

**AN APPRAISAL OF THE EXISTING LEGAL FRAMEWORK ON THE
RIGHT TO EDUCATION AND ITS VIOLATIONS ON RURAL
WOMEN: A CASE STUDY OF SOROTI DISTRICT.**

BY

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DECLARATION

I **APIO BETTY INYOIN** do solemnly swear to the best of my knowledge that the work presented in this report is original and is my own, where any part of this work has been obtained from works of other authors, it has been duly acknowledged, this work has never been presented or submitted to any institution or elsewhere for any academic award.

APIO BETTY INYOIN

Signature: 

Date: 23rd / 07 / 2015

DEDICATION


I dedicate this work to my heartfelt Dad Mr. Wells Pierce Edward for his unmeasured support during the period of my study; I thank him for the financial support, prayers and words of encouragement.

My sincere thanks also go to my dear son, Africa Prosper Israel Olobo (A.P.I.O).

In the same faith, I immaculately want to thank my friend and Lecturer, Mr. Abdul Kareem Azeez for his unfailing words of encouragement, advice and academic support.

APPROVAL BY SUPERVISOR

I certify that I have supervised and read this study and my opinion is that it conforms to the acceptable standards of scholarly presentation and its fully adequate, in scope and quality as a dissertation, in partial fulfillment for the award of Degree of Bachelor of Laws of Kampala International University.

Signature: 

ARYANYIJUKA ANNET WINFRED

Date: 23/7/2015

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ABSTRACT

The right to education as enshrined in chapter four of the constitution is one of the fundamental human rights. It therefore follows that such a right is inalienable. The notion is premised on the key roles that these rights play in the life of a human being without which life is antagonized. It is therefore conceivable that any act that has the effect of alienating the right to education amounts to an abuse of the right and the victim is entitled to an adequate remedy. It's also true that these violations vary in degree, jurisdiction, sex, race among others. This study is set to look at the implications of the violation of the right to education of rural women in Uganda given its impact on women in Uganda. Finally the study entails the way forward to ensure the proper enjoyment of the right by rural women in Uganda.

LIST OF STATUTES

Principle legislation

- 1) The Constitution of the Republic of Uganda, 1995
- 2) The Land Act cap 228
- 3) The Local Government Act cap 243
- 4) The Divorce Act cap 249

International legislation

- 1) The Universal Declaration of Human Rights of 1948
- 2) The International Covenant on Economic and Social Rights
- 3) The Convention on the Elimination of All sorts of Discrimination Against Women
- 4) The African Charter on Human Rights and Peoples Rights
- 5) United Nations Convention on the Rights of the Child

LIST OF CASES

- 1) Uganda Association of Women Lawyers v AG, Constitutional Petition No.2 of 2003
- 2) Law Advocacy for Women in Uganda v AG, Constitutional Petition Nos. 13/05 & 05/06[2007]
- 3) Lucas Bally v Florence Kiconco (Divorce cause No.011 of 2008)
- 4) SERAC v Nigeria

LIST OF ACCRONYMS AND ABBREVIATIONS

CEDAW	- Convention on the Elimination of Discrimination Against Women
UN	- United Nations
UDHR	- Universal Declaration of Human Rights
ACODE	- Advocates Coalition for Development and Environment
NRM	- National Resistance Movement
UPE	- Universal Primary Education
USE	- Universal Secondary Education
NDP	- National Development Plan
HIV	- Human Immune Virus
NSGE	- National Strategy for Girls Education
FAWE	- Forum for African Women Educationists
“A” LEVEL	- Advanced Level
SERAC	- Social and Economic Rights of Action Centre
NGO	- Non Government Organizations
ICESCR	- International Covenant on Economic and Social and Cultural Rights

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CHAPTER ONE

RESEARCH PROPOSAL

RESEARCH TOPIC

An appraisal of the existing legal framework on the right to Education and its violations on rural women: A case study of Soroti district.

1.0 Background.

Uganda was characterized by informal education before the coming of missionaries in the 1980s. Missionaries introduced formal education because they had shortage of manpower to carry out their activities however when Uganda got its independence in October 1962, the government continued with the same system until now but with a few modifications. Our education system consists of four levels of institutions, the Primary level (Ordinary) Secondary level, (Advanced level) the higher institutions of learning like the technical schools, universities, a large number of students are forced out of the system at each transition stage because of different reasons like financial issues, inability mentally to go to the next level, pregnancy to mention but a few.

Since the introduction of formal education in Uganda, there have been disparities in the distribution of facilities for female students, which are best seen between urban and rural areas. For instance in 2001, female school enrolment as a percentage of total enrolment was 49 percent and 44% at primary and secondary school levels respectively. Female students form 35% of those enrolled in tertiary institutions. The adult literacy rate for Ugandan females is at 57% while that of males is at 78%¹. The bottom line of all this is that once the rural women population is not availed with such facilities to ensure that they enjoy the right to education, then it is said that there has been a violation of the right to education of rural women.

The human rights of women and a girl child are inalienable, integral and indivisible as per *universal human rights Vienna declaration and program of Action* (1, 18, and 1993).The United

¹ *Uganda Education sector policy overview paper 2006.*

Nations convention for the *Elimination of all forms of Discrimination against Women (UNCEDAW)* states that signatory states must grant women equal opportunity and access to full comprehensive education, as per *Art 10 CEDAW 1980* and Uganda is also a signatory.

1.1 Introduction of the study.

Following the coming into force of the NRM in 1986, a decentralized system of government was introduced, where activities are implemented by the district local governments, districts are divided into municipal councils, town councils and village councils, however what is notable is that there has been development of towns to district level, city council level, division council level, municipal level and town council level compared to the village council level referred to as rural areas. As such there have been modern schools and institutions put up in the urban areas compared to the rural areas. As such there have been modern schools and institutions put up in the urban areas compared to the rural areas and accordingly the urban population have better education opportunities than the rural population, the set back to this kind of arrangement coupled with other factors is that few girls or women in rural areas have seen their way through the education systems as compared to the men hence a violation of a fundamental right enshrined under the constitution² this study is therefore set out to look at the existing legal framework on the rights of education and its violation on rural women in Soroti, Uganda.

Art 26(I) of the *Universal Declaration on Human Rights* outlines that education is a fundamental right of every individual and *Art 13(I)* states that the state parties to the *International Covenant of Economic, Social and Cultural Rights (ICESCR)* should recognize the rights of every individual to education, *Art 3 of the International Covenant on Civic and Political Rights* states that, state parties should undertake to ensure that, equal rights of men and women to enjoyment of all civil and political rights set forth in the present covenant are observed.

Art 1 of the *Declaration of the Elimination of Violence Against Women* states that violence against women means any act of gender-based violence that results in or is likely to result in

² *Art 30 of the constitution of the Republic of Uganda as amended.*

physical, sexual or psychological harm or suffering to women including threats of such acts, coercion or arbitrary deprivation of liberty whether occurring in public or private.

Furthermore, *Art 17 of the African charter on Human and People's rights* stipulates that every individual shall have the right to education and shall ensure that elimination of every discrimination against women and also ensure the protection of the rights of women and the child as stipulated in the international declarations and the conventions *Art 18(3)*.

In the case of *Masilamini Mudaliar and others V Thrukoil & Ors (1993) CHRLD 320 S.C. India*, court held that *the Convention for the Elimination of all forms of Discrimination Against Women (CEDAW)* obliges court to eliminate, prohibit all gender based discrimination. The state has a constitutional responsibility to take positive measures to ensure that women enjoy economic, social, cultural rights on the same footing with men.

The case of *Unity Dow V AG (1992) LR 623 C.A* the court of appeal Botswana struck down a statute which prohibited alien married to citizen women from working in the country on the basis that it discriminated against women.

In the case of the *Government of Andra Pradesh V. Vijaya Kumar and another*, court specifically stated that equality before the law doesn't prevent unequally situated groups from being treated differently, provided that the identification of such a group is founded on "intelligible differentia" and there's a rational nexus between the differentia and the objectives of the statute.

1.2 Statement of the problem.

Art 30 of the Constitution of the Republic of Uganda 1995 provides that all persons have the right to education; *Art 26 UDHR* provides that everyone has the rights to education, further *Art 13 of the International Covenant on Economic, Social and Cultural Rights* provides that state parties to the convention recognized the right of every one to education. What is notable is that in order to enjoy this right, there must be factors put in place like accessibility to school in terms of distance, food should be provided, sanitary pads for the girls, parents should not overload girls

with a lot of work. For instance for one to enjoy the right to education, there must be schools put up, there must be well trained teachers to carry out the process and in absence of such factors there is bound to be violations of the right in the country, existence of such factors is more in urban areas than rural areas which is an indicator that there is likely to be more severe violation of the right to education in rural areas as compared to urban areas. So this study seeks to appraise the existing legal framework on the rights to education and its violations on a rural woman in Soroti, Uganda, because the situation in Uganda is contrary to the provisions in the legal framework.

Soroti is made up of several sub counties, Arapai, Asuret, Gweri, Kamuda, Northern division, Western division and Soroti itself, its located in North Eastern part of Uganda, seven hours away from Kampala city while collecting data in Soroti, 78 responded and 62 females, the interview involved 140 people and both sexes were represented, 55.7% male and 44.5% female, the interview engulfed class teachers of Soroti senior secondary school and it turned out that an average number of 17 girls and 23 boys per class responded bringing us to the percentage of 42.5% females and 57.5% male ,the results of the interview showed that the boys

performed more better than girls and girls dropped out of schools more than the boys and the age of the girls affected most was between 15 – 19 years, the concern is how is it possible that rural Soroti girls who are protected by the National and International laws and who have free access to education, keep dropping out of school ?

It's important to note that education plays a key role in improving a rural woman's well-being, her social and economic life, in Uganda gladly there's a right to compulsory education for primary and secondary, Universal Primary Education (UPE) and Universal Secondary Education (USE), then why do rural girls in Soroti keep dropping out of school and performing poorly even with the free education and laws providing for her education , I then deemed it necessary to adopt the 4A's framework which asserts that for education to be a meaningful right it must be *available, accessible, acceptable* and *adaptable* by the former *UN special Rapporteur* on the right to education.

Availability; which means infrastructure, books, materials, buildings which should meet both safety and sanitation standards like clean drinking water, active recruitment, proper training, qualified staff but we see rural areas like Soroti having poor quality education due to untrained teachers which definitely leads to poor performance hence a demoralized rural Girl who opts for dropping out because the teaching skills are very poor so she has to use a lot of effort than necessary to grasp a simple concept yet an urban student learns easily with no effort at all because of well trained staff, and even certain grades can't allow one to go to the next level, there's need for quality staff, no education system can be better than the quality of its teachers neither can a country be better than the quality of education, quality education is therefore key to the success of a country, rural schools in Soroti like in Asuret have poorly housed classrooms, some study under trees.

Accessibility; this simply means education being reachable, regardless of gender, no segregation, a school with reasonable distance, the way to school should be convenient and safe for this rural girl, it should be affordable, there should be access to textbooks, uniforms should be provided with no additional cost but this is not the case in Soroti, laws against child labor are dormant and child labor mostly affects a rural girl because they work as maids in peoples homes and so where's the compulsory education exists, most of these innocent but promising rural girls in Soroti can't access this free and compulsory education because they stay with either a single parent or step parent or close or distant relatives who are the greatest obstacles to her future because her education is of no essence to most of them and so during harvest period most of them drop out to work, they work as baby sitters, these rural girls also drop out because of early pregnancies, early marriages which are imposed on them by parents, actually the customary law allows a girl to be married at the age of 16 years, they also give up on school because they lack sanitary pads and don't want to get ashamed, they also fear to be caned, they are also sexually harassed by male teachers, the distance to school is exaggerated and so this makes education inaccessible to a rural girl.

Acceptability; means something that brings satisfaction, socially okay, meeting ones needs adequately hence worth accepting, it should be free from discrimination, it should be relevant

and culturally appropriate for all, teaching methods should be objective and unbiased, reflecting a wide array of ideas and beliefs but we see rural teachers bended more on the male students for answers, when there are debates, quiz or seminars the rural school sends more boys than girls even where girls out number boys in class, we also see people complain about free education without books, scholastic materials not even food or uniform, how can you send someone you really want to harvest to a garden without a hoe, the rural girl is faced with this type of huddles.

Adaptability; this is being fit to adjust ,to change according to need, being flexible when things change, education programs should be flexible and able to adjust according to societal changes and needs of the society, rural girls walk long distances and the education system should be able to be flexible and provide boarding facilities especially for the rural girl child, sanitary pads, school vans for the ones that come from very far because not all schools are distant, tighten child labor laws, introduce family planning to girls in rural schools, sensitize parents who have no academic qualification, whose reasoning is so low, to clear their doubts on a girl child's potential, like Professor Makubuya said, that the biggest challenge in implementing UPE is mass education, give bursaries to rural girls in Soroti , the education system we have should be that adaptive, not giving a nice vehicle without its driving keys and feel great that I gave a great vehicle which is practically going to be just packed.

The reality of a rural woman's life in Soroti remains invisible and this invisibility persists at all levels beginning with family, it's true that geographically men and women share the same space but they practically live in different world's, women in this rural area actually outnumber the men but even if they hold up half the sky it doesn't appear to give them a position of dignity or equality in education, even when they strive to get education which seems available its unequally accessed, however, its important for Ugandans to know and realize that when a rural girl is held back, it's to the disadvantage of individuals, nations, societies, both men and women, opportunities are blocked and they're constraints and positive change is slowed down.

So basically, there very many factors as discussed above that hinder a rural girl in Soroti from accessing education that seems free and compulsory, cultural, political, social, religious and

economic; culturally a girl is wealth and so has to get married and earn the family wealth; if they don't get married then parents don't benefit from them, so parents see no need of taking them to school , socially, they are stereo typed as baby sitters ,cookers, tails not heads, religiously, they are supposed to be subordinates if they study, they will be proud and stubborn; so there's a big need for this study as you've briefly followed from above.

1.3. Purpose of the study.

- a. This study is in partial fulfillment of the requirement for the award of a Bachelor's Degree in Law (LLB).
- b. To train in legal research writing, to enable me develop intellectual talent and potential in Law.
- c. To widen the research activities in the faculty of Law.
- d. To contribute to the development and knowledge of the law and its role in the promotion of human kind.

1.4. Research objectives.

- a. To explore and assess the international, regional and national instruments, reports, statutes, journals on women's right to education.
- b. To establish the barriers that precludes rural women from exercising and enjoying the right to education.
- c. To excavate the implications of the violation of the right to education of rural women in Soroti.
- d. To establish the ways in which the government, parents, schools, the public can create a system that can enable rural women in Soroti to enjoy and exercise the right to education.

1.5 Assumptions.

1. Education plays a great role in the lives of rural women.
2. There are various barriers to rural women education.
3. Violation of rural women education comes along with implications.
4. There are many ways in which rights of rural women have been violated.

5. There should be a way in which government can create a system to enable women exercise and enjoy their rights to education.

1.6 Research questions

1. Does education play any role in a rural woman's life?
2. Are there any barriers that preclude rural women from exercising and enjoying the right to education?
3. Does violation of the right to education of a rural woman have implications?
4. Have the rights of education of a rural woman been violated, in which ways?
5. Are there ways in which the government can create a system that can enable rural women to exercise and enjoy the rights to education?

1.7. Scope of the study

The study will cover violation of the right to education and the legal framework on the rights to education of rural women in Soroti generally, the barriers that preclude rural women from enjoying the right to education and ways which the government can employ to ensure that rural women in Uganda exercise and enjoy these rights. The study is a sample of the rural areas in Soroti district which include Asuret, omodoi, Soroti and Oculoi between the ages of 13 – 19 (teenagers)

I chose Soroti as a case study because I have a sentimental attachment to it, it's my home district and I passed through closely the same situation and I know the local language spoken there, so interacting was very easy, however, I was faced with a problem of choosing the Right Topic, Developing a doable topic, was not an easy task for me, reading everything that could help me make a difference in my topic was tasking, keeping the topic interesting was not easy, at one point I would get bored of repetitively reading the same topic, Fine-tuning my topic based on others input called for a lot of energy because there was a need to look at different literature; Choosing the Right Methodology, was not an easy task, the need of being crystal clear, challenged me to revisit my English abilities, the planning process took a lot of time, assembling a research team and soliciting useful feedback from them was not simple work.,

finding Study Participants and getting institutions to participate, was challenging as well, the research also was costly and time consuming, staying Motivated and Working took my efforts, Following my passion, purpose and plan, was not easy there was a big need to monitor my attitude in order to deal with the data and stay focused as well.

In conclusion therefore, it's important for the University to guide students on how to choose a topic which is doable, and the right methodology, to assemble a research team, finding study participants , institutions to participate, to choose a topic they have a passion for and how to stay focused

1.8. Literature Review.

The constitution of the Republic of Uganda guarantees the right of equality among all persons before the law under³ and the right to education as enshrined under **Art 30** is to be enjoyed by all people without discrimination, it's also envisaged that violations of rights may occur in which an aggrieved party may petition the courts of judicature for redress. However, the provisions do not go as far as stipulating the short and long run implications of these violations to the right to education to rural women in Uganda hence the need for this study.

Art 10 of the United Nations Convention on Elimination of all forms of Discrimination Against Women (CEDAW), is in line with **Art 31 of the Constitution of the Republic of Uganda** which clearly states that state signatory to the covenant should take the appropriate measures to eliminate discrimination against women, states must grant them equal opportunities and access to full comprehensive education, the state, government and its organs shall recognize the important role women play in society, for the first time women are being important and their contribution to the development is as important as that of men, however he doesn't really bring out the real problem rural women face, hence need for this study.

Sikina S. Hasham (2011) in the right to education as legally enforceable human rights talks about the need for equal access to education; The author further acknowledges that despite

³ *Art 21*

international obligations and treaties in existence which requires equality between men and women, there are continuous social prohibitions and discrimination to limit women's right to education. The article also discusses the legal basis for upholding the notion of equal access to education thus promoting gender equality by allowing individuals to access knowledge and methods for improving their lives however the article falls short of women in the context of rural areas and further, the writer does not highlight the implications of the violation or lack of access to education by rural women in Uganda hence the need to analyze them.

Richard M. Kavuma(2008) in his book *,Breaking Barriers,* gives an account of education hurdles and discusses the support in place and that proposed to help rural girls in Katine Sub-county in north eastern Uganda to acquire education, among the hurdles discussed by the author include poverty, early pregnancies, cultural perceptions, the writer discusses the support in place that equally applies to the girls in Soroti which includes government scholarships and the proposed scheme of loans for poorer students which is to be paid after the student begins to work; however this has not been practical hence the need for this study.

Deborah Mulumba (2006) in *property rights and marginalized groups in Uganda* analyses property rights of the poor and marginalized in Uganda, The author further attempts to assess the impact of the violation of these rights on the capacity of the poor to create wealth, According to the author the poor constitute women, children and people with disabilities in various settings, However the paper doesn't discuss the impact of violation of the right to education to rural women in Uganda. Further the author does look at women generally but not specifically rural women in Uganda, Therefore there is great need to analyze the long and short implications of the right to education and health hence this study.

Andrew Byrnes (1992) vol 12 in *women's feminism and Human rights law, Australia year book of international law 2005* at 211 argues that the failure to be aware of the relevance of gender can result into a distorted picture of patterns of human rights abuses hence leading to an incorrect diagnosis and inevitably to an appropriate policy intervention, He further argues that what is needed in women's rights therefore is to adopt an approach which in both sensitive and open to

the possibility that there could be gender specific violations whose form has been influenced by the fact that the victims just happened to be women. He further recognizes the gap between men and women in terms of education and strives to propose conditions that would help to bridge the gap, the writer proposes access to education as a way to bridge the gender inequality, he also discusses issues relating to educational equality, skills development and economic growth and equality in education; however he doesn't really bring out the real problem rural women face.

Joy Kwesiga (2002) in *women's access to higher education* at page 152 points out the benefits of education and focuses her research on Uganda, She discusses ways in which women lead to advancement of the economy, she reports cases of women forming at least 60% of the local producers in the region. She further stresses that education of a woman serves as a resource for the promotion of the social as well as physical health of their communities. She points out examples of laws and practices that serve as impediments to the education of girls. She further attributes to the value of education as a tool to reduce these barriers. The writer cites out the barriers to girls' education considering factors such as parental attitudes, family labor and social economic status as hindrances to girls, education at primary and secondary levels as well as societal expectations placed on girls due to patrilineal family structures, customs, culture and the concept of universal marriage and how it impedes the progress of girls towards higher education, however, this wasn't detailed, hence need for this study.

Bart Rwezaura in his book, *protecting the rights of the girl child in common wealth jurisdictions* discusses the importance of looking at the violation of the rights of the girl child as a structural issue embedded in social cultural systems of our societies, however he doesn't really bring out the real problem rural women face, hence need for this study.

Marsha A Freeman (1990) in his book, *measuring Equality* states that the existence of constitution guarantees of equality and the degree to which they are enforced depends on several factors including historical circumstances, political sophistication of women and most importantly the political will, He further states that no constitutional guarantee is effective unless the citizens and the leadership of a country determines that enforcement is a priority and

commit personal and government resources to fulfilling constitutional promises, he also stresses that constitutional guarantees do not by themselves create equality but create a standard against which laws and the treatment of citizens by their government can be measured; however, the same huddles still exist, so there's need to echo them out louder, hence importance of this study.

Barbara Mbire – Barungi (1999) in *Uganda Feminism; political Rhetoric or reality* notes that gender discrimination in our male dominated society cuts across the division between the modern and traditional man. She also notes those women's rights as human rights are shrouded in uncertainty and depend on a large extent on the policies of the day, the author attempts to look at the relationship of government policies and agendas viz women's human rights, however he doesn't really bring out the real problem rural women face, hence need for this study.

Rebecca J. Cook (1994) in her book; *human rights of women; National and International perspective* notes that notwithstanding general existence of the principle of equality between men and women and the inclusion of sex as a category in which discrimination in the exercise and enjoyment of human rights is exercised the principles of human rights haven't been employed to improve the position of women and general wellbeing of women in Africa. The author further discusses that for human rights to be enjoyed the government ought to respect, promote and protect them; however he doesn't really bring out the real problem rural women face hence need for this study.

Wengi Jenifer Okumu (1997) in her book *weeding the millet field*, discusses that access to justice is a human right, She went ahead to note that the prevalent inequalities within the family and lineage in Ugandan societies tended to diminish women's access to human rights, Women have also not been addressed due to unsuitable or lack of government policies, Moreover women's rights in the personal sphere were hampered by some customs, The author therefore concentrates on the causes of the inequalities in society and suggests possible solutions to curb them, however does not explore rural women and education in details, hence need for this study.

Tamale Sylvia (1993) in her article *law reforms and women's plight*, notes that legislation alone cannot secure women's equality however she says that having laws favorable to women is a necessary step towards women's realization of their rights, however he doesn't really bring out the real problem rural women face, hence need for this study.

Amnesty International fact sheet (1999): human rights are women rights. Women are in double jeopardy, discriminated as women, they are likely as men, if not so become victims of human rights violations, today what unites women internationally – transcending class, race, culture, religion, nationality and ethnic origin, is their vulnerability to the denial and violation of their fundamental human rights and their dedicated efforts to claim those rights, however, they don't narrow down to the rural woman, hence a big need for this study.

Florence Butegwa (1992) in her book *challenges of promotion of legal literacy among women in Uganda, a tool for women's empowerment*, if women knew the law, they could use it to change aspects of their lives that are oppressive or have kept their for instance that they had a legal right to own property, so they can start working towards acquiring property so as to reduce their dependency on men. If they knew they have a legal right to petition for a divorce of proof of certain matrimonial offences, fewer women would continue to suffer violence, adultery and other forms of martial cruelty, if they knew what forms of marriages are valid under the law they wouldn't enter cohabiting unions under the mistaken belief that they are legally married and so, if women only knew their rights and status under the law, they would be better equipped to protect themselves, however he doesn't really bring out the real problem rural women face, hence need for this study.

Charlotte Bunch and Samantha Frost, published in *Rutledge international encyclopedia, Rutledge 2000*, the report states that, the terms women human rights and the set of practices that accompanies its uses are the continuously evolving product of an international movement to improve the status of women. A women's human rights framework equips women with a way to define, analyze and articulate their experiences of violence, degradation and marginality, During the *UN decade for women (1976-1985)* women from many geographical, racial, religious,

cultural and class backgrounds took up organizing to improve the status of women. The *UN* sponsored women's conferences which was convened to evaluate the status of women and to formulate strategies for women's advancement however he doesn't really bring out the real problem rural women face, hence need for this study.

Grace Wamwe and Mary Getui in their book *violence against women (Action publishers Kenya 1996)*, they say that the status of women in the Uganda society has to be understood in the light of our own African culture and the book is therefore about the focus of violence against women in society and the problems that church has encountered and even experienced by the contribution, in particular the women are rendering, why the church doesn't seem to address women's rights and eliminate violence against their rights, however, this didn't address specifically rural women, hence need for this study.

Bridge (1994) background paper on gender issues in Ghana: The paper presented the reports of the interview carried with parents in Ghana about girl's education, it suggested that the major reasons for not enrolling girls in school are economic, the opportunity turns to parents of sending their daughters to school tends to be lower than those for their sons.

Fobih D. et al (1995) in their book *the process of Education policy formation in Africa*, Ghana was the case study, DAE Paris, the report

states that, it's a belief among societies in the North of Ghana, that girl should marry as a virgin and so they tend to feel that if she pursues education for too long she'll lose her virginity on the way, however this book didn't nail rural women and education, hence need for this study.

World bank (1991),in their report called *the challenge of development*, seek to provide a comprehensive overview of the development agenda, One of the most valuable lessons relates to the interaction between the state and the future of developing countries, domestic policies and institutions hold the key to successful development, however, the report is shallow, hence the need for this report

Schultz (1989) analyzes the impact of an experimental maternal, child health and family-planning program that was implemented in Matlab, Bangladesh in 1977. Women in program villages also experienced other benefits like lower child mortality, improved health status, and greater use of preventive health inputs; however this was not Uganda hence big need for this research.

World bank (1995), according to data from Demographic and Health Surveys for nine Latin American countries, women with no education have large families of 6-7 children, whereas better educated women have family sizes of 2-3 children, Despite these wide differentials in actual fertility, desired family size is surprisingly homogeneous throughout the educational spectrum, Better educated women have broader knowledge, higher socioeconomic status and less fatalistic attitudes toward reproduction than do less educated women, however they didn't major on a rural woman hence the need for this study.

1.9. Research methodology

The research comprised of collecting data from primary and secondary sources of information. The information was both qualitative and quantitative. This was intended to enable me to gather enough information on the subject to be analyzed in this study; I used interviews which were conducted in focus group discussions and individuals, using questionnaires, observations. The secondary sources comprised of the available data in different libraries including textbooks on the subject, articles, journals, newspapers and various literature on the internet, etc.

Observation; is a systematic data collection approach, Researchers use all their senses to examine people in natural settings or naturally occurring situations, I preferred to include it in my research methodology because It enabled me to know when ,what and how to observe, to see nonverbal expressions of people's feelings , it also helped in getting information the informants would have been uncomfortable to share, so observation helped me not to be impolite and insensitive by asking what could just be observed, this particular methodology helped me to observe what informants had described and in order to get a clearer understanding of the research hence increasing the validity of the study in the right context and it also helped

me to answer descriptive research questions, saw how things were organized, prioritized, and then interrelated the cultural parameters, this methodology enabled me to know what cultural members deem important in manners, leadership, political and social interaction and taboos, derived the questions to be addressed to the participants that were relevant to their culture, in this way accessed back stage culture, familiarized myself with the community, making it possible for me to collect different types of data, both qualitative and quantitative; it also gave me a detailed description of the research and the events that are not scheduled; However there were some challenges in using this methodology, like I couldn't reach what happens outside the public eye, so I was basically relying on the key informants; there was a possibility of it being erroneous because it was based on my interest, my sex may have affected the research because of my inability to observe men all the way because I am a female who couldn't be alone in places where they were.

Interview is a face to face meeting; it's a conversation between two or more people where questions are asked by the interviewer to elicit facts or statements, from the interviewee a standard part of qualitative research, I preferred to use it as one of my methodology because was capable of helping me to obtain detailed information because it gave space for detailed questions and I was advantaged to see and analyze the informant's feelings, perceptions and opinions, there was a high response rate which gave me chance to record the respondent's own words, gave me chance to clarify ambiguities and followed up incomplete answers, it brought out sensitive topics which people felt uncomfortable discussing in a focus group, it deepened my understanding and helped me explain statistical data, However, it was time consuming, costly and a possibility of me understanding information differently couldn't be over ruled. while interviewing class teachers in Soroti senior secondary school. Miss Asio happened to be one of the class teachers who said,

“ most parents are not educated and so see no value at all or little value in educating girls and so contribute to the violation of a rural girl's right to education”

Questionnaire is a set of printed or written question with a choice of answers devised for a purpose of a survey or statistical study. I opted for it as part of my methodology because its practical, its capable of gathering a large scope or coverage of information from a large number of people in a short time, its cost effective, results are easily qualified, data can easily be

analyzed more scientifically and objectively more than others, it helped me compare and contrast, it was easier to create new theories and test existing hypothesis in this methodology; However, it was inadequate, emotions, feelings and behavior couldn't be realized, asked limited information directed to my interest, there was no way of telling a respondent's truthfulness, and how much thought s/he put in the questionnaire, there was different interpretation of the questionnaires and some respondents were forgetful, I gave questionnaires to head teachers and class teachers; it was about the sex with more population in class and the girls' number was 7, the boys number was 13, bringing us to a total of 20 and so in percentage it was 35% girls and 65% boys, better performance 5:10; the response on the sex that drops out is 5 boys to 15 girls, which literally means 25% boys and 75% girls, the age affected most was 15-19 which was 77.5%. The questionnaire also captured reasons for dropping out, social factors engulfed 23.6%, cultural factors encompassed 45.7%, economic factors took almost 30.7%, I also had chance to interview madam Ichacara Evelyn who had this to say that,

"girls shy away from coming to school because of menses, when they are in menstrual periods, they tend to miss classes because of lack of pads and so fear to get embarrassed at school, hence missing out, eventually they perform poorly and so get demoralized and drop out of school"

Mr.Okello had this to say,

"girls keep dropping out because of early pregnancies and because of domestic work which is targeted to only girls because of their sex"

Qualitative and quantitative data; qualitative data, is primarily exploratory research, its used to gain an understanding of underlying reasons opinions and motivations, it provides insights into the problem and helps to develop ideas or hypothesis for potential quantitative research, and quantitative data explains the phenomena by collecting numerical data that is analyzed using mathematically based methods in particular statistics; while using this method to examine issues in detail and depth, it created openness, it simulated peoples individual experiences, this attempt avoided pre-judgments, and because interviews are not restricted to specific questions, it guided and redirected them in time, my framework and directions were quickly revised as new information emerged; However, fewer people could read, it was also difficult to make

systematic comparisons because they were dependent on my skills, the volume of data made analysis and interpretation time consuming ,my presence affected the subject's responses .

Primary and secondary data; primary data is collected by the researcher directly and secondary is collected by someone else like from government records, books, trade associations, national and international institutions, statistic agencies etc. why I opted for this methodology was because it targets issues that are easily addressed, data interpretation was better, data was recent in primary data while secondary data was time and cost effective, data was extensive, However , both had weaknesses, when it came to primary data , it was costly, time consuming, feed backs were inaccurate , more number of resources were required and then in secondary data; data definition was hard, inaccuracy , time lag issues, data available was mostly for longtime ago and was not specific.

1.10. Chapter synopsis.

The study will comprise of a chapter which will consist of research findings;

Chapter one: will consist of a research proposal and it consists of the following, the title of the research, introduction and background of the study, statement of the problem, purpose of the study, justification of the study, the objectives, research questions, scope of the study, literature review, research methodology and the chapter synopsis.

Chapter two: shall consist of the different roles that education plays within the lives of women generally in Uganda and indicate if it's desirable to have it in Uganda.

Chapter three: will consist of an analysis of the barriers which preclude rural women from exercising and enjoying the right to education.

Chapter four: shall consist of the right to education.

Chapter five: will contain ways in which government can create a system that can enable rural women to exercise and enjoy the right to education in Uganda.

CHAPTER TWO

2.0 IMPACT OF EDUCATION ON A RURAL WOMAN:

2.1 INTRODUCTION

Education is a process of teaching, training and learning especially in schools or colleges to improve knowledge and develop skills⁴ its important to note that education and training are a back bone to the welfare of a community. The most appropriate definition therefore, would be that articulated by *Don Berg*⁵ According to him , education is the process of becoming educated, he further explains that what truly makes a person educated is that they are able to perceive accurately, think clearly and act effectively according to defined goals and aspirations, he also argues that an educated person is also respectful of others regardless of their power and status, responsible for the results of their actions and resourceful at getting what they need, personally and their family, organization or society, the author acknowledges that the educated person is not dependent on the information they have stored in their heads, because they have the ability to find information, create knowledge and develop skills if necessary, notwithstanding the various definitions by different authors, the fundamental effect of education and training is the acquisition of knowledge and skills by the educated or the trainee.

Its through education that people understand and take rational decisions about their life styles, what type of husband she should marry, how to bring up healthy children, she can discuss with the husband constructively, they usually disagree to agree then come to a beneficial solution or decision, when an illiterate rural woman falls short of productive words, she ends up insulting the husband and his mother, fighting breaks out and all the household utensils and assets are wasted yet an educated woman most times won't set the house on fire because of her level of education; she usually knows the importance of education and would like

⁴ *Oxford advanced learners dictionary(2011) 8th edition*, Oxford University Press

⁵ WWW.Attitutor.com,

her daughters also to get better education than herself, a non-educated person is undernourished in mind as per *M.Sellular (1994) legal literacy: a tool for women's empowerment*, An educated woman shares responsibility with the husband, she can educate her brothers, sisters and take care of her parents, she actually can run income generating activities (IGA) and so can manage finances properly; despite the fact that women form the largest population of illiterates compared to men, their role to the economic development and growth of the country is immense and enormous, that's why these days many parents have given second thought to a girls education because illiteracy relates to blindness.

Many studies have documented the high returns of investment in rural women education. By improving a woman's ability to acquire and use information, education deepens her understanding of herself and the world; it enriches her mind by broadening her experience and improves the choices she makes as a consumer, producer and citizen. Education strengthens women's ability to meet their wants and those of their family by increasing their productivity and their potential to achieve a higher standard of living, by improving their confidence and their ability to create and innovate; it multiplies their opportunities for personal and social achievement.

There are extensive evidential impacts of education and training world over, for instance education has had the effect of technological advancement in different spheres through different research undertaken and a tool to poverty eradication through the acquisition of skills to setup various projects, little or no wonder, education has been emphasized by different international and local legal instruments such as the *Universal Declaration of human rights (UDHR)*⁶ and the *international covenant on economic ,social and cultural rights (ICESCR)*,⁷. Locally, the *constitution of the republic of Uganda*, guarantees it as a right for every Ugandan⁸; however this study is mainly focused on the impacts of education that are peculiar to women, taking into consideration the indifferences, favoritism between men and women and the various patriarchal tendencies as discussed here under;

⁶ Art 26

⁷ Art 13

⁸ Art 30

2.2 Women education and health

World Bank (1991) assisted that better educated women are more informed about the value of health care and personal hygiene, so, a rural woman's education determines a child's mortality, she makes up for the absence of medical facilities in the rural area.

Schultz (1989) further argued that a strong inverse relationship exists between a mother's education and the incidence of mortality among her children, he also said, better educated women uses different mixture of observable health inputs than less educated ones, he non the less concluded that mother's education undoubtedly influences many interrelated variables such as use of healthcare and modern attitudes, when a woman is educated, children suffer less illness because of good care, there's lower infant rate, low fertility, healthier children, girls marry at a later age, there's contraceptive awareness and fewer unwanted pregnancies

Women's earning capacity, in turn has a positive effect on child nutrition, children below the age of five require enormous nutrients so as to grow up healthy such nutrients are to be found in certain foods such as fruits, beef which are not affordable by the poor mothers, as such , its arguable that in case the mothers are empowered with the necessary skills so as to constitute the labor force, their earnings can in turn be of value to child nutrition hence averting dangers of child mortality, because actually several mothers are single mothers nowadays.

The World Bank (1995) pointed out that women education lowers maternal mortality and thus have healthier children, parental education is significantly associated with the healthy status of children, even after socio-economic status is improved in the country and there's access to health services and the levels of maternal education are rising, its true the odds of the child dying before the age of two reduces in both urban and rural settings, however , according to them on the average, child mortality seems to fall by about 8% for each additional year of parental schooling, parental education influences child mortality through use of medical services such as potential care and clinical visits and changes in households, health behavior like washing hands and boiling water.

Lockheed (1991) stated that education of women is closely related to child health as measured by nutrition status, apparently the more education a woman attains, the more likely does she seek

professional health care which diminishes child mortality thus gain in life expectancy, education changes a mother's preferences for foods and increases her influence in decision about how food is distributed in the house hold. (*PEAP 2000*).

According to *the Uganda Population and Housing report(2002)*⁹ states that education and literacy have implications for different aspects of one's life such as fertility and reproductive health, health seeking behavior and access to employment; according to the *National Development Plan*¹⁰ the causes of high fertility inter alia include low levels of education, poor access to family planning services with unmet demand estimated at 41%, a low contraceptive prevalence rate of 24% and early childbearing with 25% of adolescents being pregnant before the age of 19, the census report further discusses that this is one of the reasons that the government of Uganda introduced the universal primary education (UPE) policy in 1997, the consequence of this is that there's increase in population growth, infant and child mortality, this is collaborated by *the census report*¹¹ which concluded that majority of the population in Uganda lives in rural areas which as discussed earlier harbor the most uneducated woman in Uganda, these results can be explained by the fact that uneducated women do not appreciate the merits of a small family and basic control methods such as family planning so as to prevent the health challenges that are associated with big families such as poor nutrition and infant mortality cases.

However, educated women often boast of the means to keep their children nutritiously rich, this is not true for most of them due to the lack of time for their children, For instance, most employers employ their employees for a minimum of eight hours, In addition, much as the law requires the employers to grant their employees annual and maternal leave, the former do not comply, this leaves the mothers with little or no time to attend to their children especially breast feeding, This has in turn led to the growth of malnourished children with lack of nutrients and therefore exposing them to diseases such as kwashiorkor due to lack of proteins.

⁹ page 13

¹⁰ *Uganda National Development Plan (April) (2010/11-2014/15)*,

¹¹ page 7

There's also reduction in fertility¹² Studies show educated women tend to bear a small number of children than the less or uneducated women, what is not clear is whether it is the education that affects child bearing or having more children hampers women's education, Reluctant to resolve the issue, various researchers have tended to explain the rationale behind educated women having limited numbers of children: more educated people are better at using contraception or more educated children and they realize that to have children of high quality is more difficult with many children than with fewer children. Be it as it may, fertility wages both positive and negative implication." For instance, high fertility rates are associated with high levels of poverty, infant mortality rate among others. On the other hand low Fertility rates affect the economic sector in the economic sector in the sense that it leads to scarcity of labor hence increasing the costs of production.

2.3 Women education, employment and income generation

Education has got a bearing on the incomes of women in society, there are different forms of income such as business or investment income whereby the investor is self-employed and employment income where a person is simply employed by another for a wage, the former is far way more advantageous as the investor gets output in proportion to the input but rather risky and requires more capital to start which is affordable by most people especially the women; with respect to employment income, most people survive on this due to capital hardships, however as the economy grows, skill requirements also rise and employers are interested in skilled workers, therefore without education, the women are pushed out of the labor force which inputs a direct implication on their incomes.

World Bank (1995) stated that education contributes to economic growth both through increased individual productivity brought about by the acquisition of skills, attitudes, through the acquisition of knowledge. This can be measured by increased earning over time. Investment in education leads to the accumulation of human capital which is the key to sustained economic growth increasing incomes. Education has significant effects on earnings and the rate of returns

¹² *Bonnie Rochman (2011) less educated women have more children. Or is it the other way round? Teras Castro Martin and Fatima Juarez(1995) in The Impact of Women's Education on Fertility in Latin America: Searching for explanations*

of education is high, there's a relationship between education and employment, an individual who successfully completes the necessary schooling for entry into the modern sector labor market has a higher probability of getting a well-paid job than one who does not and raises productivity in the market and in the household by enhancing information acquisition, it improves ability to learn.

There's Limited dependency because Education helps women to be self-dependent and operates as a tool to prevent domestic violence which is prevalent in most families. Domestic violence connotes the unfair, inhuman and degrading treatment subjected to women in their homes by their husbands. Women's suffering has been attributed to the high level of dependency on men. As such they can not avail themselves with the basic necessities in life such as shelter, medical aid, clothing and food. The result is that they continue relying on the men regardless of the harsh conditions. However as earlier noted, education empowers women with skills to start new projects that can help them to raise incomes that can attract decent lives and in the long run such dependencies and the related effects are curtailed.

However, too many students aspiring to live beyond their own capacity and that of their country end up unemployed hence accumulating frustration in the youth federation and it is easier to expand schooling than to expand employment opportunities but it is not enough to provide any type of education, if there are no jobs at the end of it.

There's also food insecurity; the major aim of education is access to employment. as such graduates search for jobs in different places and most of the employment opportunities are found in urban places, the effect is that the agricultural sector in rural areas is cut short of labor due to the rural urban migration of women in search of employment, this exposes the economy to a great risk of food, this may be one of the reasons why the Uganda's post 2011 elections situation was characterized with scarcity of food and inflation; given the large educated population in towns and the prevalent discrimination against female employees by some employers, the women are often left out of the employment slots. The effect of unemployment is that most of them resort to prostitution hence exposure to dangerous sexually transmitted diseases such as HIV/AIDS.

2.4. Women education, gender equality and empowerment.

Education contributes to women empowerment and gender equality, gender equality connotes women having the same opportunities in life as men including the ability to participate in public, the notion calls for an account of the ways in which women are different from men and ensuring that these differences are acknowledged and responded to by state measures towards achieving equality. *The constitution of the Republic of Uganda* guarantees equality between women and men and also provides for affirmative action measures¹³ According to the National Development, Uganda's development progress continues to be constrained by gender inequalities and social vulnerabilities. The development plan further notes that Uganda is a signatory to various international commitments such as the *Convention on the Elimination of all forms of Discrimination Against Women (CEDAW)*, *The Beijing Platform of Action*, and the *Millennium Development Goals* and has a *Gender Policy* which provides for a framework for gender responsive development. However, the *Development Plan reports* that despite the presence of these measures, gender disparities still persist: Gender based violence is estimated at 68% for females against 20% for males. Retention in primary education as a whole is low and exhibits gender disparity with 53% of boys and 42% of girls completing primary school in 2006, enrolment figures for secondary level education also show gender disparities with only 1/3 of girls who enrolled in primary education continuing in school to the age of 18 years, compared to 1/2 in the case of boys, HIV prevalence rate is also higher among the women (7.5%) than it is among men (5%).

However, as a result of education and Training, women became aware of their rights and got the conviction to fight or advocate for themselves through women NGO'S and other forums. Through these forums such as NGOs, Women are united and lay down different mechanisms to address them. Such issues fought against include gender inequality that is persistent due to ignorance of rights accorded to women and a patriarchal kind of thinking in society. *The classical examples are those of Uganda women lawyers and law' advocacy for women in Uganda.* the former petitioned the Constitutional Court to declare certain provision of *the*

¹³ Art 21

Divorce Act inconsistent with the constitution¹⁴ while the latter petitioned the same court to declare particular provisions of the *succession Act* inconsistent with the constitution¹⁵ and therefore null and void and indeed the said provisions were declared null and void for being inconsistent with the constitution of the Republic of Uganda. Both the petitioners reasoned that the said provisions had the effect of discriminating against women and promoting inequality between men and women the bottom line is that achievement of girls' right to education can address some of societies' deeply rooted inequalities, which condemn millions of girls to a life without quality education and therefore also too often to a life of missed opportunities, this leads to decline in cultural values; traditional Africa brags of rich cultural diversity. This can be evidenced in the way both men and women dress, behave in society and associate with each other, for instance in Buganda one of the societies in Uganda. It is forbidden for a woman to dress in skimpy short dresses such as miniskirts. As such women in Buganda preferred traditional dress code of a gomesi but As a result of education, Most of the cultural values have been eroded away as being uncivilized and women especially the educated are the main architects of this school of thought.

2.5. Women education and decision making in public arena

According to *Ann Marie Goetz (2003)* in *women's education and political participation*¹⁶, Political participation matters a great deal for women as a group and as individuals. According to the author, whether women work together to protest gender-based injustices or whether they participate in non-gender-specific associations and struggles, the most important of all is that the entire group benefits from political participation of one of them, which is influence on decision making in public policies, because she will be sensitive to the needs of the group in question. The author notes that, with respect to groups; participation in politics

¹⁴ *constitutional petition no.2 of 2003*

¹⁵ *constitutional petition Nos. 13/05 and 05/06 [2007]*

¹⁶ "a paper commissioned for the EFA Global Monitoring Report 2003/4. the Leap to equality"

builds social trust and capital and provides a mini of democratic apprenticeship; it offers socialization in the norms of: reciprocity and cooperation, the capacity to gain broader perspective on particular problems in order to develop a sense of the common good.; For individuals, political participation builds civic skills while successful lobbying can result in improvements in personal welfare mid status.

The author further discusses the causes of very slow progress of women political participation around the world; they lack time for politics due to their domestic obligations, They lack the skill of socialization for politics, they possess lower social capital and possess a weaker asset base than men, owing to discrimination in schools and in the market, their under representation in the jobs that favor political careers, they are marginalized within male-dominated parties, their inability to overcome male incumbent bias in certain types of electoral systems. Notwithstanding the above the crucial question to ask is, what are the determinants of political participation? According to Anne Marie Goetz¹⁷, Women's political participation is most often measured in terms of the numbers of women to be found in formal politics, in positions of public office to which they have been elected. The other school defines political participation as activity that has the intent or effect of influencing public action, either directly, by influencing the making of public policy, or indirectly, by influencing the selection of political decision makers. Be as it is, the most important definition would be that which is result oriented thus which has the effect of making binding decisions and not merely recommendatory in nature and therefore the former test is healthy and more helpful. In addition to other factors such as cultural bias against women. Religious practices, education plays a pivotal role in women political participation especially in democratic countries. Any democracy would require the government to take a priority interest in the needs of society As such; Uganda adopted a representative kind of democracy established by the constitution whereby the electorates elect their representatives through a free and fair election. However, the striking requirement is that such leaders must have minimum academic qualifications, for instance, a person is qualified to be a member of parliament only if he or she has completed a minimum formal education of Advanced level or its equivalent, Therefore education acts as a gate way to political participation without which women s needs remain in the shelves.

¹⁷ supra 8

2.6 Women education as a vaccine against primitive cultural values in society.

Cultural and traditional values are a setback to girls and their prospects for education, the achievements of girls' right to education can address some of societies' deeply rooted inequalities, which condemn millions of girls to a life without quality education- and therefore often to a life of missed opportunities, improving educational opportunities for girls and women helps them to develop skills that allow them to make decisions and influence community change in key areas. One reason for denying girls and women their right to education is rarely articulated by those in charge: they worry of power that girls will have after education. There is still some resistance to the idea that girls and women can be trusted with education. Education is also seen in some societies as a fear of change and now with globalization, the fear becomes even greater- fear to lose the cultural identity, fear of moving towards the unknown or the unwanted, and fear of dissolving in many others.

2.7 Women education and control over early and forced marriages.

Education acts as an instrument to control early and forced marriages. Early and forced marriages have been responsible for the indecent lives of women. *The Universal Declaration of Human Rights*¹⁸, *the International Covenant on Economic, Social and Cultural Rights*¹⁹, the constitution of the republic of Uganda all protect the women from forced marriages and impose an obligation that marriage should be entered into with the free consent of all the parties, education has got a bearing to this vice in a way that uneducated girls are seen as a source of wealth by their parents, as such they are forced into marriages on unfair terms and against their will in return for bride price, however on attainment of education, parents are hesitant and unwilling to send their daughters into early marriages as they tend to understand that their value (girls) is risen and above all such girls become aware of their rights and are ready to offer resistance to such vices.

¹⁸ Article 16

¹⁹ Article 10

2.8 Women education and domestic violence.

The effect of education is that it trains scholars to live a civilized manner. The civilized ways include notions of equality between men and women. Participation of men and women in decision making at the house level.

Expression in form of dress code among others. However, some of these notions are considered a taboo in traditional Africa the cultural prejudice against women. As such this has always been a source of conflict between men and women as the former fight to restore the patriarchal status. In fact this is one of the reasons rural fathers do not send their daughters to school as they blame the disrespect associated with educated mothers for their husbands.

2.9 Women education and divorces.

The proximate effect of domestic violence (caused by education) is divorce. Divorce refers to the legal dissolution of a marriage. It therefore follows that a divorce is legal if it is in compliance with the *Divorce Act* one of the grounds for the divorce is cruelty which goes without noting that it includes acts of violence. Therefore, education of women is linked to the rampant cases of divorce. For instance, in *Lukas Bally v Florence kiconco*²⁰ court considered cruelty in granting judicial separation of both the petitioner and the respondent.

In Conclusion therefore the roles that education plays in women's' lives cannot be underestimated; however this chapter only looks at the major roles as discussed above.

Secondly it is also acknowledged that there are side effects to the attainment of education by omen such as unnecessary divorces but weighed on a cost-benefit scale, education registers far wide benefits in the lives of women and any debate to shutter the education of women would be an assault to the welfare of women in society.

²⁰ High court Divorce cause No. 011 of 2008

CHAPTER THREE

3.0 BARRIERS TO THE ENJOYMENT OF THE RIGHT TO EDUCATION BY RURAL WOMEN IN UGANDA:

3.1 Introduction.

Following the capture of power in 1986, the NRM government introduced the popular *Ten Point Program*. One of the components of the program was education²¹. This was followed by the enactment of the constitution of the Republic of Uganda in 1995 which too protects the right to education. As such, the government introduced various programs to pursue education. Examples of such programs include the Universal Primary Education (UPE)) and the Universal Secondary Education (USE) which are aimed at providing free education to all Ugandans at the primary level and secondary level respectively save for a few costs such as feeding and uniform dresses, Affirmative action which is designed to help the disadvantaged groups such as women to enjoy favors, Such favors include the addition of 1.5 points to every girl at the A level to enable them join the public higher institutions. In addition the government of Uganda has introduced the National strategy for girl's Education (NSGE) policy and a gender policy in education to improve girl child education. The government is also credited for apportioning enormous amounts of money in the education sector under the annual budget. However, notwithstanding all these strategies, they're still huddles to the attainment of education by women especially the rural women. Discussed below are some of the factors that preclude rural women from enjoying the right to education;

3.2 Poverty

This has played a leading role in the preclusion of rural women attaining education. The rural areas in Uganda are faced with low incomes compared to the urban areas. This is due to the lack of adequate market for their produce, poor transport access to the markets so as to sell their produce predominant dealing in perishable goods coupled with poor storage facilities, land fragmentation as a result of extended families affecting the yield. As such most rural people are

²¹ point No.6

not in position to raise school fees for all their children. For instance *Richard M Kavuma* in his article *Breaking Barriers* takes a case study of Katine sub-county. One of the remote areas in Teso region and accordingly reports that most girls have not been able to join higher institutions of learning due to lack of school fees by their parents. This coupled with the bad attitude towards girls by rural parents; the girls have been left at the shelves without attaining education.

3.3 Lack of adequate access to institutions of learning.

This has affected the acquisition of education by rural women; learning points are rendered meaningless if the access to them is poor, the rural areas in Uganda are served with poor roads making it often hard to access the learning institutions especially during rainy season, unlike boys, the girls by nature are restrained from enduring to attend schools as a result of the bad access, for instance some schools are served with foot paths that connect through bushes which expose the girls to enormous risk, such as rape. As a result the girls do not attend school regularly which registers far reaching implications on their grades hence frustrating the chances of progressing to higher levels of learning

3.4 Early and forced marriages.

Girls in rural areas are faced with early and forced marriage. Due to the low value attached to the girls in rural areas²² they have often fallen prey to early and forced marriages. Parents in rural areas consider boys to be more valuable than the girls and the latter are seen as a source of wealth through bride price which has seen most of them succumb to pressures of early and forced marriages from their parents hence denying them the chance to acquire education. For instance, data compiled by *Forum for African Women Educationists (FAWE, 1994)* in Eastern and Southern Africa, indicates that school careers of many girls are cut short because of pregnancy, either by the girls withdrawing themselves from school or through the national policies that ensure that pregnant girls are expelled from the education system with little or no chance of re-entry after delivery.

²² unlike boys. girls cannot defend the property, the will of the family,

3.5 Cultural and social factors.

Gender discrimination in rural families has had the effect of denying girls education in favor of boys the traditional sector is still designed with cultural and social beliefs, attitudes and practices that tend to favor boys than girls. Numerous arguments are advanced by the traditionalists of their practices; girls are married off and form other clans and therefore not eligible to have school fees share, girl's role in society is to produce and care for children and therefore one needs not to go to school before they can produce and care for children. For instance, the *CEDAW* report to Uganda indicates that the gender gap is worse in rural areas especially those affected by conflict in northern Uganda and Karamoja. One of the reasons cited, for this, is the preferential treatment offered to boys as opposed to girls in accessing education²³ As such this has seen the girls having less favor in issues of acquisition of education.

3.6. BIG AND EXTENDED FAMILIES.

These have also played a role in the non-enjoyment of the right to education by girls in rural areas. Traditional Africa cherishes children as they are seen as source of security and expansion of the clan for the case of boys. Source of wealth for the case of girls through bride price, For instance, according to the *2002 Uganda Population and housing census report*, only about 12% of the total population was living in urban areas. This implies that more than 80% was living in rural areas. This poses adverse effects such as high expenditures on the running of the family compared to nuclear families, leaving little or no incomes to be invested in education especially for girls hence contributing to the in-access of education by girls.

3.7 Limited schools.

Limited schools in rural areas have to. had an impact on the less attainment of education by rural women, the rural areas are characterized with one primary and secondary school per Sub-County, however, as earlier noted there is a big number of children population in rural areas as a result of polygamy leading to a high enrollment at schools. Therefore the facilities such as classroom blocks are not enough for all the children. This has affected girls most as they are

²³ *Report on Uganda's Implimentation of CEDAW(2010) page 25*

often pushed away by the energetic boys, they cannot withstand particular circumstances such as standing for long hours while in class due to lack of enough furniture, as a result girls often fall victims of school dropout as the education facilities are not enough to accommodate them so by virtue of their status. For instance it was found out during the study that Asuret Sub-county in Soroti located in southern constituency has got only one secondary government school.

3.8 Child labor/domestic labor.

This is always used to refer to the employment of children in various kinds of economic work, *Article 32* of the *United Nations Convention on the Rights of the Child* is to the effect that every child has the right to protection from work that is bad for their health or education. Girls are usually engaged in domestic work such as caring for younger siblings, gardening notwithstanding the need to attend school, this has had the effect of registering poor performance of girls at school. Absenteeism, physical and mental fatigue which has always resulted into cases of dropouts as the girls cannot compete favorably with the boys due to loss of most time doing domestic work than school.

3.9 Long distances.

These have also proved a barrier in attainment of education by girls in rural areas, as a result of limited schools in rural areas; rural girls are forced into moving long distances so as to access the schools, however there are risks associated with this kind of arrangement, Girls have ended up shunning school for their safety and security as they are vulnerable to rape; parents are also not willing to permit their daughters to walk long distances to school hence posing a threat to the proper enjoyment of the right to education by girls in rural areas.

3.10 Competitions from urban schools.

This has always shaken off the rural girls from joining higher institutions of learning such as university level or tertiary institutions, despite affirmative action whereby girls are boosted with 1.5 points on top of their grades while joining higher institutions of learning, rural girls have not benefited in the arrangement due to the stiff competition posed by the urban schools as most of the slots are taken up by the urban schools. This is due to the well qualified and experienced

teachers, adequate learning facilities in urban schools compared to rural schools. For instance in the recent “0” level results released by the *Uganda National Examinations Board*, it was reported that the best performing schools were in the areas of Wakiso district and Kampala city²⁴ This leaves the rural students especially the Soroti rural girls with little chances of enrolling for institutions of learning.

3.11 The genetic development of girls.

This has also contributed in one way to the non-enjoyment of the right to education by rural women. The biological genital system of women is in such a way that they undergo a menstrual cycle every month. As such they need sanitary pads to prevent the overflow of blood and to keep them comfortable; these are rarely provided to girls in rural areas which instead have led to absenteeism and poor performance so as to avoid embarrassment.

3.12 Lack of encouragement.

According to the Right to Education Project²⁵ whose role is to promote mobilization and legal accountability, the limited number of female teachers in both primary and secondary schools is a major constraint on girl’s education. The presence of female teachers both makes schools friendlier and provides role models for girls. This is true of the rural educational setting, here there are few female teachers in Soroti schools. This has been as a result of government Consistent failure to guarantee the equal rights of women in teaching, failure to cultural prejudice against female teachers, and to develop effective incentives to encourage female teachers to work in poor or rural areas. The Authors also argue that there is an inseparable link between the well-being of mothers and of their children. Women who are educated in school frequently have fewer children and are better able to provide health care and adequate nutrition for the children they have and are more likely to send their children to school and keep them in a school, with reference to Uganda, the rural areas are mainly composed of uneducated parents who are likely to Succumb to the vice of not sending their parents to school.

²⁴ *Daily Monitor* 8th February 2012

²⁵ *WWW, right-to-education.org*

3.13 Violence against girls in schools.

It has been one of the reasons for drop-outs among girls in rural schools, Such violence, includes; corporal punishment and public shaming by school authorities and teachers, hence failure to observe the basic rights and dignity of girls by school authorities. Rape, sexual harassment, physical and Psychological intimidation, teasing and threats. This usually occurs on the way to or within the school itself, and is perpetuated by teachers, parents and fellow students. These have the effect of promoting absenteeism, poor attendance and dropout among girls as they cannot stand the shame and embarrassment at school, other factors among others include; Peer pressure whereby girls are often misadvised by their peers especially the good life in husband-wife relationships, resulting into pregnancies and dropping out of school.

3.14 Conclusion.

Despite the barriers to education among rural women in Uganda education is such an investment that has registered fundamental positive changes in the lives of other people in society. For instance education is one single investment that is most likely to break the cycle of poverty for the family and for society. However what is important is the fact that most of these barriers are known and within our control as students, parents and Government to prevent them. Therefore, it is suggested that we take note of these barriers and always fight to ensure that those within our ambit in different capacities do not continue to wage more threats to the enjoyment of these right these rural women deserve to enjoy. This way it will help the rural women to feast on the benefits of education as discussed in the previous chapter

CHAPTER FOUR

4.0 IMPLICATIONS OF THE VIOLATION OF THE RIGHT TO EDUCATION TO RURAL WOMEN IN UGANDA.

4.1 Introduction.

Education is central to the welfare of society. As such education has got a bearing in the political, social and economic affairs of a country²⁶ to ensure that education is achieved; there must be various factors in place such as a favorable learning environment, schools, well trained teachers, adequate funding among others. On that note, it is instructive that the lack of such factors commands a violation of the right to education. Notwithstanding the above, it is on record that most of this violation of this right occurs in rural areas and to women in Uganda compared to the urban areas and men²⁷ What is not known is the effect of these violations to rural women in Uganda and therefore this chapter discusses the implications of violation of the right to education to rural women in Uganda

4.2 Poverty.

Education has got a bearing on the incomes of rural women in Uganda in that they are barred from engaging in formal employment as they are the necessary skills required in such jobs; they are unable to set up process such as small scale businesses as they cannot operate them without any accounting skills. As such these rural women are left with the option of doing domestic work which is unpaid for hence contributing to the poverty levels among rural women in Uganda

Uneducated rural women often fail to access employment due to the requirement of skills in particular jobs. Most of these jobs such as teaching, engineering require attainment of skills through education. Therefore the preclusion of attainment of education by rural women has exposed them to high levels of unemployment and related vices such as poverty. For instance according to the Uganda Demographic and Health Survey report (2006), 75% of women are

²⁶ for instance the Education of the elite class has been reported to have contributed much to the outbreak of the 1789 French Revolution through the spread of ideas such as liberty, equality and fraternity among the masses

²⁷ CEDAW report to Uganda on the implementation of the CEDAW, page 25,..

employed in the agriculture sector in the rural areas and the second largest employer of women in Uganda is the informal nonfarm sector.

4.3 Poor standards of living.

Uneducated women in rural areas are faced with poor standards of living as they do not have the necessary financial capacity to acquire basic necessities such as clothing's, good housing, medical treatment let alone the skills to engage in money generating activities. This has forced them to live as destitute in society.

4.4 Over dependency.

As a result of the lack of necessary financial capacity to sustain themselves, rural women have been exposed to the limit of men. This dependence has exposed them to a lot of vices such as violence, sexual harassment by men since they cannot live without their husbands.

4.5 Gender Inequality.

The violation of the right to education among rural women has contributed to gender inequality. Gender inequality denotes an imbalance between men and women in access to opportunities in life including the ability to participate in public sphere. Men tend to have unlimited success to various opportunities such as leadership. Jobs due to the availability of conditions that help them to acquire education contrary to women especially in rural areas. This has the effect of promoting gender discrimination which is strongly prohibited by major conventions such as the *Convention on the Elimination of all sorts of Discrimination against Women (CEDAW)*.

4.6 Impaired Children.

The violation of the right to education among rural women has affected their children and families as women who are concerted often have fewer children, and are better able to provide health care and adequate nutrition for the children they do have. It is also evident that educated women tend to send their children to school and keep them in a school system. Therefore, children of uneducated rural women are likely to suffer for the nonattainment of education by their mothers.

4.7 Little or no participation in decision making.

Uneducated women are left out of the decision making process as they do not meet the requirements of leadership. For instance Article 80 of the constitution of the Republic of Uganda provides that for one to be eligible to be elected Member of Parliament, must have a minimum qualification of "A" level or its equivalent and for one to be eligible to be elected as chair person must have a minimum qualification of "A" level or its equivalent²⁸. Therefore the non-attainment of education by rural women renders them to be subjects rather than leaders and therefore play a small part in the decision making yet they need to address various issues affecting them as women.

4.8 Early marriages.

Lack of access to education has led to early marriages among young girls due to being redundant in villages, redundancy exposes them to the greedy men who are not even in such good position to take good care of them, as such they fall victims to domestic violence, poor feeding and HIV/AIDS.

4.9 Rural urban migrations

Uneducated girls have ended up fleeing their villages to towns in search for opportunities and better means of living. This would not be had as it is an antidote to suffering but it has instead given birth to bad vices such as prostitution which is one of the leading vectors of the HIV/AIDS virus.

²⁸ Section 12 of the local government Act Cap 243.

4.10 Exploitation especially by politicians

Uneducated women in Uganda are likely to be exploited in a number of avenues by their husbands and politicians among others. For instance elections, rural uneducated women are usually given cheap and small articles such as salt, soap in exchange for their votes. As such, girls are not able to exercise their independent free will so as to have good representation. Perhaps this explains the low development in rural areas compared to urban areas as the leaders have selfish interests and are not challenged by their subjects.

4.11 Rural urban migration.

Uneducated rural women have adapted habits of alcoholism due to various reasons. They claim that due to harassment by their husbands, taking alcohol helps them to forget the hardships that they undergo, some claim that alcohol helps them to get resistant to diseases. As such, uneducated rural women have exposed them to health such as cancer; alcoholism has also contributed to the low productivity of such viruses

4.12 Exploitation especially by politicians.

Uneducated women do not and re less likely to use family planning methods to control the births of children. This is due to ignorance of how these methods work to control births, traditional beliefs in having large numbers of children and also appreciating the role of family planning methods. Perhaps this explains the low development in rural areas compared to urban areas as the leaders have selfish interests and are challenged by their subjects.

4.13 Alcoholism.

Uneducated women have habits of alcoholism due to various reasons. They claim that due to harassment by their husbands, taking alcohol helps them to forget the hardships they are going through, some claim that alcohol helps them to get resistant to diseases. As such uneducated rural women have exposed themselves to health risk such as cancer; alcoholism has also contributed to the low productivity of such women.

4.14 Over population.

Uneducated women do not and are less likely to use family planning methods to control the birth of children. This is due to ignorance of how these methods work to control births, traditional beliefs in having large numbers of children and also appreciating the role of family planning methods. As a result the rural urban women have greatly contributed to over population in Uganda. This is collaborated by the 2002 population and housing census report which showed that the rural areas harbor the most population²⁹. This connects with the *CEDAW report* on the *implementation of CEDAW* which notes that the gender gap in respect of education is more in rural areas³⁰. It is prudent to conclude that the lack of education by women in rural areas has contributed to over population in Uganda

4.15 Deprivation of property.

Rural women have always been deprived of acquisition of property due to ignorance of their capacity to acquire and own property³¹ every person has the right to own property? This seems to be disregarded, for instance. Husbands have always mortgaged family holdings for selfish interests without consulting their partners as required by the **Land Act Cap 227**³² According to the *CEDAW* report on Uganda's implementation of the *CEDAW*, Property distribution laws and customary practices at divorce are not favorable to women. The perception that property jointly acquired during marriage belongs to the man because men work whilst most women take care of the children and the home still persists. However it is thought that if women attained some level of education, they would be enlightened on their rights and the proper avenues through which they can enforce them. Consequently, there will be minimal abuse of their rights to own property the consequence of deprivation of property is that women especially widows often find increased hardships in their wellbeing and raising children.

²⁹ page 7.

³⁰ Page 25

³¹ Article 26 of the Constitution of the republic of Uganda.

³² section 39.

4.16 Little or no divorces.

Attainment of education by women generally has been linked to the rampant causes of divorces in Uganda. The architects of this view argue that in a house hold where there are ‘two lions’ meaning two educated people, business is bound to fail as they are all on equal grounds and therefore see no reason for being submissive to one another hence opting for divorce. However, this seems to be farfetched because divorce has also struck uneducated couples, implying that much as education may be playing a role in the breakup of families, there are some other grave factors which lie somewhere else and therefore that should not be used to abuse the right.

4.17 Food security.

Uneducated rural women have also been credited for ensuring the steady availability of food in the Country, these women grow food crops as a source of food for their families and then the surplus is usually sold. This is contrary to most urban educated women who engage in white collar jobs and often buy food for their families. As such the rural uneducated women are consoled for their failure to access education that they ensure food security and therefore defenders to epidemics such as famine. However, this may not be true and just a scapegoat for those that are responsible for providing education not doing their role. in any case, these women use poor methods of farming and cannot use or operate advanced scientific methods of farming such as use of tractors which impact positively on the yields. Therefore, even in ensuring food security, education is important to enable rural women to acquire skills for better production.

4.18 Conclusion.

The implications of the violation of education among rural women are generally more negative than positive. Furthermore, the abuse of the right to education among women infringes other rights such as right to own property³³, right to health³⁴, right to work³⁵ good standards of living³⁶ equality between men and women³⁷ among others. As such the government should take a strong

³³ Article 26 of the Constitution of the Republic of Uganda 1995

³⁴ Article 39 of the Constitution of the Republic of Uganda 1995 of the UDHR,

³⁵ Article 23 of UDHR

³⁶ Article 25 of the UDHR

³⁷ Article 21 of the Constitution of the Republic of Uganda 1995'

and irrevocable effort to respect, promote, protect and fulfill the right among the rural women in Uganda so as to not only realize the benefits of education but even the rights antecedent to the right to education.

CHAPTER FIVE

5.0 WAY FORWARD FOR GOVERNMENT TO ENSURE EXERCISE OF THE RIGHT TO EDUCATION BY RURAL WOMEN IN UGANDA.

5.1 INTRODUCTION.

Fundamental rights and freedoms of the individual are inherent and not granted by the state³⁸. This means that fundamental rights and freedoms are inalienable and inherent in a person by virtue of being a human being. The rights and freedoms of the individual and groups as enshrined in chapter four of the constitution which also includes the Right to education are to be respected, upheld and promoted by all organs and agencies of government and by all persons³⁹. *In Social and Economic Rights Action Centre and the Centre for Economic and Social rights v Nigeria*⁴⁰ commonly known as the SERAC case, the African commission on Human and peoples' Rights emphasized that all rights generate the duties to respect, protect, promote and fulfill. The commission further discussed that the duty to respect requires that the state should refrain from interfering in the enjoyment of all fundamental rights. The duty to protect obliges the state to protect rights holders' against other subjects by among other things, Legislation and provision of effective remedies, the duty to promote enjoins the state to ensure that individuals are able to exercise their rights and freedoms by. Forexample. Promoting tolerance, Raising awareness and even building infrastructures. The duty to fulfill is a positive expectation on the state to make a good faith effort towards realizing the rights. The commission emphasized that the application of these duties varies depending upon the right under consideration thus, the full enjoyment of some rights demand that the state take concerted action consisting of more than one of those duties.

³⁸ Article 20(1) of the Constitution of the Republic of Uganda 1995

³⁹ Article 20(2) and 30 of the Constitution of the Republic of Uganda 1995

⁴⁰ Danwood Mzikenge Chirwa in toward revitalizing economic , social,and cultural rights in Africa, social and economic rights action centre and the centre for economic and social rights v Nigeria 10 No.1 Hum.Rts Brief 14(2002)

Notwithstanding the above, there still remain untold violations of the right to education especially among rural women in Uganda and therefore this chapter is set to look at the ways in which the government of Uganda can ensure that there is proper enjoyment of the right as part of its duties as discussed above by rural women.

5.2 Educational loans to curb poverty.

The government should adopt and implement an educational loan scheme whereby a fund is set aside to cater for the tuition fees of selected students at higher institutions of learning. This is to be paid back by the student on getting employed after his or her studies. The idea was first introduced by His Excellency president of the Republic of Uganda Yoweri Kaguta Museveni in his 2001 elections manifesto in which he promised to implement an educational Loan Scheme. However, the idea has never been executed due to a number of challenges; uncertain chances of the students. Repaying the money given the unemployment problem in Uganda. Implementation in terms of course beneficiaries. Limited funding given Uganda's economic resources, the public service: that is marred with corruption among others. Notwithstanding the above, the question to ask is how the students' loan scheme can help to address the problem of rural parents in their inability to raise tuition fees for their daughters. It is therefore recommended that the government should restructure the repayment period to be twice the number of years the student's course duration in the higher institution of learning so as to allow parents/ beneficiaries pay back the money with much ease, Monthly equal installments repayment for the duration should be based on the parent/beneficiary income expectation, no other interest should be payable, the government should Put a law in place to ensure that at no moment in time does Government encroach on the Loan Scheme funds, the government should give all applicants a chance to apply and screen them according to set procedures, the applicants should be vetted using Schools attended, occupation of parent/ beneficiary in their ability to 'pay University fees, size of families, girl applicants in rural schools should be given more slots than any other, the government should also encourage applicants for vocational studies so as to ensure that the beneficiaries can start income generating projects and avoid the risk of unemployment which is associated with non-vocational studies this way the beneficiaries will be readily able to pay back

the loans. This way it is likely that the problem of poverty and inability of rural parents to send their daughters to higher institutions of learning may be solved.

5.3 Provision of sanitary materials.

The government should provide sanitary towels in schools especially the rural schools as these have proved to be the most affected by the vice so as to prevent absenteeism of girls during their menstrual periods⁴¹ The government should ensure a ready support of clean water in schools and enough lavatory facilities so as to enable girls clean themselves during menstrual periods. This way, It is likely to control the embarrassment and consequential absenteeism that girls often go through during the menstrual cycle which in turn affects their performance. *Emily Oster and Rebecca Thornton (2011)* in *Menstruation, Sanitary Products and School Attendance: Evidence from a Randomized evaluation*, the attendance gap induced by menstruation is very small, at less than one day per year and they reject the view that better sanitary technology closes the small gap as policies to address the issue are unlikely to result in schooling gains. However the authors failed to acknowledge the long term risks that are antecedent to the vice. For instance, the parents in rural areas interpret girls' menses as a sign of maturity and ready for marriage. This would mean that lack of sanitary towels by girls in rural schools is an exit of many from the education system. Therefore the issue should be taken seriously by the government as one of the avenues to ensure that rural women enjoy the right to education.

5.4 Family planning.

The ministry of education should join efforts with the ministry of health in ensuring that the rural women adopt and understand the merits of family planning. The populace should be sensitized about the effects of big families on the education of their children and not only health. For instance big families have grave effects on the finances of the family given the small resource base of rural families. The big families also narrow the chances of girls attending school due to the favoritism of boys over girls in rural areas. Further. The government should support non-governmental organizations in their move to sensitise about the pros and cons of family

⁴¹ According to the daily monitor of Monday April 23rd 2012, a teacher conducts a class of only 4 pupils in Katakwi district, most girls skip school during their menstrual cycle because they can't afford sanitary pads.

planning, say by supplementing their activities with finances. In fact one of the proposals by some organizations is for government to enact a law limiting the number of children that can be produced by a couple thus a maximum of four children⁴².

5.5 Enforcement to curb early marriages and pregnancies, child labor

The government should increase enforcement of the laws to ensure that rural girls do not fall prey to early marriages. For instance, the penal code Act sanctions sexual intercourse of parties below the age of 18 years, and it attracts a penalty of life imprisonment⁴³. Therefore the laws are in place but they only lack enforcement.

5.6 Education to parents' and girls on importance of education.

It is on record that parents in rural areas do not appreciate the importance of education, as such they treasure marriage as a source of wealth which has witnessed most rural girls joining marriages and leaving school. It is therefore recommended that the government should educate and increase awareness to the rural parents about the importance of education viz the loss that they undergo in marrying off their daughters. This way, it will enable the rural parents to regain the strength and impetus to send their daughters to school than marriages.

5.7 Quota system should be changed to capture the rural population.

In a bid to encourage and reward performing students at "A" level, the government introduced the quota system in which the government would foot the tuition bills of best performing students per district in public universities. The problem with the system is that it tends to benefit only urban schools and leave out the rural areas due to the poor performance in rural areas. As such, the objective of the system should not only be rewarding best performing students but also addressing those students especially girls in rural areas that cannot afford tuition fees at public universities given condition of schools in rural areas.

⁴² *Genext Uganda.*

⁴³ *section 129 of the Penal Code Act.*

5.8 Education policy should incorporate female teachers in schools.

The government should adopt and incorporate a strategy whereby in every school, the number of female teachers is at least half that of the males. The presence of female teachers both makes schools more girl-friendly, and provides role models for girls. 'This is likely to raise the esteem of the girls in schools.

5.9 Increase in budget allocations.

The government should also increase on the expenditures on education so as to enable the proper functioning of the education sector. In order for the rural women to enjoy the right to education, improved services are required of the government. However, these at most times are curtailed by shortage of adequate finances. For instance in the 2010/11 Uganda National budget. Only 16.45% of the total government income was allocated to the education sector⁴⁴ Therefore, it is thought that if government adjusted the expenditures allotted to the education sector, improved services such as well-trained and qualified teachers, well equipped laboratories among others would be put in place so as to allow the rural women to enjoy the right to education.

5.10 Network access to schools.

The government should improve on the transport infrastructure such as roads and bridges in rural areas, these though affect the attendance of school by both boys and girls: the former can at least fore go some conditions than the latter. For instance the girls cannot walk through flooded roads connecting to schools; it is also risky for girls to walk through the bushy pathways to school due to rapes especially in the evenings. Therefore improving on the transport infrastructure is likely to positively impact on the attendance and performance of girls in schools. A good transport infrastructure also helps the rural farmers to easily transport their produce to markets which in turn ensures availability of incomes to finance the education of their children.

⁴⁴ figures as shown by synthesis report of the proceedings of the 10th session of the state of the nation platform organized by ACODE

5.11 Subsidies on rural private schools.

The government should provide tax, subsidies and holidays to private investors of schools. This would help the private investors to develop the education standard in these schools through employment of well qualified teachers, construction of good and spacious classrooms among others. Secondly strategy reduce the risks associated with girls walking long distances as the move is likely to attract more investors hence a multiplicity of schools.

5.12 Enforcement to curb child labor should be decentralized.

Despite the presence of stringent laws against child labor, There still remain enormous tallies of child labor especially to girls, the problem seems to lie in enforcement as most of the rural areas lack police posts to ensure compliance with the law. As such government should increase the deployment of police officers in rural areas to ensure that girls do not undergo child labor at the expense of education. Further it is also suggested that local council authorities at the LC1 level should be mandated and equipped with the necessary facilities to arrest and apprehend such perpetrators of child labor to the relevant authorities. These if put in place, is likely to increase attendance of girls in schools and improve on their' performance in school.

5.13 Training of teachers.

The problem of under qualified teachers in rural schools affects both boys and girls. However the 1.5 points added to girls joining public universities a product of affirmative action would be meaningless if the rural schools are not attended to by well qualified teachers. This would mean that the scheme is to benefit urban students who are taught by well qualified teachers. Therefore the government should train teachers and post Well qualified teachers in rural schools so as to enable the rural girls benefit from the affirmative educational programs

5.14 Regular inspection of schools to curb vices.

The government should carry out regular inspection of schools to ensure that the students in schools especially in rural areas have a healthy atmosphere for education. For instance, the authorities should ensure that there is no violence against girls in schools, adequate sanitary

facilities such as latrines among others. This was attendance of school is likely to be ensured and the esteem of girl students will be ensured.

5.15 Enactment of a new law a key to the occupational safety and health act.

The government should enact a law to regulate safety and operations of schools a key to the occupational safety and health Act for workers. This would mean that there is a commissioner responsible for the administration of the Act, inspector to inspect schools with powers to prosecute offenders. This will further help in improving conditions in schools as the Act will clearly stipulate what is required of school administrators and the offences. Further, the strategy is likely to control the bureaucratic tendencies of law enforcement authorities. In conclusion, this will help to curb vices against girls in school such as violence, provision of adequate facilities to ensure the proper learning of girls among others.

5.16 Re-admission of early mothers.

Some adult mothers would wish to get back to school but they are scared of rejoining due to the shame and embarrassment that they anticipate to undergoing among the young children. This is common for those mothers that dropped out at lower classes. As such the government should introduce and encourage adult training colleges to admit early mothers who might have dropped out at the different levels due to early pregnancies and other problems. This way it would give an opportunity to rural women 'whose doors to education might have earlier been shuttered to gain the benefits of education.

5.17 Vocational institutions to curb competition from urban schools.

The government should encourage and support vocational studies, These can be provided in technical institutes. This would help to reduce the competition that limits chances of rural students especially girls amidst affirmative action of joining public universities. Secondly, vocational studies also help to equip the Students with technical skills to engage in self-paying projects other than looking for jobs this will in turn ensure the proper repayment of loans secured under the educational loan scheme as discussed above.

5.18 Cooperative societies should be introduced to curb poverty.

Noting that most of the rural population in Uganda survives on agriculture, the government should reintroduce and encourage cooperative societies. A cooperative society is a voluntary association of persons who work together to promote economic interest. There are various kinds of cooperative societies;

Producers' Co-operative Society which is formed to protect the interest of small producers by making available items of their need for production like raw materials, tools, equipments and machinery, e.t.c. Co-operative Marketing Society which is formed by small producers and manufacturers who find it difficult to sell their products individually. The society collects the products from the individual members and takes the responsibility of selling those products in the market,. Co-operative Credit Society which is formed to provide financial support to the members. The society accepts deposits from members and grants them loans at reasonable rates of interests in times of need. Village service Cooperative Social and Urban Cooperative banks are examples of co-operative credit society, Cooperative Farming Society which is formed by small farmers to work jointly and thereby enjoy the benefits of large-scale farming. The main objective of a cooperative society is to provide support to the members. As such the farmers can be able to practice large scale farming. Obtain soft credit facilities; get easy access to markets to sell their products. the result is that more incomes are created which may ensure that the rural parents send both their sons and daughters to school without any favoritism.

5.19 Scientific methods of farming.

The government should introduce the use of scientific methods of farming in rural areas to increase the yields .most of the rural areas use primitive methods of faming such a hand hoe and therefore grow crops in subsistence purposes. However, with the use of modem scientific methods such as tractors, manures, there's likely to be increase in crop yields and cash crop growing. This will in turn equip the rural population with incomes to send their daughters to school.

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