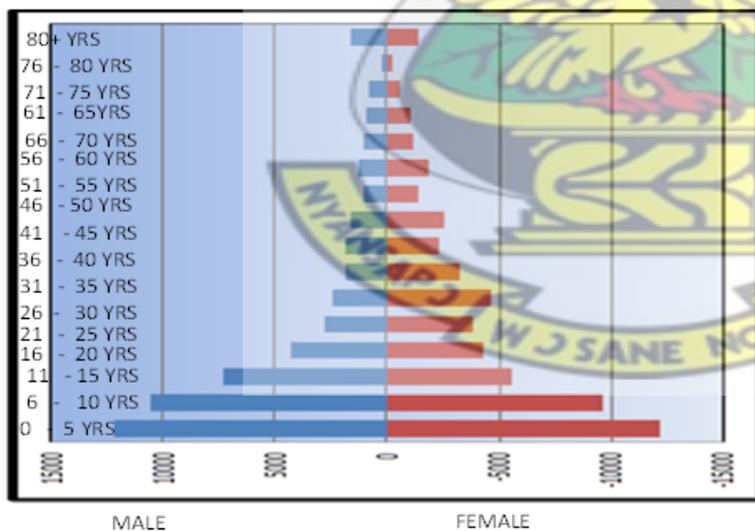
Source: Adopted fromGaru-Tempane Medium Term Development plan.

The population density of Garu-Tempane District is 99 persons per sq. km. Above is a table showing the population pyramid.

The population pyramid depicts a high population of the youth under 15 years of age. The dependency ratio is about 1:1.08 which implies a stress on the working population. According to 2000 population and housing census report, on average there are 7 persons per household. The society is generally patrilineal and traditionally male dominated. Women are not only generally less active in decision making , but are traditionally not allow to own land, responsible for the bulk of the household activities such as planting, weeding, harvesting and selling, as well as such chores as cooking and fetching water.

Women participation in local governance is very limited, out the 34 Assemble memberships only 5 are women and, 2 elected and 3 appointed

3.5 Educational Characteristics

The importance of education in the social and economic development of the people cannot be overemphasized. The situation of education in the District is as follows. There are 206 schools in the entire District both private and public schools. There is also in existence non formal education units in the district. The education status of the people in the district is very low. This situation is worsened when it comes to girl- child education.Tables 3.1 and 3.2 show the breakdown of the educational infrastructure. Thus, number of schools, without standard structures.

Table 3.1:Educational Infrastructure

Number of schools	2008/2009			2009/2010		
	Public	Private	Total	Public	Private	Total
ECD	77	5	82	78	8	86
Primary	78	3	81	78	5	83
JHS	24	0	24	34	0	54
SHS	1	0	1	1	0	1
Vocational	0	2	2	0	2	2
Total	180	10	190	191	15	206

Source: Garu-Tempane District Medium Term Development Plan, 2010 – 2013.

3.6 Spatial Analysis

There are 195 communities that are unevenly spread in the District. Settlement pattern in these communities is the dispersed type. In terms of hierarchy according to population size only 3 settlements have populations above 3000, 31 communities have population ranging between 1000-3000. One hundred and one (101) communities have populations below 1000 people. The space economy is principally an undeveloped informal sector made up of agriculture which consists of the production mainly subsistence food crops.

3.7 District Economy

The District is entirely agro-based where most or almost all the people are engaged in agriculture and its related activities. The major food crops grown in the district are millet, sorghum (guinea corn), maize and cowpea. Cash crops cultivated include cotton, onions groundnut, soya beans and rice followed by small scale industrilisation, fishing and mining. A small proportion of the people are also engaged in the service industry. The income levels are less than GH¢90.00 per annum.

3.8 Health

The district has no hospital. There are six health centers, three public clinics and three private clinics. There are also six health sub districts and four CHIPS Compound. The district has one doctor, four medical Assistants, 7 midwives, 22 CHNs, 12 General Nurses and one lab Technician. The population Doctor ratio is zero. The nurse population ratio is 1:4,604.
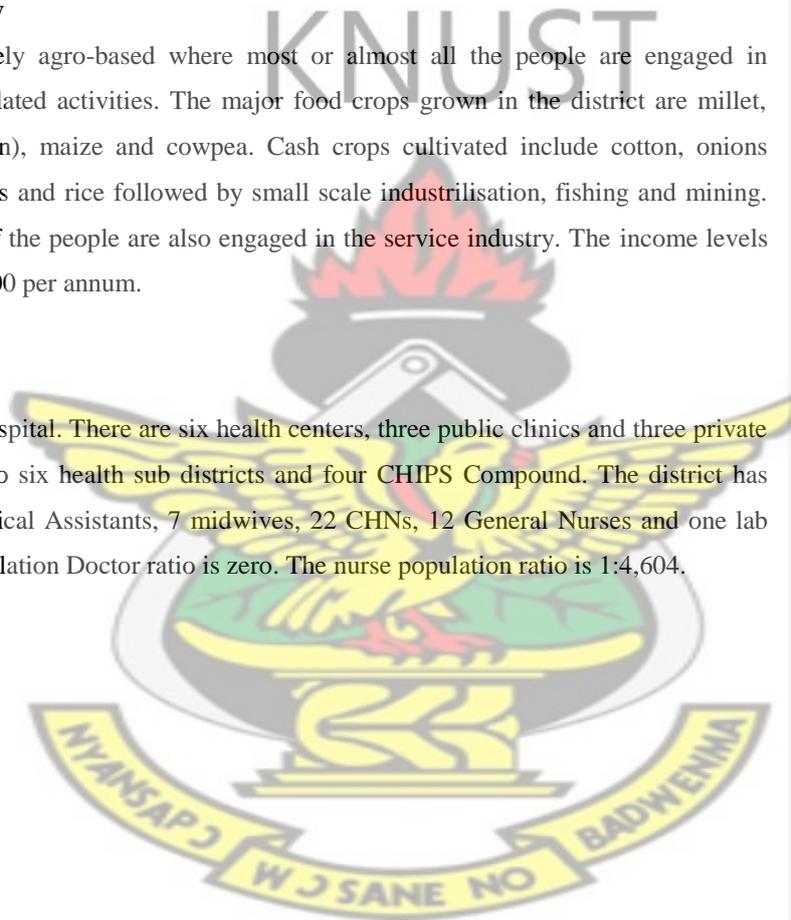
CHAPTER FOUR
DATA PRESENTATION AND ANALYSES

4.1 Introduction

This chapter aims to provide a comprehensive analytical overview of the research topic"education as a tool for girl child empowerment" specifically in the Garu-Tempane District in Upper East Region of Ghana.The overview is expected to contribute to the development of a comprehensive policy with regard to the role of education in empowering the girl child. It is expected to prepare the ground for a reform in the educational sector with the goal to unearth the cultural practices that cause low educational status of the girl child in the Garu-Tempane District and to make recommendations to address the situation.

The outline of this chapter is based on the specific objectives of the research taking into consideration the various units of analysis. Specifically, the chapter contains reasons why families keep their girls-child out of school,the enrolment and dropout rate patterns between the boys and girls in the District, how performance among the girls affect their dropout rate and to identify the effects of dropout on boys and girls in the district.It also entails the contribution of some institutions in the district on girl child education.The chapter concludes by examining the cultural practices that cause low educational status of the girl child in the Garu-Tempane District.

4.2 Categories and Characteristics of Respondents

This section of the chapter elaborates on the categoriesofrespondents who were interviewed during the field survey. It also elaborates on the characteristics of the respondents in relation to their age, sex, educational attainment and occupation.

4.2.1 Categoriesof Respondents

Data was collected from elevencategories of respondents – parents, dropout girls, pupils, teachers, head teachers, chiefs and their eldersand Assembly membersincluding the Garu-Tempane District Assembly, the Garu-Tempane District Education Office, World Vision International inGaru and Presbyterian Agriculture Station inGaru. Table 4.1 shows the number of respondents interviewed during the field survey.

Table 4.1: Categories and Number of Respondents

Unit of Analysis	Respondents
Parents, Assembly Members, Traditional Authority	85
Teachers	128
Dropout girls	10
Pupils	116
Head Teachers	58
District Education Office	1
Garu-Tempane District Assembly	1
World Vision International, Garu	1
Presbyterian Agriculture Station, Garu	1
Total	**401**

Source: Field Survey, May, 2012.

A total of 401 respondents and five key informants were interviewed during the field survey as indicated in Table 4.1. The key informant represented theGaru-Tempane District Planning Officer andDistrictCoordinating Director.The key informants also included the Managing Directors of World Vision Internationaland the Presbyterian Agriculture StationManaging Director all in Garu.

4.2.2 Characteristics of Respondents

4.2.2.1 Parents

The survey revealed that about90percent of the parents interviewed undertake farming as their permanent occupation while 10percent of the parents engage in trading. Farming in the district is dominated by males which can be associated to the fact that the farming practices adopted are crude and demands energetic people such as the youthful men. However, due to irresponsibility on the part of some men in the district, some women have no other alternative but to result to farming. This phenomenon is peculiar to the neighbouring districts such as the Bawku West and Bunkpurugu-YunyoDistricts. The survey revealed that males constituted 52.3 percent of the farmers whereas 37.7 percentof the farmers were females.

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Table 4.2: Age and Sex Composition of Parents

Age	Sex		Total Percent
	Male	Female	
16-20	10	0	13.3
21-25	7	1	16.7
26-30	6	1	15.0
31-35	1	3	6.7
36-40	6	4	16.7
41-45	8	1	11.7
46-50	4	4	13.3
50+	3	1	6.7
Total	45 (75%)	15 (25%)	100.0

Source: Field Survey, May, 2012.

From the table, the majority of parentswere found within the age cohorts of 21 to 25 and 36 to 40 which represent 33.4 percent. The second group fall within 26 to 30 (15 percent) and the third group falling within 16 to 20 (13.3 percent) and 46 to 50 (13.3 percent).

The survey revealed that majority of the parents has never been to school. The research also indicated that 45 percent of the parents have attained some level of education. Out of this, 13.3 percent have attained SSS/SHS level,12.2 percentattained JHS level and 20 percent attained primary level.

4.2.2.2 Pupils

A total of 116 pupils from the Primary schools and JuniorHigh Schoolswere interviewed during the field survey.Table 4.3 indicates the age and sex composition of the pupils interviewed in the Garu-Tempane District.

Table 4.3: Age and Sex Composition of the Pupils

Age	Sex		Total %
	Male %	Female %	
10-15	12	32	44
16-20	17	39	56
Total	**29**	**71**	**100**

Source: Field Survey, May, 2012.

The survey shows that 29 percent of them were males while 71 percent of them were females. The survey also shows that 44 percent of the pupils fall between the age cohorts of 10 to 15 whereas 56 percent of the pupils fall in the 16 to 20 age cohorts.

4.2.2.3 Teachers

During the survey, a total of128 teachers from the Primary schools and Juniour High Schools were interviewed. The survey results show that 70.3 percent of the teachers were males whereas 29.7 percent of them were females. Figure 4.1shows that the age and sex composition of the teachers interviewed.

Figure 4.1: Age and Sex Composition of Teachers

Male		Female
7.7%	50+	
15.3%	40-49	
28.9%	30-39	72.7%
48.1%	20-29	27.3%
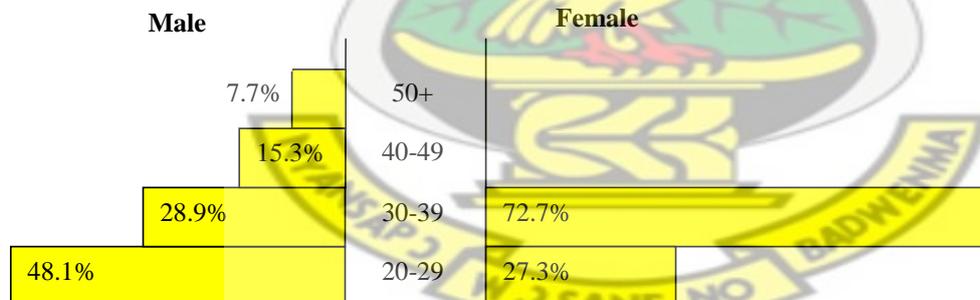
Source: Field Survey, May, 2012.

It clearly shows the gender disparity among teachers in the basic schools in the district. It can be said that the gender disparity among the teachers can affect the female teachers negatively in terms of decision making and participation in development issues. There is therefore the need to direct educational policies towards the girl child education.

4.2.2.4 Head Teachers

A total of 58head teachers from the Primary schools and Juniour High Schools were interviewed. The survey shows that 79.3percent of the head teachers were males whereas 20.3percent of them were females. It clearly shows the gender disparity among the head teachers in the basic schools in the district. The gender disparity among the head teachers has the potential to affect the female head teachers negatively in terms of decision making and participation in development issues. There is therefore the need to direct educational policies towards the girl child education. Table 4.4shows the age and sex composition of the head teachers interviewed during the field survey.

Table 4.4: Age and Sex Composition of theHead Teachers

	Age and Sex Composition		
Age	Male	Female	Total %
25-30	10.4	0.0	10.4
31-35	17.2	0.0	17.2
36-40	17.2	17.2	34.4
41+	34.5	3.5	38.0
Total	79.3	20.7	100

Source: Field Survey, May, 2012.

In Table 4.4, it is clear that majority of the head teachers were above 41 years which represent 38 percent. Also, 27.6 percent of the head teachers fall within the youthful age cohort of 25-35 years.Unfortunately, this figure is composed of only male head teachers which buttress the reason why efforts should be directed towards the girl child education.

4.3 Reasons forthe Girl Child Staying Out of School

In Ghana every child of school going age has the right to basic education. The target of the Millennium Development Goal "to achieve universal primary education' is to ensure that children everywhere, boys and girls alike, will be able to complete a full course of primary schooling. Despite all these nationally and internationally accepted educational policies, there are still children of school going age who are not in school.Among the significant barriers are poverty, child labour, child trafficking, HIV/AIDS, remote geographic location, poor infrastructure, ethnicity, women's low social status and parents' lack of education, civil conflict, natural disasters and violence. The continuation of this trend would make it almost impossible for the achievement of the MDG-2.

This section of the chapter therefore seeks to present the reasons for the Girl Child out of school. The survey indicated that there are various reasons for the Girl Child staying out of school. These reasons have been analysed from the perspective of parents, pupils, dropout girls, teachers, head teachers, opinion leaders and some institutions in the district with interest in Girl Child Education.

4.3.1 Parents and Dropout GirlsPerspective

Focus group discussions were held with the parents, Assembly Members, chiefs and elders to seek their views on the causes of girl child staying out of school. Based on the survey conducted, it was realized thatthe major causes of the girl child staying out of school are associated with the cultural practices in the district.The major causes of the girl child staying out of school are discussed below.

4.3.1.1 The Practice of 'kont'

The field study also revealed that there exist barbaric traditional practices such as 'kont' which affect girl education and increases her chance of being vulnerable in society. An interview with an Assembly Member revealed that though the system is not common in recent decades, some still practice it in secrecy. According to an Assembly Member, the girls are usually sent to Togo where they have some of their tribesmen for the rites to be performed. With regard to this system, the girl child is always put into marriage but when the girl declines to the marriage, she is made to undergo the 'kont', a rite which is similar to the "trokosi" system among the Anlos in the Volta Region of Ghana. The rite normally entails

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giving some concoctions to the girl child to drink. After the intake of these concoctions, the girl child loses her mental faculties and can no longer identify her parents. The girl child is then kept indoors for a period of two to three months and no 'ordinary' persons are allowed to see her during that period of confinement not even the will to be husband. The initiators' are the only persons who have the opportunity and the privilege to have access to the girls who are undergoing the rite. Due to this law some of the initiators go to the extent of having sex with the girls under their care from the research conducted. The research also revealed that there are other girls who are made to be savants to the 'kont' who are also denied of education in order to save the' kont'. After the three month period there is an 'outdooring ceremony', which is a day of celebration where a durbar is held for all walks of life to gather to witness the occasion. From the study gifts are presented to the newly 'kont' from friends and relatives. According to the Assembly Member, after the period, the girl child is made to marry the man she rejected and adores the man. This practice does not only affect the girl child education but also infringe on her human rights and undermines her human dignity.

4.3.1.2 The Operation of Night Markets

The district currently has fourteen markets with each of the markets coming on every three days. The focus group discussions held in the various communities revealed that the local markets normally start at 4:00pm and close at around 9:30pm. On the market days, school attendances especially among girls are always poor. These girls are always made to help their mothers at the markets to trade. The girls always take advantage of the marketing activities during the night to go out to meet the men who usually lure them to their homes and have sexual intercourse with them. The resultant effect is that these girls are put in the family way thus resulting in school dropout.

4.3.1.3 The practice of 'Dung' in funeral ceremonies

Funeral ceremonies are common among all the tribes in the district. As custom demands, when one dies, the young girls are normally sent to the funeral house to stay and mourn with the bereaved parent(s), husband or wife.This system is known as 'dung' where the girls related to the bereaved gather to mourn and help the bereaved family for almost a week. As custom demands, a day is set for the selection of the women or girls present in the 'dung'. These girls are made to appear in the compound of the funeral house to be selected by the men present in the funeral ceremony.The field survey revealed that this act normally leads to

some of the girls falling in love with the men who selected them.The girls sometimes stay with the men and decide not to return home which finally result in marriage. According to the survey, some of the girls engage in unhealthy sex during these funeral ceremonies and end up becoming pregnant or contracting diseases such as gonorrhea, syphilis and HIV/AIDS.

The research also revealed that most parents do withdraw their girl child from school for marriage on the fact that when they die their in-laws will perform their funeral rites in a "grand style", thus the in-laws perform their funerals by coming with different kinds of provision entertainment and the killing of animals for the preparation of food for days and money for pito brewing during such occasions. The in- laws and his people are responsible for expenses for the burial. There is the belief that when the girl child attains a higher educational level, there is the likelihood that she would not be married to a man within the surrounding communities. The occurrence of this situation would mean that when the parent(s) die(s), their funeral rites would not be performed in a "grand style". Hence the bereaved family would be "disgraced", thus the family will loss it good reputation when such happens and as such the funeral would be termed as a 'jankunu's' (cat's) funeral, thus when a cat dies its funeral is performed by children and society does not bother about it and is considered a big insult to the bereaved family.

This practice ('dung') does not only affect girl's school attendance but also contribute to poor academic performance which results in school dropout. An interview with some dropout girls indicated that this system has a devastating effect on girl child education and that parents should be educated to put an end to it.

4.3.1.4 Exchange Marriages

Birth, marriage and death are the rites of passage in the lives of people. Among these rites, only marriage is the one that is a matter of choice. Yet many girls are forced into marriages at a tender ageto the detriment of their education. These girls are not always given the chance to exercise their right to choose as a human. Young girls within the ages of 12 to 17 years are often exchangedfor marriages without their consent.The findings from the field revealed that, this type of marriage is often practiced by the Kusasi, Bimoba, the Busansi and other minority tribes in the district. The marriages are usually contracted at a very tender age

wheretwo families exchange their girls. The "exchanged girls"aremade to marry a member of the exchanged family.

According to one of the parents in a focus group discussion, indicated that "I was exchanged by my father who needed a third wife.I was given out to a blind manwho could not get a woman to marry but had a younger sister.My father then married the blind man's sisterand replacedher with me. I was stopped from schooling when I was 16 years of age and never had the chance to go back to school after marrying the blind man"According to the discussion held, it was concluded that exchange marriages pose a threat to the girl child education in the district and that pragmatic measures be put in place to remedy the situation.

4.3.1.4 Early Marriages

The study revealed that early marriages are common among all the tribes in the district. Girls drop out of school as early as 12 years to get into marriage. It was indicated that marriages are contracted at the early ages which usually affect the education of the girl child.

> *On my first day in the district, I met a young girl of age 16 with a baby at the back. An interrogation with her indicated that she dropped out of school when she was in class six. She indicated that she had no interest in education due to corporal punishments meted out to her by teachers which she could not endure. In order to avoid all these punishments, she decided to marry since early marriage in their society is not a crime. She also indicated that after marrying she has been faced with a lot of hardships and has regretted for dropping out of school.*

The survey revealed that early marriage is cherished especially within the Muslim communities and this affects the girl child education in the district.

4.3.1.5 Child Betrothal

Child betrothal is a common practice among the people and that hinders girl child education in the district. With this system, the girl isalways given out to her future to-be husband's parents (betroth) and made to stay with the in-laws as early as six years.She is made to serve the in-laws and does all manner of works in the future to-be husband's family until she

experiences her first menstruation.At this point, she is then introduced to the husband and is considered as a married woman.

An interview with the District Girl Child Coordinator revealed that child betrothal is a serious issue that affect the girl child school attendance and finally contribute to dropout. It was also disclosed to the researcher that many girls in the district are victims to this system of marriage.According to the District Girl Child Coordinator,thesystem has contributed to early lose of lives since the girls become pregnant at a tender age and die out of birth complications.

With this practice the girl child is not always given the chance to go to school and only visit her parents once in a blue moon.It is clear the system of marriage contribute to the girl child staying out of school which prevents the girl child from developing her talents to reduce the risk of being poor in society.

4.3.1.6 The Dowry System of Marriage

The dowrysystem of marriage is the payment bride price, a system where the familyof the groom pays a dowry which includes the payment of three cows, sheep, goats, kola nut, tobacco and salt to the family of the bride.This practice of the dowry system has led to many parents withdrawing their girl child from school for marriage in order to get their cows and other items from their in-laws. The survey revealed that all the tribes practice the dowry system of marriage but in varied manner.

In recent days the dowry system has taken a new trend in the district. The survey revealed that themen who are mostly the beneficiaries of this dowry influence their daughters to marryso that they can enjoy some of the benefits of the dowry before the actual marriage. The research also revealed that some women request gifts from boys or men and influence their daughters to marry them. It was revealed that the man with the highest gift or money hasthe chance of marrying the girl irrespective of whether the girl likes the man or not.

An interview with the District Education Director, managers of some NGOs and chiefs has attested to the fact that the dowrysystem hasimmensely affected girls' education in the district. The system has contributed to high school dropout among the girls in the district.

4.3.1.7 Female Genital Mutilation (FGM)

An interview with the District Girl Child Education Coordinator and the heads of some basic schools revealed that though FGM has been banned in the country, it is still practicedin secrecy by some tribes in the district.The girls are normally taken to Togo and Burkina Faso where some of their relatives reside for the FGM to be performed. During this period, the girl child is absentfrom schooland upon their arrival they arewithdrawn from school due to stigmatization by school mates.

Another key indicator as to the likelihood of a child attending school is whether or not the parents have themselves benefited from some form of education. Children whose parents have had no form of education are more likely to be out of school than children whose parents have had some education. According to the survey, 84 percent of the dropout girls have parents with no form of education. This compares favourably with the results of the Progress for Children report card on gender parity and primary education which indicates that in developing countries, 75 percent of children out primary school have mothers with no education. Figure 4.2 shows the educational level of the parents of the dropout girls interviewed.

Figure 4.2: Educational Level of Parents of Dropout Girls
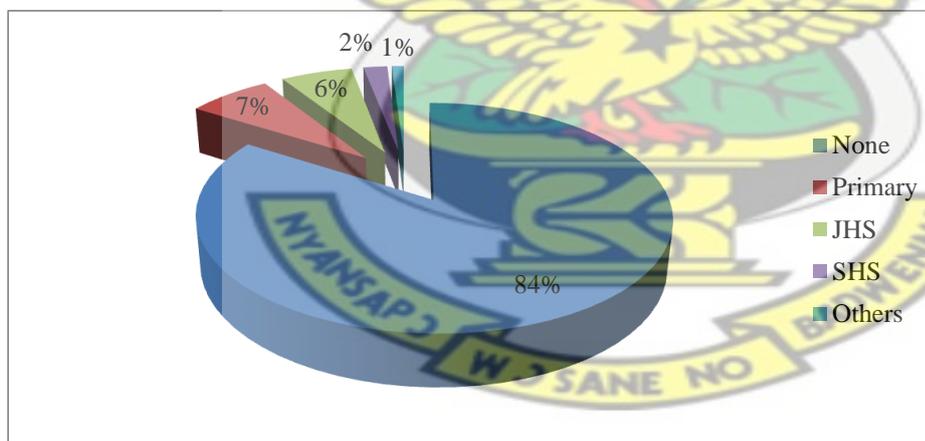
Source: Field Survey, May, 2012.

The education level of parents clearly plays a major role in determining whether or not a child goes to school. This underlines the importance of getting as many girls and future

mothers into school and encouraging them to stay on to complete their education. When a parent is educated he orshe knows the importance of it and does provides the needs of their children. An educated mother knows the right kind of food to give to their family then an uneducated mother.

Table 4.5: Reasons for Parents Keeping Children Out of School

Reasons for Parents Keeping Children Out of School	Percentage (%)
Help in Farming	74.3
Help to Trade	17.6
Care for Siblings	8.1
Total	**100.0**

Source: Field Survey, May, 2012.

According to the respondents interviewed, it was indicated that parents keep their children at hand because they need them to give a helping hand in farm. These children were engaged in all forms of agricultural activitiesranging from clearing of land to harvesting and transporting of farm produce to the home.It was indicated that children are always used as a source of labour in the farm especially in the rainy season.Table 4.6shows thesex composition of the group of children normally kept out of school.

Table 4.6: Sex Composition of the Group of Children Affected

	Group of Children Affected		
Reason	**Male**	**Female**	**Total**
Help in Farming	50.1	24.2	74.3
Help to Trade	6.3	11.3	17.6
Care for Siblings	1.6	6.5	8.1
Total	**58.0**	**44.0**	**100**

Source: Field Survey, May, 2012.

A cross tabulation of the sex of the children affected and reasons for keeping children out of school indicates that 50.1 percent of the children out of school were males who are used as farm labourers during the rainy season. The cross tabulation also shows that 24.2 percent of the children used as labourers were females. However, majority ofthe children who were put into trade were females and constituted 11.3 percent of the children out of school.

4.4 EnrolmentPatterns between Boys and Girls in the Basic Schools

Enrolment and a continuous retention of pupils in schools is a key component in the achievement of the MDG-2. An increase in school enrolment would not only prevent early marriages and out migration to the cities with its accompanying consequences of perpetual poverty but also reduce streetism among children especially the girl child. A continuous retention of the pupils in schools would reduce dropout rates and enhance the pupil's ability to develop his/her talent for self development as well as national development. This section therefore seeks to present the pattern of enrolment and dropout for the past five years.

A focus group discussion session brought to light that girl child enrolment and retention is not that encouraging even though enrolment for the past five academic years has been on the increase. Currently, an estimated population of the school going age stands at 102,351 children with only 45,606children being in school. This clearly shows that school enrolment in the basic schools for the past five years is poor.Figure 4.3shows the gross enrolment for the past five starting from 2011/2012 academic year downto the 2007/2008 academic year.

Table 4.7: Gross Enrolment in the Basic Schools for the Past Five Years

Years	Primary	JHS	Total
2007/2008	28,801	4,541	33,342
2008/2009	30,025	5,159	35,184
2009/2010	34,365	6,526	40,891
2010/2011	34,741	8,888	43,629
2011/2012	37,030	8,576	45,606

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Figure 4.3: Gross Enrolment in the Basic Schools for the Past Five Years
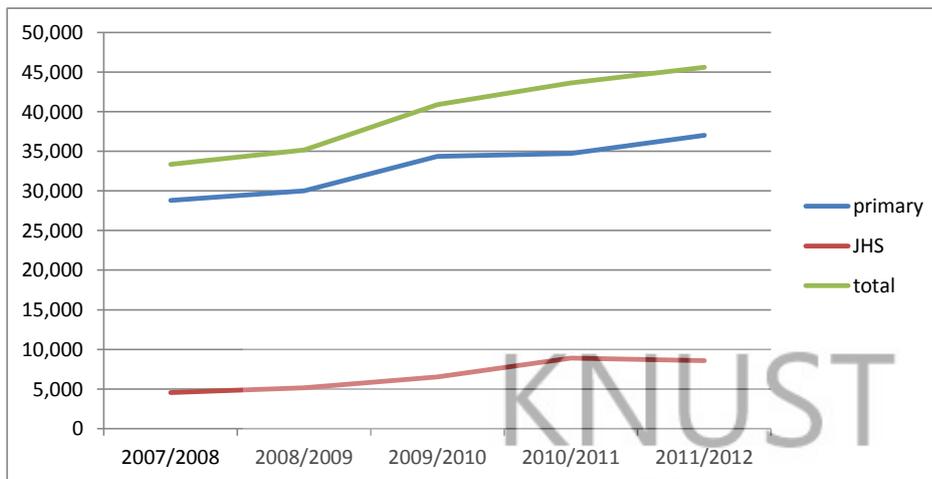
Source: District Education Office (Garu-Tempane) 2007– 2012.

For the past five years, there has been an increase in the gross enrolment in the basic schools in the district. In 2007/2008 academic year, the gross enrolment for the basic schools stood at 33,342 pupils and increased to 35,184 pupils in the 2008/2009 academic year with5.5 percentage change.The enrolment level increased sharply to 40,891 pupils in the 2009/2010 academic year with a percentage change of 16.2 which represent 5,707 pupils. The enrolment level increased steadily for the 2010/2011 and 2011/2012 academic years with an average percentage change of 5.6 percent.

However, enrolment in the primary schools far outweighs that of JHS in the district.This might be attributed to the differences in the divisions in the primary and Junior High Schools.Basic school enrolment in terms of sex composition is skewed towards the males for the past five years both in the primary and Junior High Schools meanwhile female population in the district out numbers the male population. The trend might be attributed to the cultural practices in the district that affect girl child education. It is only in the 2010/2011 academic year that female enrolment outweighed the male enrolment in the JHS.Table4.7shows the details of the sex composition of enrolment in basic schools for the past five academic years.

Table 4.8: Sex Composition of Pupil's in Basic Schools for the Past Five Years

Academic Years	Basic Schools					
	Primary			JHS		
	Male	Female	Total	Male	Female	Total
2007/2008	15,277	13,524	**28,801**	2,774	1,767	**4,541**
2008/2009	15,991	14,034	**30,025**	3,054	2,105	**5,159**
2009/2010	18,063	16,302	**34,365**	3,663	2,863	**6,526**
2010/2011	18,329	16,412	**34,741**	4,123	4,765	**8,888**
2011/2012	19,649	17,381	**37,030**	4,780	3,796	**8,576**

Source: Garu-Tempane District Education Office 2007-2012.

Enrolment for the past five years in the basic schools in terms of sex composition has been increasing steadily except in the 2011/2012 academic year where pupil enrolment declined by 3.5 percent. Generally, enrolment in the primary schools has been on the increasebut with a discouraging transition rate to the Juniour High School.Figure 4.4 shows the transition rate from primary six to the JHS for the past five years in the district.

Figure 4.4: Transition Rate to the Junior High School

	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012
Boys	69.5	81	89.4	91.1	90.2
Girls	63.8	82.8	85.7	87.9	86.2
Total	67	81.8	87.8	89.6	88.3
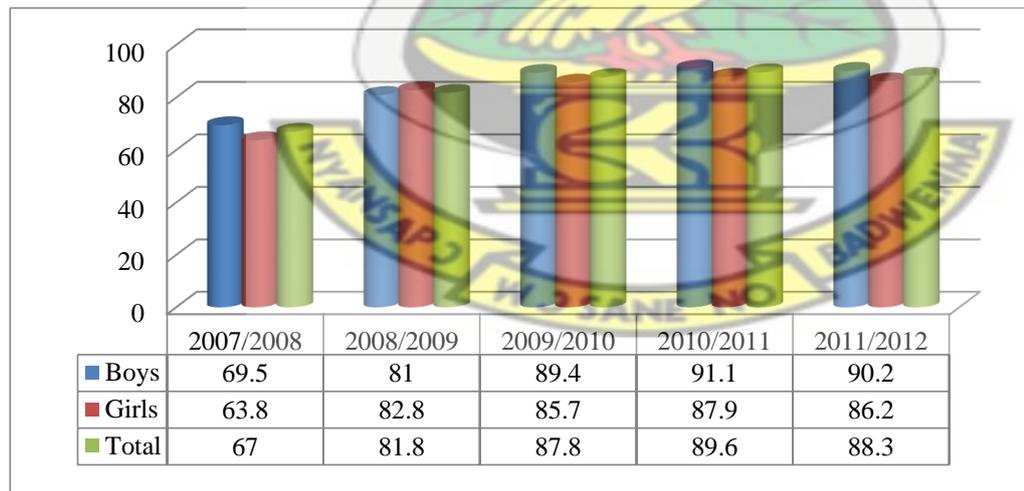
Source: Garu-Tempane District Education office, 2007 – 2012.

The transition rate is also skewed towards the male throughout the five yearsexcept in the 2008/2009 academics where the females outweighed the males in terms of transition to the JHS. This change of trend probably was due to the introduction of the government free school feeding program, capitation grant policy which could have reduce parents burden and support from some NGOs on girl child education and also the ban on teenagers from travelling to the south and the subsequent arrest of parents who connive with such practices. On the average, 17.1 percent of pupils dropout of school every year after completing primary six of the basic school level.Majority of these dropouts are usually females which can be attributed to the cultural practices that affect girl child educationin the district.

4.5 Factors Affecting Pupil's School Attendance

School attendance plays an important role with regard to academic performance of pupils. This section therefore seeks to elaborate on the factors that affect pupil's school attendance in the district.

4.5.1 Agricultural Activities

The research revealed that about 90 percent of the people in the study area are farmers and as customs demand, young girls and their mother are responsible for sowing of seeds on the farm while the boys and their fathers are responsible for raising the moundsfor cultivation. The research revealed that girls and boys are used as a source of labour on the farms to the detriment of their education. In the rainy season, the girls and boys are always made to work on the farms instead of going to school.

An interview with a girl who was absent from school indicated that she was made to go to farm with the parents. Also, the study revealed that some boys especially those in the upper primary and JHS do not attend school during the farming season. They go for"by-day" to get some money to help their families and also for their own upkeep. Plate 4.1 supports the facts that children are used as a source of labour in the farms especially in the rainy season.

Plate4.1: Children Used as a Source of Labour in the Farm

Source: Field Survey, May, 2012.

> *On the 26th May, 2012, a boy of age 15 is quoted to have said "I stopped attending classes for about a week just to go to 'by-day' so that I can get some money to help my mother to buy ingredients for the family and also get something for myself".*

In a focus group discussion held with the parents, it concluded that agricultural activities affect pupil's school attendance especially in the rainy season. However, it was made known that parents are not be blamed but to be supported in farming season since their major livelihood support system is on agriculture.

4.5.2 The practice of "Deck" (entertainment)

The survey revealed that some communities in the district practice a form of entertainment known as 'deck' in funeral ceremonies and other occasions such as market days, in 'pito' houses and marriage grounds. In this practice, a sound system is mounted at night in these occasions where the young boys and girls in the communitydance until day breaks. According to the parents and other stakeholders interviewed pointed out that the practice has emerged and has become part and parcel of their tradition. During these 'deck', the girls and boys involve in social vices such as drinking, smoking and engaging in premature and unsafe

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sex.This system of entertainment does not only lead to poor school attendance and performance but also result to teenage pregnancies, alcoholism and finally school dropout.

4.5.3Broken Homes

Though there are no hard facts with regard to broken homes, broken homes is much evident in Garu-Tempane District.An interview with the chiefs and the Assembly Membersconfirmed that due to divorce of husbands and wives, single parenthood is common in the district and leads to broken homes.School pupils from these broken homes find it difficult securing their basic needs and sometimes absent themselves from school to engage in menial jobs to get their basic needs. In a focus group discussion, it was made known to the researcher that some single parents (be it the mother or father) find it difficult to provide all the necessary and basic school needs for their children.Some also find it difficult controlling their childrenwhich serve as a catalyst for these children to become truants. These children always stay out of school during classes' hours which contributes to low pupil's school attendance in the district.

4.5.4 Distance fromschools

The distance pupil's cover to school is an essential component in the analysis of the factors that affect pupil's school attendance. The survey revealed that the distance pupil's cover to school positively correlate to their absenteeism.Figure 4.2 indicates the distance pupils cover to school.

Figure 4.5: Distance Pupils Cover to School
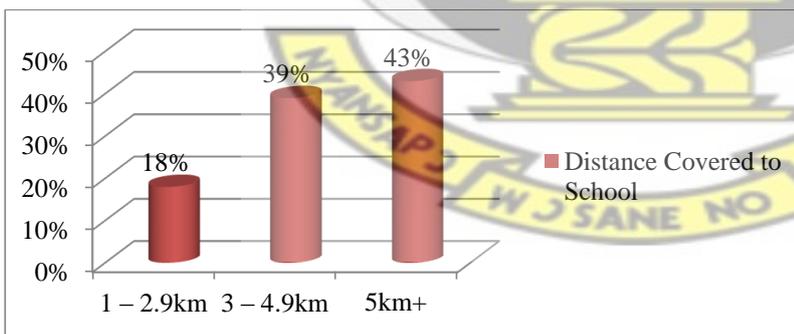
Source: Field Survey, May, 2012.

Plate 4.2: Means of Transportation to School

Source: Field Survey, May, 2012.

The survey shows that 61 percent of the pupils indicated that the distance they cover to school affect their school attendance and that it serves as a contributing factor to the girl child staying out of school.Parents are also compelled to buy bicycles for their wards since they cover a long distance to school. Children whose parents cannot afford to buy the bicycles stay out of school which affects their school attendance and academic performance.

4.5.5 Forms of Punishments Administered to Pupils by Teachers

Teachers make use of various forms of punishment to discipline pupils and encourage them to study. The survey shows that some of the punishments administered to pupils prevent them from coming to school regularly.

According to thesurvey conducted,62 percent of teachers interviewed confirmed that punishments such as caning and digging pits of height equivalent to the victim prevent pupils from attending school regularly while 38 percent indicated that, punishments such as weeding and writing of lines prevent pupils from attending school especially when pupils are unable to complete the punishment at the time given by the teacher. Based on the survey, it can be

asserted thatpunishments contribute to pupil's absenteeism which also contributes to poor school attendance in the district.

4.6 Effects of Dropout on Boys and Girls

School dropout is seen as a canker to the girl child education. Dropout rates in the district for the past five years have been discouraging.Though the rates continue to decreasemuch effortneed to be put in place to eradicate school dropout especially among the girls. For instance in the year 2007 dropout rate stood at 29.9 percent and decline to 20.1 percent and 18.9 percent in 2008 and 2009 respectively.According to a focus group discussion, it was indicated that school dropout has a tremendous effects on both boys and girls in the district.

First in the echelon, the school dropouts especially the boys become burdens to society. With regard to the issue of societal burdens, one of the elders of the chief shares his view as "the dropouts who normally have little education always don't go to farms with their parents and always enjoy walking with friends in the streets. These boys always depend on their parents for survival yet they contribute absolutely nothing to the family's existence. They always end up impregnating young girls, which further increases the burden of the family".Based on this view, one can justify that most dropouts at the tender age are nothing but societal burdens.

The second issue that propped up in one of the focus group discussions was on the issue of drug addicts. It was indicated that these dropouts always end abusing drugsto the detriment of their lives. According to one of the Assembly Members in the district, it was revealed that these dropouts form gangs of three to four and under all manner of work such as stealing and smoking marijuana which are not acceptable to society. These dropouts end up becoming drug addicts in society.

According to the focus group discussions, it was revealed that premature parenthood is associated with school dropout in the district.Based on the survey findings, it was indicated that girls become pregnant as early as 14 years. It was also made known that the dropout boys always travel to the southern part of the country to seek greener pastures. They return home with little money which enables them to deceive the young girls to have sexual intercourse with them. They end up putting these girls in the family way hence resulting in premature parenthood in society.Another interest issue on drop out girls also cropped inn when the

focus group discussion reveals that drop out girls now run to south to engage in 'galamsy' activities which was considered as men work. It was also reveal in the discussions that the girls who goes there end in up in prostitutions in order to make a living.

Finally, it was indicated by the parents in a focus group discussion that these dropouts engage in premature and unprotected sex which results to the contraction of sexually transmitted diseases such as gonorrhea, syphilis, HIV/AIDS and other related diseases. The resultant effect is that these dropouts spread the diseases in the district.

4.7 The Contribution of Institutions on Girl Child Education

This sub-section discusses the contribution of the sampledinstitutions on Girl Child Education in the district. These institutions include the Garu-Tempane District Assembly in collaboration with the other decentralized institutions in the district and World Vision International as a faith based organization.

4.7.1 Garu-Tempane District Assembly

The Garu-Tempane District Assembly is one of the institutions in the district that contribute to Girl Child Education in the district. The contribution of the GTDA can be categorized into two. The first is funding which is a mandatory directive that stipulates the district assembly to use part of the District Assembly Common Fund (DACF) for girl child education.The District Assembly also has other initiatives laid down for the development of girl child education. In the area of other initiatives, the assembly supports the District Education Office (DEO) with transportation and the delivery of materials such as books, chalks and furniture to the various communities within the district. The assembly also collaborates with the DEO to carry out sensitization programmes using the information van in the various communities.

The assembly andDEO in collaboration with the central government provide free uniforms to pupils which enhances girl child education in the district.The assembly also offer support schemes to brilliant but needy pupils in the district.The assembly in collaboration with the DEO supports girls who perform well inthe BECE.These girls are given financial support to cater for their financial needs inschool.

The Garu-Tempane District Assembly also liaises with the GPRTU to stop the girl child from migrating to the southern sector of the country without the parents. For instancein 2010, children who were below 18 years were prevented from travelling to the southern sector without a tangible reason.

In addition, the Assembly in collaboration with the NCCE and Social Welfare undertake educative programmes which are geared towards the improvement of girl child education. They talk to parents on the need for girl child education to development of the talents of the girl child for societal and national development.

4.7.2 World Vision International, Garu

The research revealed that World Vision in its bid to improve upon girl childeducation considers girl child education as aserious issue in the districts which needs pragmatic efforts. In order to protect the girl child in schools, World Vision undertakes sensitization programmes on the rights of children.Parents in their various communities aresensitisedon the rights of the girl child in attaining higher educational status in society.For instance in 2011,three workshops were held in some selected in the district communities to sanitiseparents on the rights of thechild and the need for their education.

Also,in its endeavourto eradicate the cultural practices that affect girl child education in the district, workshops are held with the teenager parents and traditional leaders to educate them on the demerits of these practices. For instance,aworkshop was held in Tempane with the participants being World Vision International, parents, traditional leaders as well as teenagers in the community.

The organization also provides school uniforms to the needy children especially the orphans as part of its attempts to reduce poverty in the district. In 2009, 27 pupils who composed of 16 girls and 11 boys were provided with free school uniforms.

The faith based organization also constructs urinals and latrines in some selected schools in the district. The organization also provides boreholes in some selected schools to increase pupil's accessibility to portable water whilst in school. In 2011, 11 boreholes were provided

by the organization in eleven basic schools in the district with the aim of increasing pupil's accessibility to portable water in the district.

4.7.3Empowering the Girlthrough Education

When I asked a female informant of forty years old whether sending her daughter to school would be beneficial, her response was that: 's*ending my daughter to school wouldmake her learn basic knowledge and skills that will help her improve her health and livelihoodand also empower her to take her rightful place in society'. (29thMay2012)*

Another informant tried to link the benefit of educating girls to marriage, by saying that: *Illiterate girls marry prematurely whilst some do not get happy marriage and remain poor. He noted that, the role of women have changed and boys and girls now prefer educatedpartners only, and for that matter, if girls are given the opportunity it would enhance theirmarriage (29th May2o12)*

On the schoolgirl's front, they foresee some benefits associated with having formal education, since most of them want to be doctors, lawyer, teachers, nurses etc. The most striking point raised by one of the schoolgirls was that: '*Education will make me haveknowledge that I will bring to bear no issues related to my health and nutrition, unwantedpregnancies, domestic welfare environmental and sanitation'*.(29th May 2012)

On the part of the parents educating the girls will enable themto stand up for oneself indecision making .An interview with the girl child coordinator revealed that as a person becomes more empowered; she begins to feel more confident and capable. This, in turn, leads to increased ability to manage one's life, resulting in more improved self-image. The negative perception of women that has been internalised also begins to change and may redefine it to convey positive qualities.

CHAPTER FIVE
SUMMARY OF FINDINGS AND RECOMMENDATION

5.1 Introduction

This chapter presents the key findings emanating from the analysis in the preceding chapter. The key findings are grouped under the various research questions which served as a guide in undertaking this research. Appropriate recommendations with regard to the key findings have been put in place to ensure effective policy formulation and implementation for the improvement of girl child education in the district. Thus, the key components of the chapter include summary of findings, policy recommendations and a conclusion for the entire study.

5.2 Summary of Findings

In this subsection of the chapter, the major findings from the preceding chapter are summarised in relation to the research questions and objectives of the study. Below are the findings of the research conducted in the Garu-Tempane district.

5.2.1 Reasons for the Girl Child Staying Out of School

Progress in achieving the education and gender MDGs depends not just on providing education but on addressing the barriers that prevent some children from starting or completing school. The research revealed that there are some cultural practices that cause low educational status of the girl child in the Garu-Tempane District. The major cultural practices that affect the girl child education include the following:

A. The Practice of 'kont'
B. The Operation of Night Markets
C. The practice of 'Dung' in funeral ceremonies
D. The practice of Exchange Marriages
E. Early Marriages
F. Child Betrothal
G. The Dowry System of Marriage
H. The practice of Female Genital Mutilation (FGM)

However, there are other factors besides the cultural factors that affect girl education in the district. These factors are summarized below:

A. The survey revealed that the education level of parents plays a major role in the girl child education.

B.   The act of the Girl Child staying out of school is also attributed to the geographic location of the child.

C.   Another important variable that contribute to the Girl Child staying out of school is poverty.

D.   The girl child is used as a source of labourby the parents in the farm.

E.   Parents also keep their girl child out of school to give a helping handin their trading activities.

F.   The girl child is also taken to be a care taker in the home.

5.2.2 Enrolment Patterns between Boys and Girls in the Basic Schools

Girl child enrolment and retention is nothing to write home about even though enrolment for the past five academic years has been on the increase. With an estimated going agepopulation of 102,351 children, only 45,606 children are in school which indicates that school enrolment in the basic schools is poor.

Enrolment in the primary schools far outweighs that of JHS which can be attributed to the differences in the divisions in the primary and Junior High Schools.Also, male enrolment in basic schoolsoutweighs that of the females which is attributed to the cultural practices in the district that affect girl child education. The survey also revealed that there is poor retention rate in the basic schools especially among the females in the district.

Generally, enrolment in the primary schools has been on the increase but with a discouraging transition rate to the Junior High School. The transition rate is also skewed towards the male than the females. On the average, 17.1 percent of pupils out of which majority are females drop out of school every year after completing primary six of the basic school level.

5.2.3 Factors Affecting Pupil's School Attendance

School attendance plays an important role with regard to academic performance of pupils yet certain factor prevent school pupils from going to school regularly. These factors are summarized as follows.

The survey revealed that agricultural activities affect pupil's school attendance especially in the rainy season. The survey also indicated that parents are not be blamed for this trend but to be supported in farming season since their major livelihood support system is on agriculture.

The survey revealed the some communities practice a form of dance known as 'deck' in funeral ceremonies which does not only lead to poor school attendance but also result to teenage pregnancies, alcoholism and finally school dropout.

Broken homes which are much evident in districtand lead to single parenthood affect pupil's school attendance since children from these homes find it difficult to secure their basic needs.

The provision of stationery which include text books, pencil, pens, exercise books and ruler and the payment of school fees gives thechild stable mind to study and to always be in school. This implies that the provision of some stationery and payment of pupil'sschool and classes fees affects their attendance to school.

The survey indicated that the distance pupils cover to school affect their school attendance which serves as a contributing factor to the girl child staying out of school.

As part of the factors that affect pupil'sschool attendance, the survey revealed that punishments contribute to pupil's absenteeism thus contributing to poor school attendance in the district.

5.2.4 Effects of Dropout on Boys and Girls

School dropout is seen as a canker to the girl child education in the district. Dropout rates in the district for the past five years have been discouraging. For instance, in 2007 dropout rate stood at 29.9 percent and decline to 20.1 percent and 18.9 percent in 2008 and 2009 respectively. The dropout among boys and girls has tremendous effects on boys and girls as well as the society as a whole. These effects are summarized below:

    A.   School dropouts especially the boys become burdens to society and end up impregnating young girls, which further increases the burden of their families.

B. The dropouts end up becoming drug addicts and form gangs of three to four and undertake all manner of work such as stealing and smoking marijuana which are not acceptable to society.

C. It was revealed that premature parenthood is associated with school dropout in the district. Girls become pregnant as early as 16 years.

D. Finally, it was indicated by the parents in a focus group discussion that these dropouts engage in premature and unprotected sex which results to the contraction of sexually transmitted diseases such as gonorrhea, syphilis, HIV/AIDS and other related diseases.

5.2.5 The Contribution of Institutions on Girl Child Education

The Garu-Tempane District Assembly is one of the institutions in the district that contribute to Girl Child Education in the district. It contributes to girl child education in the following ways:

A. The first is funding which is a mandatory directive that stipulates the district assembly to use part of the District Assembly Common Fund (DACF) for girl child education.

B. The assembly and DEO in collaboration with the central government provide free uniforms to pupils.

C. The Garu-Tempane District Assembly also liaises with the GPRTU to stop the girl child from migrating to the southern sector of the country without the parents.

D. In addition, the Assembly in collaboration with the NCCE and Social Welfare undertake educative programmes which are geared towards the improvement of girl child education.

Word Vision International operates as a faith based organization contributes to girl child education in the following ways.

A. The organisation undertakes sensitization programmes on the rights of children.

B. It organizes workshops with the teenagers, parents and traditional leaders to educate them on the demerits of these practices.

C. It provides school uniforms to the needy children especially the orphans as part of its attempts to reduce poverty in the district.

D. The organization also constructs urinals and latrines in some selected schools in the district.

5.3 Recommendations

In the light of the major findings of the research, the following policy recommendations are formulated for the improvement and sustainability of girl child education in the district and the nation as a whole.

It is recommended that the District Assembly should collaborate with the traditional authorities in the various communities to organize markets in the day time. Markets should be made to start operation in the afternoon and close at 6:00pm. The traditional authorities should monitor the closure of markets and ensure that everybody lives the market.

The District Assembly should formulate by-laws to ensure that the practice of 'deck' which is a recent practice in the district is banned. The District Assembly should liaise with the traditional authorities and the unit committees to ensure that this recent development ceases to exist. Measures should also be put in place to ensure that offenders are made to face the law for other to learn lesson

As a way of increasing access to the girl-child education, parents and guardian should be educated and be reminded of their primary responsibility in caring for and ensuring that their children especially the girl-child obtain minimum formal education

The local government in collaboration with the central government should put in place policies to ensure that the practice of early marriages in the district is banned. Since earlymarriages affect girl child education, banning it will enhance school enrolment and pupil's retention in schools. The local government in collaboration with the traditional authorities should ensure that the people comply with the ruling for the development of the girl child as well as the district as a whole

.

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

It is also recommended that child betrothal in the district be banned to promote girl child education. The local government in collaboration with the traditional authorities should prevent the issue of child betrothal. Seminars should be organized in the various communities to educate the people on the demerits of the cultural practices and the need to ban its practice in the district.

In order to improve upon school attendance and enrolment in the district, it is recommended that the District Assembly collaborates with the Ghana Education Service (GES)to form pupil's school attendance monitoring team in each community. These teams should composed of three to four people and charge with the responsibility of ensuring that every school child goes to school from Monday to Friday.

The Ghana Education Service (GES) should endeavour to provide the basic stationery such as exercise books, pens, pencils, erasers and sharpeners to basic school pupils in the district. This can be achieved by establishing a Child Development Fund (CDF) where each household in the district is made to contribute to the fund. The CDF can then be used to provide the basic school stationery to the pupils.

Nongovernmental organizations should encourage government to act by undertaking national advocacy campaigns to change the cultural practices related to VAGS and advocate for the enactment and enforcement of school VAGS prevention programmes, legislation and policies.

Offenders of traditional harmful practices such as FGM should be prosecuted to serve as a deterrent, as it stands now there have not been many prosecutions.

The government needs to provide policy leadership and guide the development and implementation of strong policies and procedures at every level of the school system to address the cultural practices that affect girl child education. Such efforts should include programs to prevent violence and programs to support victims. Programs must engage all stakeholders in order to promote an overall enabling environment. These stakeholders should include school administrators, teachers, other school staff, parents, students, the police, child protection agencies, other government offices, and relevant NGOs.

Finally, it is recommended that GES should make school attendance in the district compulsory to all basic school pupils.GES should set standards with regards to the excuses of absenteesto ensure that reasonable excuses are differentiated from unreasonable excuses. Punishments can the be meted out to those who absent themselves with excuses that does not comply to the standards set.

5.4 Conclusion

Education is an essential tool to national development. Improving the educational status of the citizenry through the girl child education presents enormous potentials for wealth creation and reducing poverty. It is therefore an undeniable fact that local institutions serve as valuable actors for girl child education, thus promoting education as a whole in the country. Local institutions in their bid to improve upon the girl child education encounter challenges which hamper their efforts. Thus, the recommendations made in this study should be taken into consideration by policy makers in order to spearhead the activities of these local actors in girl child education. Policies should be geared towards reducing challenges hindering local institutions which are into girl child education through enhancing accessibility and promoting effective means of transportation and providing a pooling mechanism for resource mobilization. Girl child education should be the course for all Ghanaians.
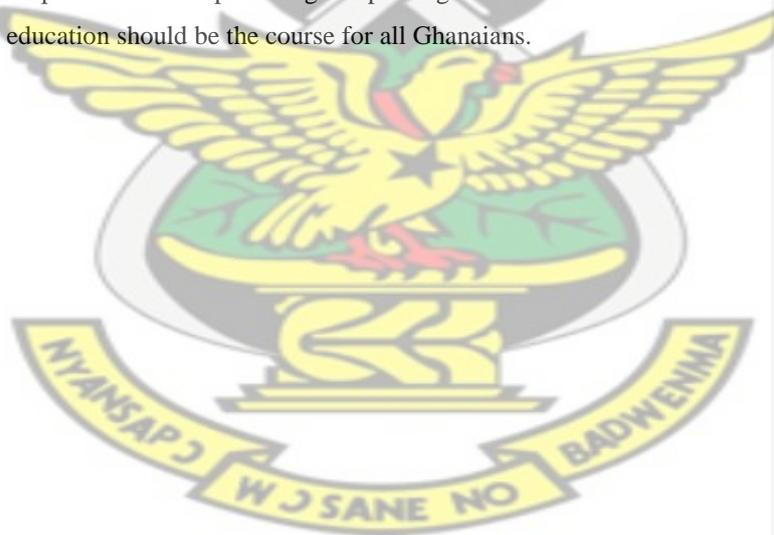
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APPENDIX 1

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECNOLOGY

COLLEGE OF ARCHITECTURE AND PLANNING

DEPARTMENT OF PLANNING

USING EDUCATION AS A TOOL FOR GIRL CHILD EMPOWERMENT

This research instrument is designed to solicit for empirical data for the conduct of academic exercise on the above mentioned topic for the award of MSc degree in Development Policy and Planning, KNUST. Your support and cooperation is very much anticipated as information given will be treated with complete secrecy.

PUPILS IN BASIC SCHOOLS

    a. Name of the Respondent…………………………………………

    b. School and community………………………………………........................

    c. Questionnaire Number……………………………..Position in School……

    d. Date……………………………..

    A. Socioeconomic Characteristics of the Respondents

1. Age of Respondent

    a. 10-15[ ]   b. 16-20 [ ]   c. 21-26 [ ]

  2. Sex of Respondent   a. Male [ ]   b. Female [ ]

3.   Level of education of Respondent   a. Primary [ ] b. JHS [ ]

  4. Class……………………………

  5. Household size of the Respondent (Number)

a.5-10 [ ]   b. 11-15 [ ]   c 16-20 [ ]

  6. Level of formal education of Parents

  a. None [ ]   b. Primary [ ] c. JHS [ ] d. SHS [ ] e. if other specify

7. Occupation of mother   a. Farming [ ] b. trading [ ]   c. other specify

8. Occupation of father.   a. farming [ ] . b. trading [ ] . c. other specify [ ]

DISTANCE TO SCHOOL

9. What time do you come to school?a between 7:00   b. between 8:00   c. 9 :00 and above

10. Do you stay around the school? (a) Yes [ ] (b) No [ ]

11. If no, where do you stay?

    a.   1-2 km [ ]   b. 3- 4 km [ ]   c. 5 & above km [ ]

13. Does the distance affect your school attendance? (a) Yes [ ] (b) No [ ]

14. If yes what do you think can be done to address the issue?

a. Provision of means of transport.   b. putting up schools around our communities. c. other specify

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Part A

Enrolment and dropout rate pattern between boys and girls.

Head Teacher

Name of Respondent…………………………………………..

a. School and Community…………………………………..
b. Name of interviewer…………………………………………
c. Questionnaire Number……………………………………. d. Date…………………
A. Socioeconomic Characteristics of the Respondents

1 Age of respondent.   a. 25- 30 [ ]   b. 31-35 [ ]   c.36-40   d.40 & above [ ]

2. Sex of Respondent   a. male [ ]   b. Female [ ]

3. What is the total gross enrolment for the past five years?

4. What are the percentage changes for the different years?

5. What are the total difference of enrolment between boys and girls for the various years?

6. (a) Are there some dropout cases for the years? a. Yes   b. No

If yes, what are the differences between boys and girls?

     If no what accounted for that?

7. (a) Are there reasons that accounted for the differences in the dropout rate?

(i) Yes   (ii) no

8. If yes, what are those reasons?

………………………………………………………….

9.If no explain……………………………………………………

Part B

Performance and dropout rate among Girls

Head Teacher

1 How many teachers are in your school?--------------------------------------

2 How many pupils are in the school?

3. What is the gender breakdown? Male-------------- Female--------------------

4. What is the level of community contribution towards the development of the school?

Very Good	Good	Bad	Very Bad

Please provide details.

5. What is the enrolment (2010/2011) level of the school? (Please kindly provide this information by class)
6. How do you assess the level of children attendance to school? (please check the one that applies)

	Very Good	Good	Bad	Very Bad
Boys				
Girls				

Please provide details

7. Are the role models in the community? a. yes.   b. no

7.   Is there girls' club in the school? a. yes b. no

If yes which of the following activities were undertaken?

1. Mentor camp	2.Role model Talks	3.Clean up exercises	Excursions	Other (specify)

8. What is the view of the community toward girls' education?

……………………………………………………………….

9. What has been the major achievement of education in your school?

…………………………………………………………………….

10. How did this achievement come about?

………………………………………………………………

11. How has been the performance of the school academically in the last 2 years? Provide details.

12. Do teachers use gender sensitive teaching and learning materials (TLMS) in the school?   a. yes   b. no

13. If Yes/No, why? Explain15.

14. Do GES officials visit your school? a. yes   b. no. (If yes, state at least two officials and what they do on such visits)

………………………………………………………………………….

………………………………………………………………………

If No to Question 14, explain…………………………

15. What are some of the challenges you face as a head teacher?

16. How is the school managed? a. by head teacher only b. head teacher and teachers c. head teacher/SMC/PTA
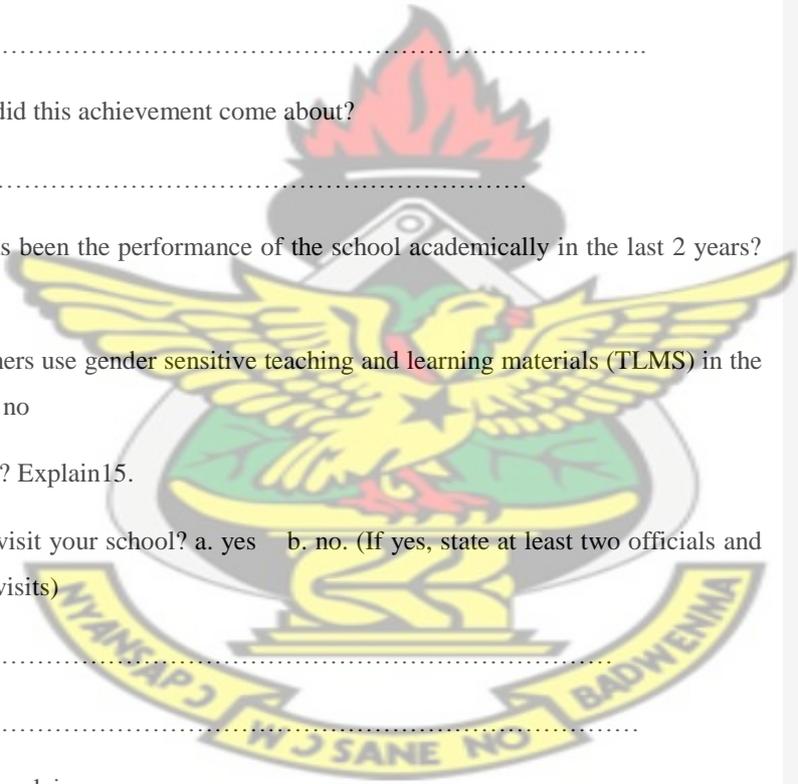
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Using Education as a Tool for Girl Child Empowerment

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TEACHERS IN THE BASIC SCHOOLS

INTRODUCTION

Name of the Respondent……………………………

a. School and Community …………………………….

b. Name of interviewer…………………………………..

c. Questionnaire Number…………………………………

A. Information on the Socioeconomic Characteristics of Respondents

1. Age of Respondents

a. 20-29 [ ]   b. 30-39 [ ]   c. 40-49 [ ]   d. 50yrs & above [ ]

2. Sex of Respondents   a. Male [ ]. b. Female [ ]

3. Professional Qualification Teachers

a. Trained Teacher [ ] Untrained Teacher   [ ]   c. Youth Employment [ ]

d. others

B. Information on reasons why parents keeps their girl child out of school

4 Do parents visit their children in school? (a) Yes (b) No

5. (i) If yes which category of parents? (a) Educated (b) Uneducated

(ii) If no, why? ………………………….

6. Do parents keep their children out of school? (a)Yes (b) No

7. (i) If yes which group of children are the most affected?

(a)Male (b) Female`

(ii) If No why? ……………………………

.8. What are some of the reasons that account for parents keeping their children out of school? (a) Help in farming (b) help to trade (c) care for siblings (d) other specify

9. In your view what can be done to address the situation?

………………………………………………………………….

…………………………………………………………………

………………………………………………………………….

Distance from School

10. What times do the pupils come to school?

11. Do most of the pupils stay around the school? (a) Yes [ ] (b) No [ ]

12. If no, where do they stay?

13 Does the distance affect the pupils' school attendance? (a) Yes [ ] (b) No [ ]

14. If yes what do you think can be done to address the issue?

Thank You.
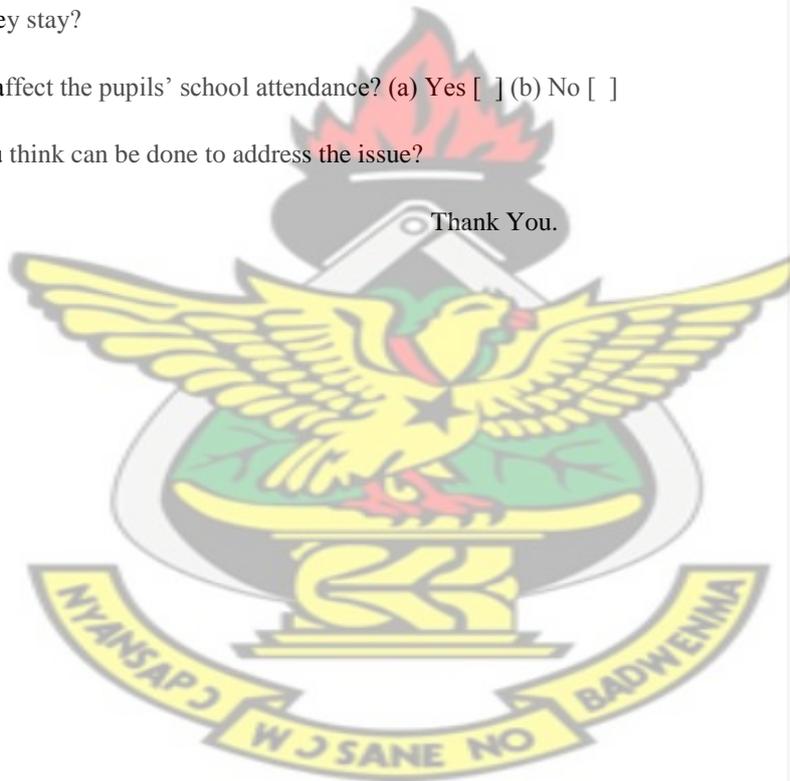
KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECNOLOGY

COLLEGE OF ARCHITECTURE AND PLANNING

DEPARTMENT OF PLANNING

Using Education as a Tool for Girl Child Empowerment

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PARENTS INTERVIEW GUIDE

1 How many children do you have?

2 How many are boys and how many are girls?

3 Are all the children in school?

4. What is the level of absenteesm? Who is affected most? Boys or girls?

5. Do you agree that the girl child should not have access to education as the boys?

5. If you do agree what are your reasons?

6. Are there reasons you think the girl should not be educated?

7 Are there some benefits that you derive when your girls are out of school?

8 Do you think the girls also benefit from not being in school?

9. Do you think their being out of school can affect them ?

10. Do you think when the girls are not better educated they can contribute to the development process of the area? (a) Yes (b) No

11. If you think so, what can they contribute?

11. Does the community also have an impact on the education of the girl child? (a) Yes (b) No

12. If yes what are the impacts

Thank You?

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INTERVIEW GUIDE FOR THE DISTRICT EDUCATION OFFICE (DIRECTOR)

1. What is the vision of the district as far as education is concerned?
2. What is the level of involvement of the district in the management of the schools at the community level?
3. How often do officials visit the schools and what are some of the issues you discuss during school visits?
4. What has been the major achievement of education in your district?
5. What are the major challenges of education in your district?

How do you intend to overcome these challenges?
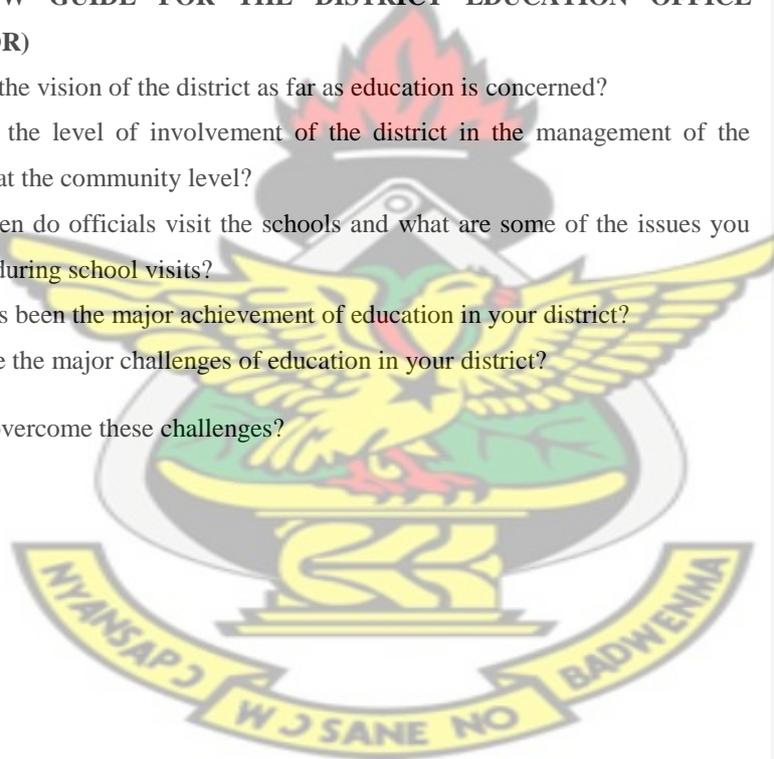
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INSTITUTIONAL SURVEY   INTERVIEW GUIDE

1. Date……………………
2. What department/organization/institution do you represent?
   …………………………………………………………..
3. Do you think girl-child education is a serious issue in the district?
   (a) Yes   (b) No

   3. If yes what are there?

If No, why?   ………………………………………………………………

   4. Do you think current curriculum and learning support materials in primary and JHS schools are gender sensitive and do not depict gender stereotypes?

   a. Yes   b. No   c .I don't know

   5. What measures has your department/organization/institution put in place to protect girls in schools?

   6. How successful do you think your department/organization/institution has been at protecting girls against violence in school?
   ……………………………………………………………………………………
   ….

   7. How does your organization/department/institution contribute to the eradication of cultural practices – such as child marriage – that effect girls' school attendance?
   ……………………………………………………………………………….

8. What support do you offer the girl-child?

………………………………………………………

9. What are the challenges confronting your operations?

10. How is your organization/department/institution helping to facilitate the reentry of pregnant and violated girls into schools?

………………………………………………………….

…………………………………………………………..

11. How does your organization/department/institution contribute to raising awareness in the district on girl- child education and the importance of anti-discrimination?

………………………………………………………………………

12. If an instance of Violence Against Girls in School (VAGS) is reported to your organization/department/institution, what is the procedure for dealing with the report?

………………………………………………………………………………..

13. How does your organization/department/institution help provide for and protect girls with special needs? Girls with special needs include girls with disabilities, orphans, internally displaced girls, pregnant girls and teenage mothers.

………………………………………………………………………

14. Does your organization/department/institution provide teacher training to help prevent gender stereotyping? (a) Yes   (b) No   (c) I don't know

15. How does your organization/department/institution help heighten teachers' commitment to protecting girls against violence?

………………………………………………………………..

16. Does your organization/department/institution have any powers of investigation?

(a) Yes   (b) No   17. If you answered no, could you make suggestions as to how could be done to protect girls more effectively?

………………………………………………………………………

18. Who is your department/organization/institution accountable to?

Thank You