

**THE IMPACT OF GENDER DISCRIMINATION ON WOMEN'S ACCESS TO EDUCATION IN  
AWORANGA VILLAGE PUTUDA PARISH GULU CITY NORTHERN UGANDA**

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## **ABSTRACT.**

Gender discrimination is so far a wide spread problem of disparity affecting many regions worldwide and its particularity in rural areas. This issue is pervasive in northern Uganda which experienced LRA wars and their villages were affected. Therefore this research is conducted in Aworanga village, Patuda parish in Gulu City which has a record of post conflict and gender discrimination in girls' access to education. This research study is to create awareness among the people of Aworanga village about the negative effects of gender discrimination and awaken them to the growing world where equality is for all but not dictated by culture and their collective efforts will help achieve such. The study used Quantitative and qualitative methods to collect data so as to find out the different disparities in primary school enrollment rates of girls compared to boys, and disparities like cultural social norms, preference for educating boys with the limited resources due to economic constraints, limited school facility, girl child labor to contribute in the family income, safety concerns and limited school facilities for girls were noted as from the results of questionnaires filled by 35 respondents. These affected girls' access to education and so resulted to high dropout rates, low enrollment and academic performance of girls, low class attendance, loss of self-esteems and confidence, trauma caused by sexual harassment and conflicts, early marriages and pregnancies and hence low employment in the job market because of low education attainment level. However, various strategies have been concluded that policies on human rights should be reformed, stricter laws enforced against abusers, encourage community engagement and participation and provision of scholarship and financial help by the government through partnership with NGOs who can create awareness and advocate for girl child equal education to combat primitive cultural beliefs and practices, this will reduce gender discrimination on women's access to education.

**DECLARATION.**

I AROMORACH WINIFRED hereby declare that work presented here is my original work and has never been presented to any learning institution by anyone for the award of degree, diploma or any other academic purpose as to the best of my knowledge.

Signed: AROMORACH WINIFRED

Date: 03/09/2024

**AROMORACH WINIFRED**

## APPROVAL

This dissertation **Impact of gender discrimination on women's access to education in Aworango village Putuda parish, Gulu city, northern Uganda** has been completed by AROMORACH WINIFRED registration number S21B56/073 under my supervision and is now ready for submission to the school of social sciences with my approval for the award of Bachelors of Governance and International Relations at Uganda Christian University.

Signed.....  ..... Date..... 20<sup>th</sup> sept. 2024 .....

**ELLEN ASHIMWE KASOMA**

**Supervisor**

## **DEDICATION.**

I dedicate this work to my lovely family, especially daddy Robert and mummy Rose, my siblings and close friends who have been financially, mentally, physically, emotionally understanding, and supportive throughout my education till now. May God bless you.

## **ACKNOWLEDGEMENT.**

I thank God almighty who protected me through out and made this possible for me to complete this research work. In a special way, I give back all thanks to Him for His knowledge, determination, wisdom and courage he granted me in my studies and research which I have never taken for granted.

I appreciate my parents so much for their financial support towards my education which has not been easy and also to my close friends who were there for me in every step supporting in every possible way they could ; they together with my parents believed in me and patiently waited on me to thrive through their encouragement and sincere prayers.

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# **LIST OF ABBREVIATIONS**

UCU: Uganda Christian University

NGOs: Non-Governmental Organizations

UNDP: United Nations Development Programs

SDGs: Sustainable Development Goals

GBV: Gender Based Violence

WB: World Bank

WHO: World Health Organization

UNICEF: United Nations Children's Funds

UNHRC: United Nations Human Right's Commission

CSOs: Civil Society Organizations

UNESCO: United Nations Educational, Scientific and Cultural Organization

UN WOMEN: United Nations Women

HEC: High Education Commission

CCTs: Cash Conditional Transfers

NBS: Need Based Scholarships

# CHAPTER ONE

This study focus on “the impact of gender discrimination on women’s access to education” in Aworanga village, Patuda parish in Gulu city , Northern Uganda and so this chapter presents the background of the study, problem statement, objectives of the study, research questions, scope, justification, significance and conceptual framework of the study.

## 1.0 INTRODUCTION

The attempt in understanding the various barriers to women's education, this research mainly focuses on the impact of gender discrimination on women's access to education in the area of study Aworanga, Patuda parish, Gulu city, Northern Uganda. Gender discrimination is a pervasive issue worldwide which is evident in various forms and hugely influences educational opportunities for women (UN Women, 2021). According to World Health Organization (WHO), “gender refers to the socially constructed characteristics of women, girls, boys and men”. (A Lindquist, MG Sendén, EA Renström - Psychology & sexuality, 2021 - Taylor & Francis).

This study aims to explore how gender-based disadvantages and societal norms in Aworanga village contribute to the disparities in educational access between genders (World Bank, 2018). Aworanga village, a community within Gulu city, presents a unique case for examining the interplay between gender discrimination and educational access. Historically, the region has faced many setbacks, including the LRA conflicts that caused so many socio-economic disruptions (UNDP, 2019), which have further entrenched gender inequalities (UNESCO, 2020). These setbacks have resulted in a complex environment where traditional gender roles and expectations greatly impact women's educational pursuits (Human Rights Watch, 2017). The value of addressing gender discrimination in education cannot be overstated. Education besides being a fundamental human right (United Nations, 2024), it is another crucial determinant of personal and societal development and contribution (UNICEF, 2019). For women, access to education is linked to improved health benefits, economic empowerment, and participation in decision making processes (WHO, 2020). Therefore, understanding and addressing the barriers to women's education in Aworanga village is essential for promoting gender balance and fostering sustainable development in the region (Sustainable Development Goals, 2024). This research aims at utilizing a “mixed-methods approach(national institutes of health, 2024) that is combining quantitative data analysis with qualitative insights from interviews and focus groups” (Creswell & Creswell, 2017), to comprehensively assess the extent and impacts of gender discrimination on women's access to education in Aworanga village. By shedding light on this critical issue, the study will then contribute to the formulation of targeted interventions and policies that can bridge the gender gap in education and pave the way for a more equitable and prosperous society.

## 1.1 BACKGROUND OF THE STUDY

Education is globally recognized as a fundamental human right (Mayer, 2020), according to United Nations, and a key driver of personal and societal development and contributions (UNESCO, 2020). It empowers individuals, promotes economic growth, and contributes greatly

to social cohesion (World Bank, 2018). However, despite significant progress in increasing access to education globally (UNICEF, 2019), gender disparities has become persistent, especially in developing regions (UN Women, 2021). According to World Health Organization (WHO), “gender refers to the socially constructed characteristics of women, girls, boys and men”. For example girls are identified with their sex of being female and work like cooking, breast feeding, and childbirth whereas boys are identified as male and mainly play roles such as bread winning, heads of families and providers of the house hold. (Anna Lindqvist, 2021).

Gender discrimination refers to the “unequal and unfair treatment of an individual based on their gender but not necessarily in a sexual nature”. (D Monk, M del Guadalupe Davidson... - ... of Education, 2021 - oxfordre.com). There are numerous forms of gender discrimination such as job segregation, unequal wages, sexual harassment, gender based violence and educational limitations. (Unicef, 2014) Gender-based Violence is an umbrella term for “any harmful act that is perpetrated against a person’s will, and that is based on socially ascribed (gender) differences between males and females”. (D Monk, M del Guadalupe Davidson... - ... of Education, 2021 - oxfordre.com). This can be in the forms of physical,sexual,psychological, and economic violence.

Women and girls continue to face various barriers to education, ranging from cultural norms and economic constraints to safety concerns and inadequate infrastructure (Human Rights Watch, 2017). Cultural Norms refers to sets of behaviors and beliefs shared by group of people or members of a specific society. (KL Tonso - Journal of Engineering Education, 1996 - Wiley Online Library). They are learnt and reinforced while growing up in society and are influenced by parents, guardians, friends, teachers, and social interactions but they are different in every country, tribe and community. These norms and practices include food taboos, dressing styles, believe in male superiority, female genital mutilation for some tribes in Uganda. these believes and difference mainly affect women since most culture tend to look at women as weak and so they are denied a lot of opportunities especially in education.

In Uganda, and more specifically in Gulu district, these challenges are compounded by the aftermath of prolonged LRA conflicts that have greatly disrupted social structures and exacerbated existing inequalities (UNDP, 2019).Aworanga village, located within Gulu city, is like a specimen for examining these dynamics. The village, like many others in the region, is characterized by traditional gender roles that often prioritize boys’ education over girls (Sustainable Development Goals, 2024). This is compounded by economic hardships, where families struggling to make ends meet may choose to invest in the education of male children, perceived as future breadwinners, at the expense of female children. (Jeylan T. Mortimer, 2014).

Moreover, the legacy of conflict has left deep scars on the community of Aworanga, affecting the physical and psychological well-being of its members. Schools in the area often lack the

resources to provide a safe and supportive learning environment, particularly for girls who may face additional risks such as gender-based violence (Ending violence in school, 2022), these girls are mistreated, and beaten in their various homes (WHO, 2020). The psychological impact of past traumas can also hinder girls' capacity to actively participate in educational activities like those girls who witnessed the LRA rebel wars and abductions. This war was witnessed for a long period between the years 1986-2006 in which people lost properties, lives and were separated from their relatives.

The significance of this study lies in its focus on Aworanga village, a setting that encapsulates the interplay between post-conflict recovery, socio-economic challenges, and deeply ingrained cultural norms. By examining the specific barriers to women's education but mainly primary level of education in this context, the research aims to contribute to a deeper understanding of the multifaceted nature of gender discrimination in education. Furthermore, the findings of this study have the potential to inform targeted interventions and policies that can address the unique challenges faced by girls in Aworanga village and similar contexts. In doing so, this research seeks to contribute to the broader goal of achieving gender equality in education (Sustainable Development Goals, 2024), a critical step towards empowering women and fostering sustainable development in post-conflict societies.

## **1.2 PROBLEM STATEMENT**

The issue of gender discrimination in education is a persistent challenge that has far-reaching implications for individuals and societies alike (Akinwale, 2023), UN Women, 2021). In the setting of Aworanga village, Gulu district, this problem takes on unique dimensions due to the influence of cultural norms, economic constraints, and the lingering effects of armed conflicts (UNDP, 2019). Despite education being a fundamental human right (United Nations, 2024) and a key driver of development (World Bank, 2018), generally girls in this community face significant barriers that affects and limits their access to and participation in educational opportunities.

Aworanga village continues to lack equal access to education for women since they are limited to attend good schools and education opportunities in class. This might be because education favor the male gender compared to the female and it's because of gender norms, economic hardships and also large number of male politicians or leaders which makes it hard to report cases of gender discrimination which limits girls' access to education. The female gender face problems of being limited from accessing education when they are physically, emotionally and socially abused at schools and not valued but belittled in society. Addressing the problem of limited access to education will empowerment women in Aworanga and bring about equality in education access to all. This can only be achieve if we know the factors contributing to primary school enrollment rates, how the different discriminatory practices impact education and which interventions and policies can be used to handle such.

In Aworanga village, gender discrimination affects girls' education through the cultural beliefs that favor boys' education over girls (Sustainable Development Goals, 2024), leading to boys getting more resources for school while girls are expected to handle domestic duties, limiting their time for education (Human Rights Watch, 2017). Economic difficulties from Past LRA conflict might even make it harder for families to afford school fees, and girls often suffer more due to these financial constraints (UNDP, 2019). Schools are poorly equipped and cannot be safe with girls facing violence, harassments and merciless beatings from their fellow students who are boys for being better than them in class (WHO, 2020). Additionally, the lack of economic opportunities for women in the region reinforces the perception that investing in girls' education yields lower returns, perpetuating the cycle of gender discrimination (World Bank, 2018). Moreover, the psychological trauma from the conflict affects their ability to learn (UNICEF, 2019). This is because during the war many were abducted and while in the bush they saw a lot of killing, rape and also some of their relatives were killed in front of them, this affected them psychologically. All these gives their male counter parts an upper hand in accessing education.

The persistence of these barriers to women's education in Aworanga village raises critical questions about the effectiveness of the good government with their existing policies and interventions aimed at promoting gender equality in education (Sustainable Development Goals, 2024). There is a pressing need to understand the specific challenges faced by women and girls in this context and to develop targeted strategies that address the root causes of gender discrimination. Addressing this issue is not only crucial for the empowerment of women and girls but also for the overall development and well-being of the community.

### **1.3 MAIN OBJECTIVE:**

To investigate the impact of gender discrimination on women's access to education in Aworanga village, Patuda parish in Gulu city.

#### **1.3.1 Specific Objectives:**

- To identify gender disparities in primary school enrollment rates of girls compared to boys in Aworanga village.
- Investigate the different impacts of discriminatory practices that hinder girls' access to education.
- To recommend some strategies for equality in line with girls' access to education in Aworanga village, Patuda parish.

#### **1.3.2 Research questions**

- What factors contribute to the primary school enrollment disparities rates between girls and boys in Aworanga village schools?

- How do the different discriminatory practices impact girls' access to education in Aworanga village?
- What effective interventions or policy changes can promote gender equality in education within the community?

## **1.4 SCOPE**

The scope of this study is focused on examining the impact of gender discrimination on women's access to education in Aworanga village, located in Gulu city, northern Uganda.

### **1.4.1 Time scope**

The study will be conducted focusing within the years after the LRA wars which began in 1986-2006. And therefore, the research will be based on the period within 2007-2020. This is because, it is the post conflict period where schools were reopened and businesses went back on ground. And also reconstruction programs kicked off and a lot of help came in for Uganda to recover from the war.

## **1.5 JUSTIFICATION**

The topic and the focus on Aworanga village, Gulu city, have been selected for this study because of the alarming notable number of gender discrimination cases reported on women's access to education, distinguishing it from other districts (UN Women, 2021).

This research is crucially aligned with the United Nations Sustainable Development Goals, which advocate for gender equality in education and so it can be used to create awareness and sensitize on gender discrimination by different intergovernmental organizations, NGOs and various public authorities.

## **1.6 SIGNIFICANCE**

The significance of this study lies in its comprehensive approach to understanding and addressing gender discrimination in education within Aworanga village, Gulu city.

By assessing gender disparities in enrollment and analyzing discriminatory practices, this research promises to contribute significantly to community development.

It aims to empower women and girls by identifying barriers such as early marriage, gender-based violence, and unequal resource allocation and informing them about their rights leading to enhanced social and economic development.

The study's findings are poised to give critical insights for policymakers and stakeholders in the education sector, it will inform the formulation of policies and programs that advocate for gender equality in education.

This research will enrich academic discourse on gender discrimination in education, especially in post-conflict settings, providing a valuable reference for future studies in similar contexts.

Ultimately, the research is to underscore the importance of gender equality in education and lay a foundation for advocacy efforts aimed at promoting educational opportunities for girls, aligning with global initiatives to achieve sustainable development goals.

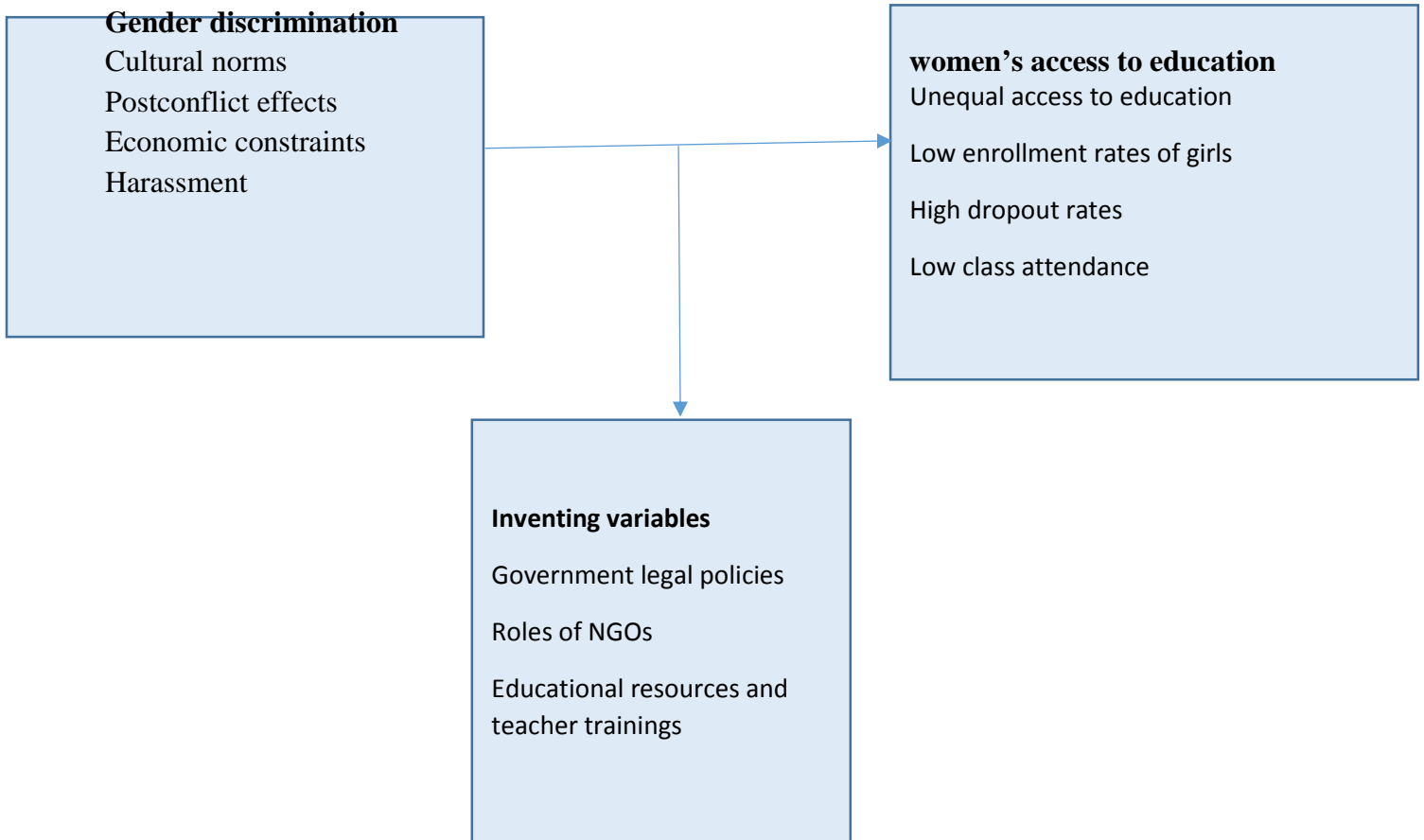
### 1.7 THEORETICAL FRAMEWORK

The theoretical framework for this study is anchored in Social Role Theory and Human Capital Theory, which collectively offer a robust lens for examining gender discrimination in education within Aworanga village, Gulu city. Social Role Theory, as proposed by Alice H. Eagly in the 1980s, provides insight into how gender roles, which are socially constructed expectations of the community for example caretaking and motherhood for women and breadwinning for men, shape behaviors and opportunities. This theory is crucial for understanding the cultural and societal norms that contribute to gender discrimination in education in Patuda village.

Concurrently, Human Capital Theory, as discussed by Woodhall (1997), views education as a strategic investment in human capital that yields economic and social benefits. This theory will investigate the economic barriers impeding girls' education and assess how limited educational opportunities affect women's empowerment and community development.

### 1.8 CONCEPTUAL FRAMWORK

**Independent variable**   **Dependent variable**



In this study, "women's access to education" serves as the dependent variable, representing the outcome influenced by gender discrimination practices. "Gender discrimination" is identified as the independent variable, being the factor believed to impact women's access to education. By integrating these theories, the research aims to dissect both cultural-social and economic dimensions of gender discrimination in education, aligning with the objectives of identifying specific barriers, enrollment rates of girls in schools, informing policy-making, filling knowledge gaps, and proposing community-specific strategies for educational equity.

The various types of gender discrimination like social norms, economic barriers, harassments and rape has affected women's access to education in resulting to low attendance in class because most girls are believe to take care of their homes, so they devote most of their time doing house shores to provide for their families leaving little time to bein class studying. High dropouts coupled with harassment from male class mates or even male teachers at school forced many girls to leave schools and also most girls dropped out of school due to forced marriages since the families believe their dowry is source of income and because there is limited employment for girls , the parents see this as a waste of money to train them in schools, and low enrolment rates in which most opportunities is given to boys because of the constraints in finance and so the families tend to train boys with the limited resources leaving girls at a disadvantage affecting their access to education.

With all these discrimination forms that affects women's access to education, there are other inventing variables that influence women's access to education like the governments and their policies, the various NGOs with their advocacy and awareness roles which influence the decisions of authorities and the community at large in the different regions and villages where their work might show some kind of unfairness through their projects.

# CHAPTER TWO

## 2.0 LITERATURE REVIEW

The impact of gender discrimination on women's access to education has been a subject of extensive research in various contexts. Gender discrimination is a condition in which someone experiences unequal and unfair treatment based on their gender identity. According to the "United Nations and UNESCO, "around the world, women still have less access to education than men". (Judith Shabaya, 2004). Statistics shows that about 25% of young women between the ages of 14-24 years do not finish primary education. That group makes up to more than the 40% and above of the people not completing that level of the basic education. Over 66.7% of women make up the big numbers of the illiterate people in the world. When girls are not educated on the same level as boys, it is a huge effect on their future and the kind of opportunities they will get. (Gene B Spreling, 2015)

The **WHO** defines gender as "the characteristic of women, men, girls and boys that are socially constructed and gender norms as behaviors and roles associated with being male or female, men, women, girls and boys."(WHO 2021 gender and health) However, the Canadian institutes of health research provide a more detailed definition as "gender refers to the socially constructed roles, behaviors, expressions and identities of girls, women, men, boys and gender diverse people"(Research, 2023).

Gender discrimination in education is one of the major baseline causes of gender inequality globally. Without acquiring good education, individuals are severely limited when it comes to job opportunities. The consequences fan out from there, making a person more vulnerable to poverty, violence, human trafficking, poor health services, and more.(Human Rights Careers 2024) Globally, the girls are a target of discrimination. What's happened recently in Afghanistan is a prime example. "From 1996-2001, the Taliban did not let girl's study. In August 2021, the Taliban regained control in the region and began restricting girls from school once again (council onForeign Relations, 2023). At first, the militant fundamentalist group said it would let girls attend secondary school, but in 2022, they broke their promise. Girls had already shown up to their classrooms only to be turned away. The Taliban's excuse? They were trying to decide on a school uniform. This is significant because back in 1996-2001, the Taliban didn't technically outlaw education for girls. They kept saying school closures were temporary and that as soon as things were sorted out, girls could come back. That never happened. Now, people fear the same situation is unfolding today"(Barakzai, 2023). There have also been restrictions at the university level. For instance, at Nangarhar University, girls are only allowed to choose from seven of the 13 faculties. They are not allowed to take subjects like engineering, economics, agriculture, veterinary medicine, and journalism. This is blatant gender discrimination". According to humanrightscarer.com.(Human Rights Careers 2024).

This literature review explores the different themes: gender disparities in enrollment, discriminatory practices, and strategies for equality.

## 2.1 Gender Disparities in Enrollment

### **Enrollment Rates of primary school children.**

Despite global efforts, inequality continues to exist between boys and girls in school enrollment. UNESCO data (UNESCO, in the 2000s) reveals that primary school-aged girls in some regions face higher rates of being out of school. A child's gender plays a role in their access and continuous school attendance (Stephanie Psaki, 2022), there are still gaps between girls' and boys' school enrollment at all levels of education (UNESCO, 2019, World Bank, 2016). "A bigger portion of female children (50.90%) compared to male children (49.10%) did have a chance to enroll in school, whereas more males (55.90%) compare to females (44.10%) dropped out. But there are more female-headed households for children who were never enrolled (58.60%), and (52.80%) dropped out after when they were enrolled and only a few were enrolled in school (55.30%) compared to male-headed households". (CB Kuno, S Hein, L Frankel, HJ Kim - International Journal of Educational ..., 2021 - Elsevier) Understanding the multifaceted factors contributing to these disparities is essential for targeted interventions. We find that some girls can be enrolled in primary schools but eventually dropout due to some negativities towards their education. "Over the past 25 years, girls' enrollment rates in primary and secondary education have almost doubled in low-income countries". However, the gender gap in primary enrollment still exists, although it has been bisected. In low-income countries, girls' primary school enrollment is over 70%, compared to the global average of above 85%. Secondary school enrollment for girls is only 31%, compared to the global average of 66%.

### **Legal Protections**

Legal frameworks play a pivotal role in safeguarding girls' right to education during pregnancy and parenting. While some countries explicitly protect this right, others lack such provisions. Uganda should critically assess its legal landscape to ensure explicit protection for pregnant and parenting girls (Human Rights Careers, 2021).

According to UNESCO, globally, "1/50 countries restrict the right to education of married, pregnant and parenting teenage girls in their legal framework. The restrictions could either prohibit them from attending school or sitting an exam, limiting them to attend adult or evening classes, or separating them from their peers and isolating them for fear that they would 'influence' other students".

Research reveals that when pregnant and parenting girls' constitutional right to an education is curtailed, particularly at the upper elementary and secondary level, school-age girls are significantly more likely to be absent from school. It also conforms to the overall trend, with a higher number of adolescents dropping out of school in the upper secondary level and a majority of female dropouts in primary five since this level is when adolescent manifest most. "33% of nations have laws that specifically safeguard females' right to an education in the event of pregnancy, however 62% of those do not". These laws can be quite protective and complete.

While in 2019, 5-9 countries were restricting the right to education of pregnant, parenting and married girls in their legislation, four countries in the African region have put an end to such ban, therefore leaving again four countries with an explicit ban. (morfin, 2022), UNESCO 2023).

## **2.2 Discriminatory Practices with its impacts**

### **Cultural Norms and social norms**

Gender discrimination is heavily influenced by cultural norms. For example, early marriage throws off girls' educational plans. Local traditions and customs around the world prevent girls from attending school. Advocacy initiatives and community discussions can question detrimental norms.

Research has demonstrated that social and cultural norms have a big impact on how gender differences in education are shaped. Girls' enrolment rates are lower because of traditional gender norms that promote boys' education over girls' (C Amone, AJ Okwir, D Akot - Prim Research on Education (PRE), 2013 - researchgate.net). In primary leaving examinations, girls do lower than boys, and female students are more likely than boys to drop out of school. This is a result of harmful cultural norms and beliefs that have an influence on the education of girls, such as the idea that girls should marry while still virgins in order to receive a larger dowry and that they should be sources of money and replacements for their deceased married sisters. All of this results in poor focus, retention, and academic performance, which raises the dropout rates for female students. Many of these girls go on to marry young or become unintentionally pregnant. (Mehranpour, S., and Hosseini, F. -.. 2024's Advances in Education - paradigmppress.org)emphasizes that preconceptions and cultural expectations might deter girls from seeking higher education, particularly in STEM (science, technology, engineering, and math) sectors. Even with great progress made in the direction of gender equality, the lingering effects of conventional social and cultural norms continue to shape Iranian women's educational aspirations and professional decisions, especially in historically male-dominated areas.

### **Gender-Based Violence**

Gender-based violence (GBV) is when someone is abused or victimized due to their gender identity. It damages the body physically, psychologically, emotionally, or sexually. (NJ Dlamini, journals.sagepub.com - Critical Sociology, 2021). Of all the countries in the world, 29% do not have laws protecting students from violence in schools, and some of those allow physical punishment. Girls are particularly affected by violence in educational institutions. Such aggression, whether it be verbal, physical, or psychological, interferes with their ability to learn. (Akhero - 2023 - nmbu.brage.unit.no) talks on the extra expenses related to females' education, like hygienic facilities and safety worries, which can further discourage parents from sending their daughters to school as the daughters always tells them about being beaten at school by boys because of being better than them in class and mocked through sexual jokes which affects their self-esteem.

The unfavorable educational atmosphere for girls, which includes peer pressure, teacher-student relationships (including defilement and rape), and little support for girls impact girls education. “Research conducted in 55 developing nations shows that, irrespective of household wealth or geography, females are more likely than boys to drop out of school at a younger age in primary school. Women make up over two thirds of the 775 million illiterate individuals worldwide. In developing nations, there are 98 women in tertiary education for every 100 men. In higher education, there are notable disparities both in terms of study areas and overall distribution; women are disproportionately overrepresented in the humanities and social sciences and considerably underrepresented in engineering, science, and technology”. (UNESCO, "Principles and Information Regarding Women and Girls' Education and Literacy" (Paris, April 2012). Developing a respectful culture, training instructors, and establishing safe places are essential actions to lessen its effects.

Women's access to education is significantly influenced by economic issues as well. According to (E Alhassan - Ghana Journal of Development Studies, 2010 - [ajol.info](http://ajol.info)), families with limited resources may decide to invest on their boys' education rather than their daughters', which has a disproportionate impact on girls' education. Due to a combination of factors such as poverty, low parental income, low parental education, unemployment, and high school tuition, parents tend to emphasize the education of their boys and arrange girls for marriage in order to benefit the family financially from their dowry. Furthermore, males who earn more than women often mistreat women just because they are weak financially, which contributes to the prevalence of GBV.

### **2.3 Strategies for Equality**

Several research have put up solutions to the problem of gender discrimination in the classroom. According to “(R Stewart, B Wright, L Smith, S Roberts, N Russell - Heliyon, 2021 - [cell.com](http://cell.com))”, community-based interventions that question conventional gender norms are crucial. Using searches across three distinct databases: Web of Science, PsycINFO, and ProQuest Central brought out interventions like, Public health interventions such as, “community mobilization or strengthening, organizational or workforce development, communications, social marketing and social media, advocacy, legislative or policy reform”, and direct participation programs were among the types of articles that were used to change people's attitudes and behaviors to conform to rigid gender stereotypes and norms.

“A total of 71 research addressing gender inequality and norms and stereotypes were used; 55 of these studies reported statistically significant or mixed results. The studies included a variety of intervention modalities. In most studies, the implicit theory of change aimed to modify participants' views by raising their awareness of gendered norms and stereotypes. Peer involvement, addressing various layers of the ecological framework, creating agents of change, role models, and co-designing treatments with participants or target groups” are some tactics that were shown to appear to improve the impact of interventions.

## **Empowerment and Role Models**

In order to empower girls in the world, long-standing social norms need to be challenged in different ways and approaches. Campaigns for education that highlight the transformational potential of education should be directed at all genders. Finding and honoring local female role models might help do away with prejudices and spur change. According to (BU Khan, SNA Shah, R Gul - Open Journal of Social Sciences, 2020 - scirp.org), government policies and initiatives should prioritize offering financial incentives, such as scholarships and conditional cash transfers, to encourage girls to “pursue higher education. Pakistan’s Higher Education Commission” (HEC) for instance, which offers a range of “conditional cash transfers” (CCTs) to youth education in the nation's least developed regions, Youth receive the CCTs in the form of the “Prime Minister’s Fee Reimbursement Scheme” (PMFRS) and “HEC Need-Based Scholarships” (HEC-NBS). Students who received scholarships were given self-administered questionnaires to complete in order to provide data. The final analysis was conducted using 350 responses in total. “The data analysis was done using the statistical program for social sciences (SPSS) version 25. It was discovered that the students' academic performance is significantly impacted by the two CCTs (HEC-NBS and PMFRS). The PMFRS was found to be the most significant predictor of students’ performance”, suggesting that students' motivation comes from a physical source. This shows that giving incentives for scholarship greatly motivates school children to study.

## **Teacher Training and Curricula**

Curriculum that is gender-blind reinforces biasness and preconceptions. The country like Uganda needs so much to reevaluate its teaching materials to make sure they uphold gender equality. Furthermore, funding teacher education initiatives that handles bias behaviors and prejudices and promote inclusive teaching methods is efficiently important. Teachers that are female can be effective change agents in the classroom. In order to establish a more inclusive learning environment, (J Chapin, V Warne - ...: International Network for International Network for..., 2020 - inasp.info) promotes the amalgamation and incorporation of gender-sensitive curricula and teacher preparation. Teachers are encouraged to challenge conventional gender norms and expectations as a result of the training. This is addressed by including gender into all aspects of teaching and learning, such as curriculum design procedures, managing and assisting students in the classroom, and evaluation methodologies. This is known as gender-responsive pedagogy or teaching.

The study suggests that the government and the line agency develop a gender-sensitive educational context curriculum that includes early integration of the topics of menstrual health, family planning, and sexual and reproductive health. It also suggests that the office of senior woman teachers (SWT) must be better equipped and supported to operate, that more female teachers should be hired to teach upper primary, that laws and policies be better enforced, and that communities be made aware of the risks associated with certain cultural practices. (PW Ajambo, dspace.mak.ac.ug - 2023).

Increasing understanding and awareness of gender-related issues, prejudices, and stereotypes is known as gender sensitization. (H. Masood - Research Review, academia.edu; International Journal of..., 2021). Additionally, we hope to identify these prejudices, advance equity, and establish inclusive classrooms by providing instructors with gender sensitization training. Thus, in order to further address bullying in schools, instructors are trained to recognize their own gender-related biases and prejudices, recognize the significance of treating every student equally, and establish a safe environment where students feel respected and appreciated.

### **Equal Access to Technical and Vocational Programs**

Programs that are technical or vocational tend to exclude girls. According to data, guys consistently participate in higher numbers than girls in the military, police, fire department, manufacturing, and blue-collar industries like plumbing and construction. Biases around gender norms and increased access help and encourage women to pursue these careers when more opportunities are made available to girls in these fields. This entails promoting chances for vocational and technical education (CTE) as a respectable substitute route for females. Institutions must to place a high priority on coordinated, all-encompassing outreach initiatives, provide instructors with training on Title IX gender equity obligations, and collaborate with businesses to create school-to-work pipelines.

Policies and money from the federal, state, and local levels should be directed at making sure CTE institutions effectively execute Title IX and gender equity standards. In order to increase girls' enrollment in and completion of CTE, policies should also emphasize responsibility and improvement strategies. Additionally, institutions should be mandated to track and report statistics.

CTE schools need to offer specialized training and assistance programs, as well as apprenticeship and pre-apprenticeship programs in fields like plumbing and construction where there is a dearth of skills and where there is a gender imbalance. (M Ngugi, P Mathema, 2017; academia.edu; Public Policy and Administration Research) Governments ought to make a concerted effort to increase the number of women working in industries like engineering, IT, and entrepreneurship. Girls who are encouraged to choose non-traditional job routes are empowered economically and are breaking down gender stereotypes.

### **Conclusion**

Gender discrimination remains a complex challenge in the world education system. But by addressing legal protections, cultural norms, and discriminatory practices, and implementing evidence-based strategies, we can create an inclusive and empowering educational environment for girls to raise and be empowered enough to support themselves in the global.

# CHAPTER 3

## 3.0 METHODOLOGY

This chapter presents the research design, area of the study, sources of information, sample size and procedures, data source, variable indications and measurements methods of data collection and the procedures, data processing and analysis, data validity and reliability, ethical consideration and anticipated limitations.

### 3.1 Research Design:

Research design refers to the overall strategy utilized to answer research questions (Stefan Hunziker, 2021). (Macartan (2023), Research Design in the Social Sciences: Declaration, Diagnosis, and Redesign). I have used a mixed-methods approach, combining quantitative data from surveys with qualitative insights from interviews and focus groups (Macartan 2023). Focus specifically on educational institutions within Aworanga village, including both formal schools and informal learning centers.

The research design will also use both “quantitative and qualitative research approaches”. Quantitative research approach have been used because it is more reliable and objective, it helps the researcher in the use of statistics to generalize the findings, it helps in testing theories and hypotheses and also it helps in determining the relationship between the two variables (Kumar, 2010) , that is to say, the dependent and independent variable. On the other hand, qualitative research approach will be use because it helps in providing details about human behavior, emotion and personality characteristics of the respondents (Kumar, 2010) and details on impact of gender discrimination on women’s access to education.

### 3.2 Area of Study:

The study will be carried out in Aworanga village, Patuda parish in Gulu City northern Uganda.

### 3.3 Sources of Information:

Various data was collected from two different sources of information, i.e;

#### 3.3.1 Primary sources of information

This is the information data source which is the first-hand information gathered during the research study in the field. Data from this source was gathered through the use of (surveys, questionnaires, focused groups, and interviews) to investigate the impact of gender discrimination in Aworanga village Patuda parish.

#### 3.3.2 Secondary sources

This refers to the existing data that were already collected and compiled by different scholars, organizations, books written earlier, journals and writers. These are educational records, local government reports that talks more about the main topic of study. (Johnson, 2014).

This information gathering was conducted with key informants such as community leaders, teachers, and parents and also some primary school pupils so as to gain insights into the cultural and social norms that contribute to gender discrimination in education in the village. The interview questions was focused on traditional gender roles, societal expectations, enrollment rates, challenges girls child face in education and community attitudes towards girls' education.

### 3.4 Population and Sampling Techniques:

Stratified sampling is a probability sampling technique in which the total population is divided into homogenous groups (strata) (Rahaman, 2022) to complete the sampling process study (MM Rahman, MI Tabash, A Salamzadeh, S Abduli...- Seeu Review, 2022- sciendo.com). Here I have mainly targeted the population of school-aged children between the age of 6-17 young adults involved in education and used stratified random sampling to ensure representation across genders, ages, and social groups and this is because it enables hand picking of respondents since its informative nature can give data in line with the objectives of the study.

### 3.5 Sampling size

The sample size refers to “the number of participants included in a research study”. (D Lakens – Collabra; psychology, 2022 – online.ucpress.edu). The study have employed stratified random sampling method with 100 as the entire population of study where 40 primary pupils have been sampled with 20 girls and 20 boys, 20 teachers and administrators, 35 community members and 5 government authorities and leaders.

Category of respondent	Frequency	Sampling technique	Data collection instrument
Female school going children	40	Stratified random sampling techniques	Interview and questionnaires
Community members	35	Stratified random sampling techniques	Interview and questionnaires
Teachers and administrators	20	Stratified random sampling techniques	Interview and questionnaires
Government authority	5	Stratified random sampling techniques	Interview and questionnaires

### 3.6 Variables and Indicators:

In this study, the independent variable is gender discrimination while the dependent variable is women's access to education. My key variables will therefore include enrollment rates, dropout rates, literacy levels, and instances of discriminatory practices and their indicators will be attendance records, academic performance, and qualitative accounts of discrimination.

### **3.7 Measurement Levels:**

I will quantify enrollment rates and literacy levels while using Likert scales to measure perceptions of discrimination.

### **3.8 Procedure for Data Collection:**

An introduction letter was issued by the university faculty administration which have been used to seek permission from the authorities of Aworanga village, Patuda parish in Gulu, Northern Uganda, to use the village as a case study. With their acceptance, I will be able to conduct surveys and interviews, ensuring confidentiality and informed consent.

### **3.9 Data Collection Instruments and Equipment:**

I employed the use of questionnaires for surveys, where respondents willing filled in their answers by ticking different options that answers the questions in the questionnaires according to their own opinions, interview questions related to the study was use to interview willing respondents in the village from the various home states to know their perceptions on gender discrimination and gather more emotional results, and focus group discussion guides were also employed. Focus groups were organized with girls from the village to explore their experiences and perceptions regarding gender discrimination in education. These discussions has there provided a deeper understanding of how cultural and social norms impact their access to and participation in education.

A survey was conducted with a representative sample of households and schools in Aworanga village, Patuda Parish in Gulu to collect quantitative data on the economic barriers and enrollment rates faced by families. The survey therefore included questions on household income, educational expenses, cultural practices and beliefs, discriminatory acts, number of enrolled primary pupils and dropouts and the allocation of resources for boys' and girls' education.

### **3.10 Quality/Error Control:**

I will then implement cross-checks in data entry and triangulate data from different sources to enhance reliability.

### **3.11 Strategy for Data Processing and Analysis:**

I will code qualitative data for thematic analysis and use statistical software for quantitative data analysis. **Qualitative data** will be “edited and reorganize in to meaningful phrases using thematic approach where themes, categories and patterns might be identified. Themes which will emerge from each guiding question from the interviews will be presented in the results with selected direct quotations from participants and put in illustrations”. The information which will be collected will be coded into Microsoft excel software and then change into SPSS for analysis.

The **quantitative statistical** techniques will be use to describe the data collected and results will be interpreted into statistical descriptive, frequencies and percentages and the end findings will be in the forms of tables and figures

### **3.12 Ethical Considerations:**

I obtained ethical approval from relevant authorities; ensured participant anonymity and the right to withdraw whenever they felt uncomfortable with the process. The study have considered ethical issues enabling confidentiality, honesty, integrity, while observing respondents' rights to quit at will in case they feel uncomfortable. Patience was also ensured throughout the research study and with the help of the introductory data collecting letter from the university, as a witness that the information being collected is for academic purposes.

### **3.13 Anticipated Methodological Constraints:**

To achieve my goals, I so much to considered the potential language barriers, cultural sensitivities, and logistical challenges in accessing remote areas and interacted with the people. During the research field work, some participants were very confused, scared and suspicious about my study but this was well handled by presenting to them the letter from the university administration and also that from the authority of the village ensuring them that it's for academic purposes. And also, a lot of questionnaires were equally selectively issued out in the village of Aworanga in Patuda parish Gulu city so that incase some respondents fails to return back the questionnaires, bigger number will at least be return which covers up for the rest.

# CHAPTER FOUR

## DATA PRESENTATION, INTERPRETATION AND DISCUSSION

### 4.0 Introduction

This chapter presents the interpretation and discussion of findings got to answer the objectives of the study in relation to the literature reviewed. The research was carryout using questionnaires filled by individuals of Aworanga village, interviews and discussions with key in formats, parents, teachers, and children from Aworanga primary school in Aworanga village, Patuda parish Gulu city. The findings are as presented.

### Response rate

Response	Sample size	
	frequency	percentage
Questionnaires expected to be filled	50	100%
Questionnaires filled	35	70%
Questionnaires not filled	15	30%

**Source:** *primary data*

As per the above table, a total of 50(100%) questionnaires were expected to be filled from Aworanga village but 35(70%) of the questionnaires were filled leaving out 15(30%) not filled or returned at all. However, “a response rate of 70% is excellent, 60% is good and 50% as adequate for analyzing”. (Nulty, 2008). Thus the response rate of above 60% was considered reliable and good for the research study. The reason why the researcher wasn’t able to collect data with all the questionnaires filled was because of limited time as the respondents within the village were so much engaged in doing their various activities of the day and so they could not finish filling in questionnaires within the limited time period of collection and some of them even failed to take part in the activity of the study.

### 4.1 Findings on the demographic characteristics of respondents.

The background of the respondent’s information was found important because the ability of the respondents to give satisfactory information on the study variables greatly depends on their background. The respondent’s background information provided data on the samples and are grouped into; age, gender, education level and barriers they face in education as presented below.

#### 4.1.1 Composition of respondents by gender.

Gender	Frequency	Percentage
Female	25	71.4
Male	10	28.6
Total	35	100

With the presentation in the above, the total number of 35 questionnaires filled which majority were filled by female respondents of 71.4% compared to male which is 28.6%, meaning there were more female respondents who participated in the activity of for survey. And it is necessary to note that both gender were involved to get their different views concerning the research study topic although female were the majority because they are the victims of such discriminations.

#### **4.1.2 Age of the respondents**

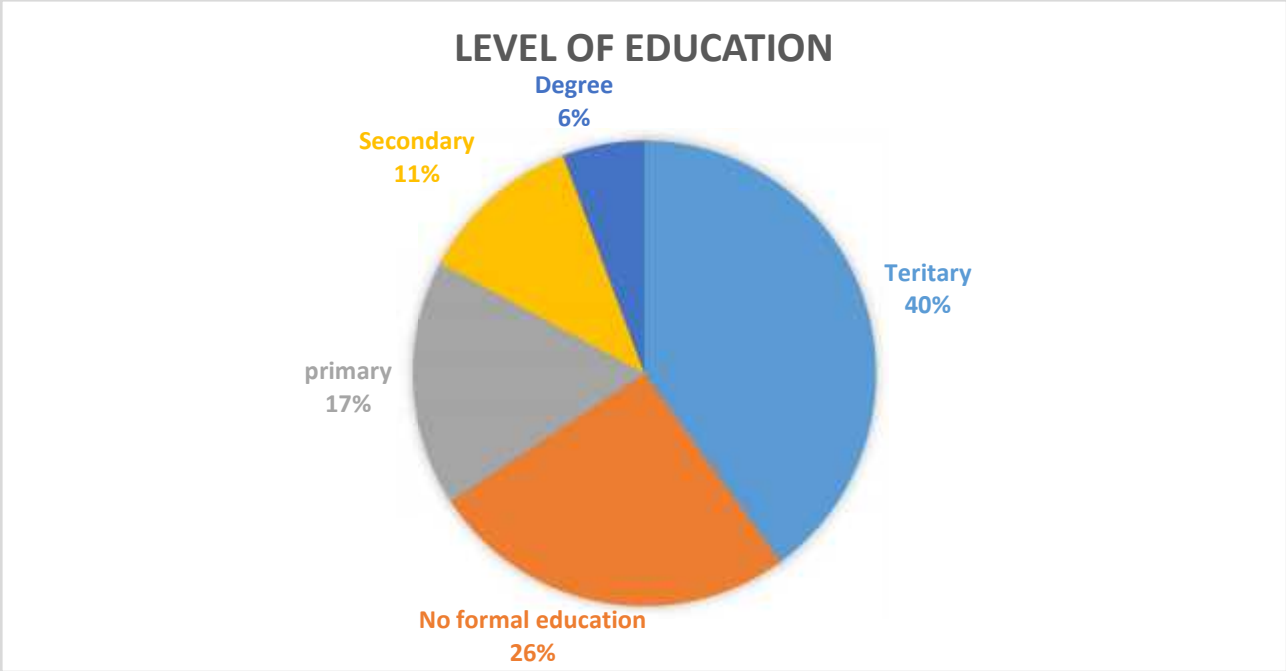
In the study, the age of the respondents was so important to understand the “impact of gender discrimination on women’s access to education in Aworanga village, Patuda parish”. This is because age groups were assumed to understand the research variables differently but considered vital to the study and the respondent’s age are as below:

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
6-10	5	14.3
11-17	8	22.9
18-29	15	42.8
30 above	7	20
total	35	100

The above table presents the majority of respondents as between the age group of 18-29 years shown by 42.8%, 11-17 years as 22.9%, those above 30 years as 20% and 6-10years which is the lowest presented in percentage as 14.3%. This shows that most of the participants in filling questionnaires were youths and young mothers.

#### **4.1.3 Respondent’s education level**

The education level of respondents necessary to be included so as to be able to get information from various categories of respondents and it’s as presented below.



The above figure shows the total number of respondents of 35 who took part in filling the questionnaires, 14 respondents had tertiary level of education with 40%, 9 respondents had no formal education represented with 26%, 6 had primary level education with 17%, 4 of them had secondary level of education shown with 11% and 2 respondents were degree holders represented in 6%. This reveals that the information taken from the respondents with different level of education helped in obtaining comprehensive views about the study topic of the research because of the variation in their thinking and reasoning associated with their education background.

**Victims to gender discrimination in education settings.**

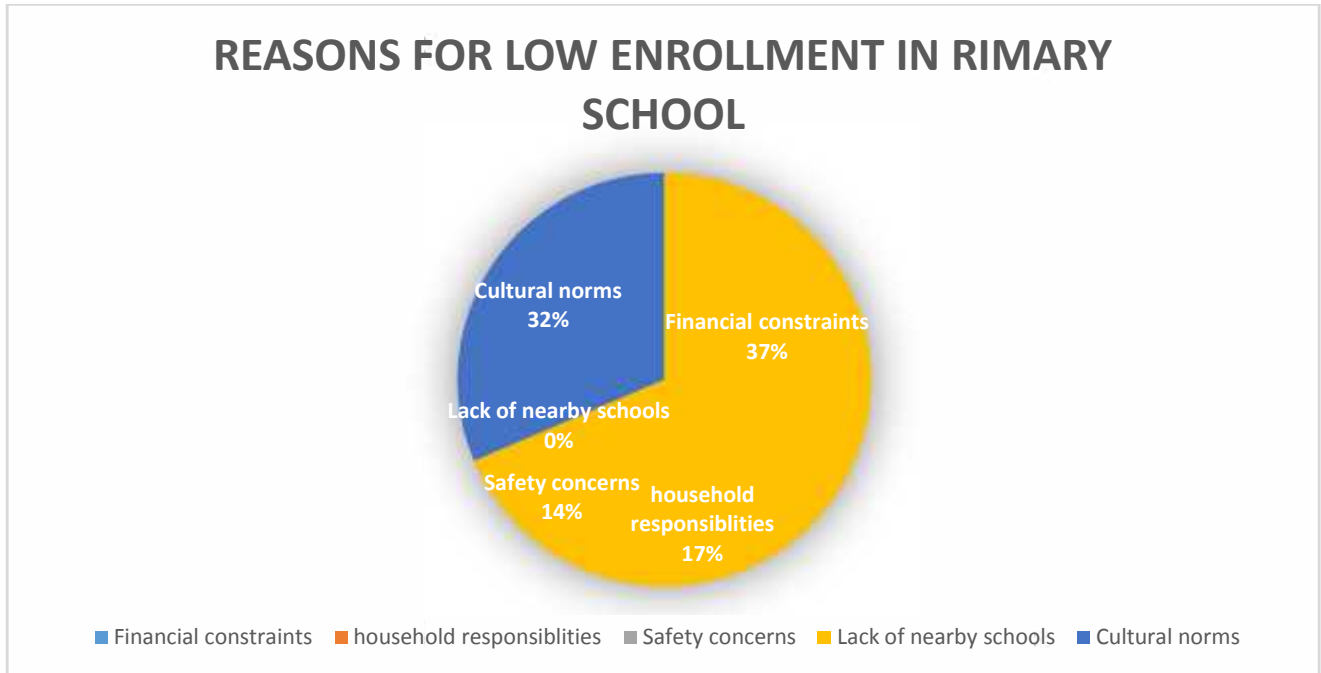
MALE	FEMALE	victim
3=8.6%	20=57.1%	yes
7=20%	5=14.3%	no
10=28.6%	25=71.4%	total

As shown in the above table, it is revealed that 8.6% male respondents had experienced disparities in education with 57.1% female more compared to male, those that didn't experienced any discrimination made up to 34.3% respondents with 20% male and 14.3% female.

## 4.2 OBJECTIVE ONE

**The disparities in the enrollment rates of primary school girls compare to boys**

**The main reasons for the low enrollment of girls in primary school in Aworanga village in Patuda parish.**



According to the figure above, the questionnaires filled revealed the reasons for low enrollment of girls in primary schools with the percentage of 37.1% agreeing that it's because of financial constraints, 14.3% said safety concerns, 31.4% agreed that cultural norms and practices and 17.1% agreed that household responsibilities affect enrollment rates of girls in schools especially in Patuda parish as presented above. And so it was found out that cultural norms and financial constraints are the major reasons as to why there is low enrollment rates in primary schools.

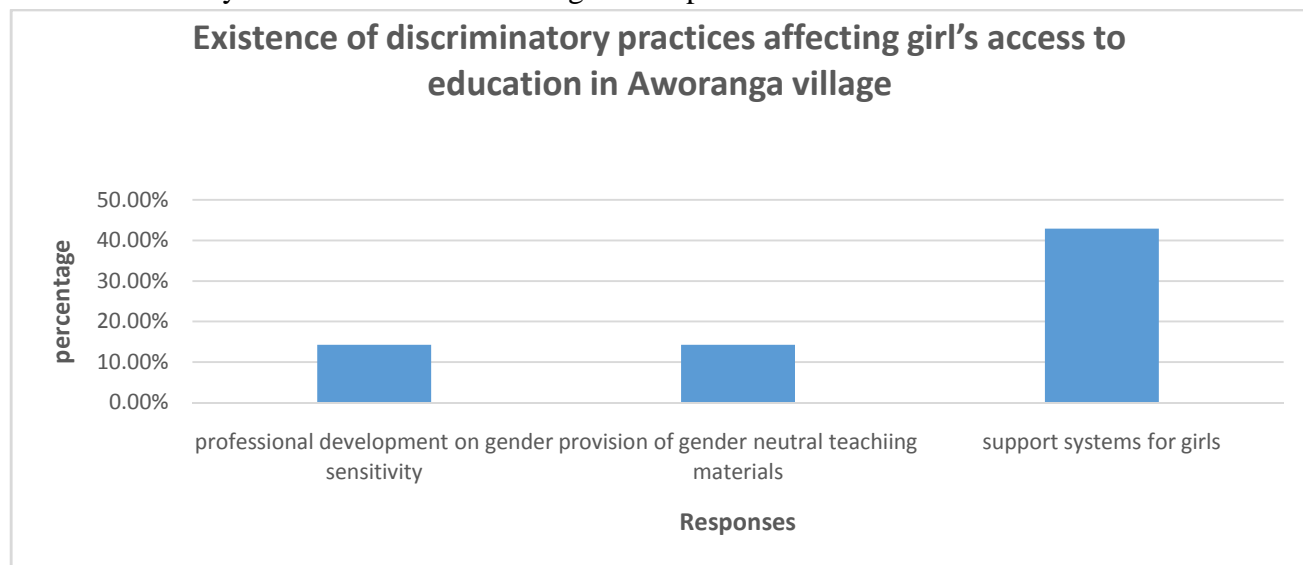
### **The important of education for girls in Aworanga village.**

In the table below, the perceptions of respondents in Aworanga village about the education of girls are revealed that a greater percentage finds educating girls very important as supported by 48.6% of the questionnaires filled, 40% said its somehow important and 11.4% agreed it's not important

perceptions	Frequency	percentage
Very important	17	48.6%
Somewhat important	14	40%
Not important	4	11.4%

**Existence of discriminatory practices affecting girl’s access to education in Aworanga village, Patuda parish, Gulu City, Northern Uganda.**

With the help of 35 questionnaires issued out in Aworanga village, a good number of 85.7% respondents agreed that there are existing discriminatory practices in the village which hinders girls’ access to effective education with no respondent agreeing that there is none but 14.3% revealed that they were not sure. The findings are as presented below:



**Specific discriminatory practices observed in Aworanga village.**

Discriminatory practices	Frequency	Percentage
Preference for educating boys over girls	8	22.9%
Early marriage and pregnancy	9	25.7%
Gender Based violence	1	2.9%
unequal distribution of educational resources	4	11.4%
Cultural norms and beliefs discouraging girls’ education	13	37.1%
Total	35	100%

The table above presents the respondents from different individuals of Aworanga village who pointed out the different discriminatory practices in their village with 22.9% saying that girls education affected the preference for educating boys over girls, 25.7% pointed out to the practice of early marriage, 2.9% agreed its Gender Based violence, 11.4% agreed its unequal distribution of resources for education with the majority of 37.1% pointing out cultural practices and beliefs discourage girls education in the village.

### **The enrolment rates in primary school**

With the survey of over 100 primary going pupils of Aworanga primary school, data reveals that 55% were boys and 45% were girls. The school enrollment data shows that 90% of boys were enrolled and only 70% rate of enrollment for girls. This shows that there is a higher enrollment rates for boys in primary school compared to girls in Aworanga village Patuda parish. However some girls were even enrolled but dropped out due to financial difficulties or safety issues on their way to school, or even within the school premises. As stated by the deputy head teacher of Aworanga primary school, the village is full of street gangs who most times attack children on their way to school or back home making it not safe for them especially the girls who are raped and the end results are teenage pregnancies forcing them to dropout of school. According to 2005/2006 district education statistics, about 65% of girls with 81387 enrolment in to primary schools dropped out. The school record further shows that there was a number of dropouts in the year 2007 and 2008 with 700 and 503 enrollment but 45 and 22 dropped out that very year respectively. This dropout rate registered girls at a higher rate covering about 40 of the 2007 dropouts from school compared to boys as many were reported to have been married off or withdrawn from school for their safety by the parents and many had to stay back and help take care of their families after the war thus bring in the issues of child headed families in Aworanga village.

This showed disparity in enrollment rates between boys and girls suggesting that gender discrimination affects girls' access to education with fewer girls in primary level compare to boys.

### **Attendance rates**

With the number of enrolled primary children in 2007-700, 2020-503, and 2024-515, there is 85% of boys' regular school attendance with only 70% girls. This discrepancy in the rate of attendance shows that there are barriers to education of girls in Aworanga village Patuda parish in Gulu. Some girls went to school only 2 or 3 times a week. The deputy head teacher says "the always have very low class attendance and usually comes late to school claiming they had to help their parents do some selling and garden work to put food on the table, and others claims that the homes are also too far from school so they have to walk long distances which are not safe too."

## **Discriminatory practices;**

### **Cultural norms**

Data from the interviews with parents and a few teachers of Aworanga P7 School revealed that the cultural norms favoring boys' education over girls exist in Patuda parish. This is because there are families who often prioritize boys education due to the traditional beliefs that boys children will contribute more economically in the future unlike girls who will get married off and go to other places as wives and child bearers and boys are sent to school since they will study and stay back home to develop their villages. Thus this explains their culture of early marriage where girls are sent away to fetch dowry and it's like they are sending a burden of looking after them, such beliefs are still so instilled in some family home states of Aworanga village thus spreading and practicing gender discrimination on the girls.

### **Economic barriers**

The various group discussions pointed out that economic constraints like the cost of school supplies like books and uniforms, affect girls in pursuing education since families allocate the limited resources to support boy child education leaving girls with fewer or no opportunities to attend primary schools. According to the survey, girls often are sent away from school for school fees debts and most of them come to school late or once in a while claiming to have a lot of household work since some first visit the gardens then go to school after. And also the village after being disturbed by LRA conflict with the attempted abduction of pupil at Aworanga primary school in 2003, it is still recovering and so there is poverty in such area which experienced war and looting of stuffs from schools and homes making various home states poorer and suffering to make ends meet the children also as said by the head teacher suffer from hunger for having one meal a day which affects their studies because an empty stomach fails the understanding of the brain and girls are weaker since they have a lot of development in their bodies which requires healthy eating. Reports further reveals that even the financial supports given are most of the time of benefits to the children of the wealthy with some having more than one scholarship leaving out the poorer children.

**Child labor** more so in home states where children mainly girls were believed to contribute to the family income was another barrier to education found to exist in Aworanga village Patuda parish Gulu city. Data revealed that in poorer families, children contribute to household income by doing other garden work, household activities and marketing products and sometimes work for wealthy individuals so as to bring money in their families. Some girls were reported to be engaged with such duties which interferes with their studies and class attendance. The girls who engaged in such shores were reported to miss classes, get to school late and perform badly. This is because they have to divide their time in attending school and supporting their families in generating income. This greatly interfered with their education and thus some dropped out of school and turned to doing businesses.

## **The impact of conflict**

### **Post conflict recovery**

The interviews with teachers of Aworanga primary school revealed that the long term effects of the LRA wars such as damage of infrastructures, displacements, abductions, killings and separation of families together with lots of looted properties like food stocks looted from schools have influence existing gender discriminations. This conflict was so violence and its slow recovery in educational infrastructure has unevenly affected girls' access to education in Aworanga village Patuda parish Gulu city. This conflict was widely witnessed in Northern Uganda and in the morning of 27th.feb. 2003 a lot of primary school children were abducted by the LRA rebels at around 8-9am. Over 30 students were abducted from school and only 11 were released since they were below the age of 10. This posed education and the children who were released found it hard to resume school since they were scared and traumatized with the happening. Some of the girls who were rape got pregnant and according to school policies they were denied education thinking they might influence the rest.

### **4.3 OBJEVTIVE TWO**

**Discussion: The impact of the different discriminatory practices that hinder girls' access to education in Aworanga village, Patuda parish in Northern Uganda Gulu city.**

#### **The impact of discriminatory practices in girls' ability to attend and succeed in school.**

<b>Impacts of the practices</b>	<b>Frequency</b>	<b>Percentage</b>
Reduced enrollment rates	10	28.6%
Lower academic performance	7	20%
Increased dropout rates	13	37.1%
Limited access to educational materials	1	2.9%
Psychological effects e.g. low self esteem	4	11.4%
Total	35	100%

According to the table above, the majority of 37.1% respondents indicated that the major impact of discriminatory practices in Aworanga village is increased dropout rates as many girl pupils stop going to school, 28.6% said it has resulted to reduced enrollment rates of primary school girls, 20% pointed that these practices has impacted lower academic performance of girl children since they are given limited study time, 11.4% agreed that it has led to psychological effects with

only 2.9% of respondents pointing out that the practices has resulted to limited access to educational materials. This therefore concludes that these disparities impacted in the increased dropout rates, reduced enrollment level and affected the performance of girls in class compared to boys.

### **Gender disparities in enrollment and attendance**

In Aworanga village in Patuda parish, there are significant enrollment gaps and attendance rates between boys and girls which indicate gender discrimination. The data collected aligns with previous studies showing culture practices and beliefs and economic factors limits girls' access to education especially in post conflict settings.

### **Discriminatory practices**

Cultural norms and economic barriers are identified according to the findings as key discriminatory practices that affects girls' education in Patuda parish Aworanga village. These beliefs results into lack of community support and reinforcements of gender biases, no one is understanding enough to support girl child education in the names of culture. Cultural attitudes that favors boys' education contribute to lower enrollment rates and attendance of girls. This is further added by economic constraints limiting the available resources for girls' schooling. More so, child labor influenced by economic necessity disproportionately impacts girls, reducing their school attendance as many as said by most respondents are to contribute in generating family income and do petty jobs before going to schools. This limits their studying time and affects their grades at school. More so, ill practices like harassments, street gangs attacks and violence provides unsafe places for the girls as mentioned by one of the female respondents in the village home state and head teacher of the school, she said at school some girls are harass by both the teachers and their fellow older pupils in class which makes them fear to go back to school or their parents even stop them from schooling so as to ensure their safety. This is because when some of the cases are reported to the school authority no serious measures are taken to punish the culprits leaves the victims in fear or reoccurrence. Adding to that a primary five girl talks about how her friend dropped out of school because of menstruation issues, the village schools in Aworanga have inadequate menstrual hygienefacilities for example the lack of sanitary towels for older girls which can lead to increased absenteeism as many tend to hold back home till such periods are over then they can resume classes and so they lose self-esteem and confidence. This affects their studies as they are left behind in coverage and so affects their results and performance.

### **Post conflict effects**

The LRA conflict have led to a lot of damages including educational infrastructure damages which led to reduced availability of educational facilities and economic activities to which created challenges that compounded gender disparities since it increased poverty creating

difficulties in affording school related items and so girls had to be kept home to help with household works in the family. There was a lot of displacements as many families were forced to feel their homes and displaced girls found it hard to access schools from the camps and new places they have relocated. Although the efforts for rebuilding have been made, the unequal effects on girls' education still reflect the broader challenges of achieving gender equality in post conflict recovery. The district education officer shared about how most of the children were traumatized and so teacher had to go through training so as to be able to handle such students who went through the extra experiences of violence and abductions and also added that some NGOs like save the children also came in to help through introducing peace clubs to train student on how to handle violent situations since it was hard for the locals to handle by their own. Some parents also withdraw their girls from school because of the fear that the school environment exposes their girls to abductions by LRA rebels, says the deputy head master of Aworanga primary school and confirmed by two parents within the village. This explains the high dropouts in 2007/2008 with 45/55 children leaving schooling and were mostly girls. This affects their attainment of knowledge and intelligence and also the future jobs and earnings because the market wants educated people.

#### **4.4 OBJECTIVE THREE**

##### **Recommended strategies for equality in line with girls' access to education in Aworanga village Patuda parish in Gulu city Northern Uganda.**

Results from the various interviews and survey carried out suggests possible strategies for equality in girls access to education where the locals in the community emphasize that the school and government policies should put more efforts in carrying out regular monitoring and evaluations on gender discrimination acts like harassment and bullying of girls at schools to track progress and adjust strategies as required by law for fair inclusive learning and equality in education. Therefore this pushes that regular monitoring and evaluation mechanism should be employed to collect feedbacks from learners, parents and educators on class turn-ups and learning progress and also schools should be visited regularly by educational supervisors to see how students are fairing through asking them a few how questions to know the challenges they are facing at school.

Some of the teachers of Aworanga primary school agreed that community engagement can bring about equality. They said community awareness should be implemented to challenge and change cultural norms favoring boys education over girls. And it can be carried out through engaging cultural local leaders and influential figures of the community to advocate for an equal opportunities in education for both the boys and girls. When the locals are involved and educated more about the disadvantages to carrying on such beliefs, it is easier to change their perceptions and the ways they look at things opening their eyes to the new evolving world where equal rights

are given to each individual without looking down on the other gender but given equal grounds to compete in all aspects of life.

The parents and some of the students suggested that scholarship programs should be developed and the existing ones expanded to support families as this will reduce child labor. For instance giving financial assistance and vocational training more to those that can't make it back to primary schools because of age. However, they say that even though the government and a few individuals have tried to extend supports through NGOs like Save the Children, some of these financial helps are directed to wrong individuals who have the capacity to pay their educational expenses since they come from wealthy families who can afford school fees and uniforms plus books and other learning requirements to which the poorer families can't. They reveal that some well-off kids get more than one scholarship yet a child of a peasant hasn't received any. Therefore the parents strongly agreed that more support should be provided but following the educational support guidelines so that the help is directed to the right people. This will further ensure that girls are able to attend schools without the pressure of contributing to family income.

Many respondents also agreed that educational infrastructures should be strengthened through rehabilitation projects to rebuild schools in such a village to make sure they are accessible and well equipped to accommodate both the boys and girls equally. This will also ensure creating a safe learning space for learning. With this they say that most projects and aids from the various NGOs tend to be concentrated in other areas leaving out the areas that experienced wars because of fear of insecurity, so the NGOs implemented their projects in towns leaving out rural places to suffer and illiterate since education was destabilized by LRA wars till 2003.

The strategies to bring about equality and reduce disparities in women's access to education in Aworanga village in Patuda parish are as presented in the table below according to the survey conducted with the use of questionnaires:

**Strategies the respondents believe will improve girls' access to education in Aworanga village in Gulu city.**

<b>Strategies</b>	<b>Frequency</b>	<b>Percentage</b>
Community engagement awareness and education on gender equality	11	31.4%
Scholarship programs and financial support	10	28.6%
Strengthening educational infrastructure	1	2.9%
Policy reforms at local and national level	5	14.3%

Safe transportation options to school	2	5.7%
Providing support programs for pregnant or married girls	6	17.1%
Total	35	100%

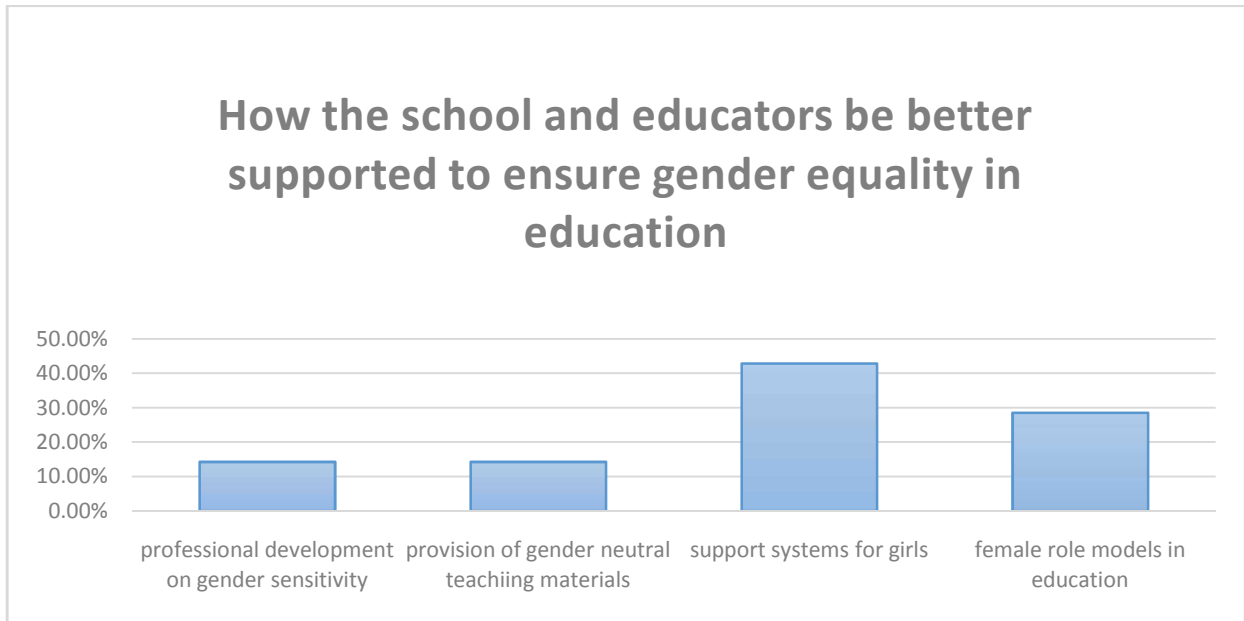
The table as according to the findings collected through questionnaires filled by 35 respondents, a majority of 31.4% respondents believed that community awareness and education on gender equality can improve girls access to education,28.6% believed provision of financial support to families of children facing financial difficulties can reduced prioritization of limited resources too girls,17.1% pointed that support programs for girls who are pregnant and married can improve their education level ,14.3% indicated that girls’ education can be improved throughpolicy changes at both local and national level that favors girls education,5.7% believed girls can be empowered in education throughproviding them safe transportation options to school which keeps them safe from dangers of rapes and violence along their way to school and hen the 2.9% of respondents said education for the girls can be improved by improving school infrastructure and facilities to contain girls in a healthy good environment for learning.

**Roles local leaders and community should play in promoting girls’ education.**

<b>Roles of local leaders</b>	<b>Frequency</b>	<b>Percentage</b>
Advocate for equal educational opportunities through partnership with NGOs	9	25.7%
Support educational initiatives	2	5.7%
Address discriminatory practices with strong laws reform policies	10	28.6%
Carryout monitoring and regular evaluation of schools activities	13	37.1%
Total	35	100%

The above shows the opinions of respondents on the roles the local leaders can play to increased girls participation in education with 25.7% agreeingthat the leaders should partner with NGOs to advocate for educational opportunities for girls, 5.7% agreed that they should support educational initiatives, 28.6% agreed that it can be done by addressing discriminatory practices and strong laws, majority of 37.1% indicated that the leaders should carry out a regular monitoring of schools to know what goes on , this will help boost learning activities and order within the premises since they will know the plight pf the children and finds ways to handle before it worsens.

**How the school and educators be better supported to ensure gender equality in education**



According to the above graph,14.3% of respondents agreed that the school and educators can better be supported to ensure gender equality through professional development on gender sensitivity and provision of gender neutral teaching materials, 42.9% which was the majority pointed out that the support could be through establishing supportive systems for girls which encourages them to report cases of discrimination so as they are punished, and 28.6% of respondents said encouragement of female role models in education could better support schools and educators in ensuring gender equality for the girls especially.

# CHAPTER FIVE

## Summary of findings conclusions and recommendations

### 5.0 Introduction

This chapter presents the summary of my findings from the study carried out in Aworanga village, Patuda parish in Gulu city. The chapter provides the findings, conclusion and recommendations for further research.

### 5.1 Summary of the findings

The findings from the study shows the major types of disparities affecting the primary school enrollment rates of girls compared to boys in Aworanga village, Patuda parish in Gulu city which have been pointed out as cultural and social norms and beliefs. Social norms are sets of beliefs shared by members of a society or group of people. (SLegros, Beislaghi-perspectives on psychological...2020-journals.sagepub.com). the findings showed girls as victims of the disparities and suffer early marriages since they are seen as sources of wealth through their dowry, economic barriers is another type of disparities in which families prioritize the limited resources to educate only boy child believed to take care of the home in future and also safety concerns and sanitation issues for girls also came in as affecting the educational access and enrollment as the schools lack female teacher to guide the girls on menstrual hygiene and also the school has failed to provide necessary requirements for such girls issues. The findings further brings to light harassments of girls at schools by the male teachers and students through words touch and behaviors which encourage their dropouts and discourages enrollments in schools, more so, child labor required by the parents in which a girl contributes in the income of the family gives girls hard time to concentrate in studies.

Adding on to that, the findings revealed the impacts of the different discriminatory practices that hinder girls' access to education in Aworanga village, Patuda parish as ranging from psychological impacts coupled with decreased self-esteems, confidence and motivation which affects their mental well-being and also such gender discrimination results to low academic achievements because of the bias teachings, limited resources for girls learning limits performance and enrollment. Still the findings revealed that such practices enhanced increased poverty due to fewer economic opportunities, economic opportunities with low wages and paying for the ladies because of low level in education attainment. This affects their financial independence and income of her own home. Reduced enrollment and retention rates of girls in school is an impact from discriminatory practices as such barriers like early marriages, domestic responsibilities and cultural beliefs affects studies and reduce attendances and also encourages social cultural beliefs and reinforces them in society yet they under value girls contributions in society and make them look as minors who can't survive without a spouse yet they are just denied the privilege to study like men.

And finally, the findings presented strategies for ensuring equality in girls' access to education in Aworanga village which include providing scholarship to the disadvantage pupils, carrying out mechanisms of monitoring and evaluations of schools activities and children's copings, strengthening educational facilities through rehabilitation projects and promoting community engagement through educating and awareness using local leaders about the negative impacts of traditional stereotypes. These response were from different teachers, parents, leaders and even pupils of Aworanga village. However there are also some more strategies like policy reforms which encourage and promote girl child education and performance and also role models are encourage to advocate and educate the girls encouraging them to attend classes and how to manage any discouraging acts.

## **5.2 Conclusions**

According to the research findings, it's concluded that various types of gender disparities in Aworanga village are; cultural norms and practices, child labor, economic constraints, harassments like sexual jokes that lowers self-esteems and the impact of LRA conflicts. It can also be concluded that gender discriminatory practices have impacted negatively the women of Aworanga village by affecting them psychologically through reducing their self-esteems and affecting their mental well-being, low enrollment rates in primary schools and reduced earnings and job opportunities for the ladies as agreed by the different respondents. Bu with those, there have been interventions and strategies concluded to contribute to the reduction of gender discrimination on women's access to education through community engagements in combating gender norms associated with girls education by the use of local leaders through educating about the negative impacts and also provision of strong financial supports to disadvantage primary children following legal aid guidance of giving educational scholarships and also regular monitoring and evaluation of schools and enforcing legal reforms that forbids discrimination and unethical acts of harassment that discourages girls from schooling.

## **5.3 Recommendation**

Following the above discussions from the findings and conclusions, many measures have been recommended that respond to the impact of gender discrimination in Aworanga village, Patuda parish, Gulu city in Northern Uganda as follows.

The research recommends that the public authority, government and other legal bodies relating to education and women's rights implement mechanisms for regular primary school monitoring and evaluation in the various villages which ensures the level of learning and kind of environment best for girl child studies.

The research recommends that the government and other functioning NGOs can partner up to de-campaign gender discrimination and social norms still existing in the village through increased

advocacy, educating and introducing clubs that educate the community and empower girls about their equal rights as boys and should also carry projects of building school facilities that encourage healthy hygiene for girls.

The study also recommends that there should be implementation of effective policy reforms that support girl child education. Although there are legal laws that emphasis women's rights. They are not effective enough and so the parliament and the legal bodies should implement and enforce strong rule of laws that punishes men that harass girls in schools (male teachers mainly) and try to deprive them of their confidence through bad sexual jokes which steals their self-esteem.

Further still the study recommends that the victims that experienced such discriminatory acts and harassments should be encourage to report such cases to authorities who can punish the doers. Finally, the research recommends that the legal bodies should settle these cases of discrimination as priority and punish those that encourage it and also counsel them about equality rights as a fundamental human right.

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# APPENDIX I

## QUESTIONNAIRE:

### Questionnaire on “the Impact of Gender Discrimination on Girls’ Access to Education” in Aworanga Village, Patuda Parish in Gulu city, Northern Uganda.

Dear Respondent, I am Aromorach Winifred, a student of Uganda Christian University, Mukono, pursuing a Bachelor’s degree in Governance and International Relations. I am carrying out a research on the impact of gender discrimination on women’s access to education in Aworanga Village Patuda parish.

I have designed this questionnaire on issues related to this topic of research. I would really appreciate if you could spend a few minutes of your time filling in this questionnaire for survey. Your responses are very important for the proper analysis of the research.

Your responses will be treated confidentially and all information obtained and collected from this survey will be kept safe and treated with strict confidence, and will only be available to the researcher and her supervisor.

I kindly request you to fill in and complete this questionnaire for study purposes.

Thank you for your co-operation.

### SECTION 1: (Tick where applicable)

#### RESPONDENT’S BIO-DATA (Tick as appropriate)

1. Age:

- A) 6-10
- B) 11-17
- C) 18-29
- D) 30 above

2. Gender:

- A) male
- B) Female

3. Educational Level:

- A) No formal education
- B) Primary level
- C) Secondary level
- D) Tertiary
- E) Degree

### Section 2:

Disparities in enrollment Rates

4. What are the main reasons for non-enrollment of girls in primary school in the village?

- A) Financial constraints
- B) Household responsibilities
- C) Safety concerns

- D) Lack of nearby schools
  - E) Cultural norms
  - G) Other (please specify): \_\_\_\_\_
5. How do you perceive the importance of education for women in your village?
- A) Very important
  - B) Somewhat important
  - C) Not important

**Section 3:**

Impact of Discriminatory Practices

6. Is there any traces of discriminatory practices affecting girls' education in Aworanga Village?
- A) Yes
  - B) No
  - C) Not sure

7. If yes, what specific discriminatory practices have you observed?

- A) Preference for educating boys over girls
- B) Early marriage or pregnancy
- C) Gender-based violence
- E) Unequal distribution of educational resources
- F) Cultural and beliefs discouraging girls' education
- Other (please specify): \_\_\_\_\_

8. How have these discriminatory practices impacted girls' ability to attend and succeed in school?

- A) Reduced enrollment rates
- B) Lower academic performance
- C) Increased dropout rates
- D) Limited access to educational materials
- E) Psychological effects (e.g., low self-esteem)
- Other (please specify): \_\_\_\_\_

**Section 4:**

Strategies for Promoting Equality

9. What strategies do you believe could improve girls' access to education in Aworanga Village?
- A) Financial support for families
  - B) Community awareness and education on gender equality
  - C) Safe transportation options to school
  - E) Improved school infrastructure and facilities
  - F) Support programs for girls who are pregnant or have been married

G) Policy changes at the local or national level  
Other (please specify): \_\_\_\_\_

10. What role do you think local leaders and community members should play in promoting girls' education?

- A) Advocate for equal educational opportunities throughout partnership with NGOs
  - B) Support educational initiatives and programs
  - C) Address and challenge discriminatory practices with strong laws reform policies
  - D) Carryout monitoring and evaluation of school activities
- Other (please specify): \_\_\_\_\_

11. How can schools and educators be better supported to ensure gender equality in education?

- A) Professional development on gender sensitivity
  - B) Provision of gender-neutral teaching materials
  - C) Establishment of support systems for girls which encourages them to report cases of discrimination.
  - D) Encouragement of female role models in education
- Other (please specify): \_\_\_\_\_

### **Section 5:**

Additional Comments

12. Is there any additional comments or suggestions you have regarding the promotion of girls' education in Aworanga Village?

*Thank you so much for your participation, your responses will contribute to understanding and addressing gender disparities in education.*

## **APPENDIX II**

### **INTERVIEW QUESTIONS**

1. What are some of the main reasons for low enrollment of girls in primary school here?
2. What are some of the challenges the children face especially girls in education within the village?
3. According to you, do you think educating girls is important?
4. Have you ever noticed any discriminatory practices hindering girls' education and which are they?
5. How did these practices impact girls' ability to attend schools?
6. Do you have any strategies you believe could improve girls' access to education in the village?
7. What was the total numbers of dropouts in 2007 and now?
8. How is turn-up of children now, especially girls?