

arranged marriages were very common in the past. My findings have shown that some parents still attach more importance to the education of the boy child as evidenced by their reactions when they were asked a question on whom they should pay school fees in times of economic crisis. Twenty five percent (10 out of 40) parents indicated that they would pay for the boy because the boy was considered to be superior to the girl.

#### **4.4.5.4 Right to Education.**

The right to education was mentioned by parents at Muchinga but the rest of parents in other schools did not make mention of it. They said that education was a right to every individual whether one was a woman or man. One woman mentioned in Bemba that “*Ukusambilila nisambu esho Lesa ampela kumuntu onse*”. (Education was a God given right for everyone).

#### **4.4.5.5 Early marriage.**

The aspect of early marriage was mentioned at all schools under study. Both male and female parents indicated that they were taught on the dangers of early marriage. They therefore said that girls should not be married off when they were under age as this would make girls not to have a bright future.

Findings on the aspects of sensitization for parents showed that some parents at the schools under study could remember what they were sensitized on with regard to the education of the girls. However, there were also other issues that parents mentioned in passing such as HIV and AIDS and how girls should take care of themselves which were discussed at Olympia.

#### **4.5.0 Attitudes towards girls’ education by educational managers**

This section discusses the findings on the attitudes of education managers, teachers, pupils and parents /guardians towards girls’ education in the schools under survey. In essence, all the four categories of respondents responded that it was important to educate a girl as it was her fundamental right just like that of the boy.

#### **4.5.1 Education Managers' attitudes towards girls' education**

A survey on the attitudes of educational managers towards girls' education revealed that all the 6 respondents in this category agreed to the fact that a girl should be educated.

The most important reason forwarded by the male school manager at Lilanda was that a girl had the potential to educate more people and this translates into educating the nation because an educated woman would also in turn promote the education of other people apart from her own children. In order therefore to improve girls access to school the school manager has gone ahead to implement government policy on improving sanitation, introduction of clubs ( HIV and AIDS), re-entry policy as well as sensitizing girls and the community on the roles of women in national development and treating both boys and girls equally. The school has also gone ahead to introduce its own initiative like enrolling more girls than boys at grade 1 as opposed to government policy of enrolling girls and boys on 1:1.

At Muchinga, the school manager, a man, indicated that when you educate a boy, you educate an individual but when you educate a girl you educate the whole family. He also indicated that women by nature have a heart of being helpful. Apart from the government policy to implement measures that help girls to access school such as providing girl friendly environment, such as water borne toilets with containers of drums of water and bursary scheme, 1:1 enrolment at grade 1, equal treatment of girls and boys, the school manager has initiated a deliberate policy to enroll more girls than boys at grade 1 as opposed to government policy enrollment. He also mentioned single sex classes as one of the interventions. Single sex classes are one of the PAGE interventions which promote competition among pupils of the same sex. These are implemented at lower basic school level-grades 1- 7. Girls are also constantly told to work hard in class.

At Olympia, the school manager, a woman, indicated that when you educate a woman then you educate the whole nation because women have a heart of being helpful. The other reasons included the fact that a girl, just like a boy, is a human being and therefore has the right to education which would empower her to become self reliant in future and not dependent on her spouse for the rest of her life. This agrees with the report by EFA (2000) which indicated that education helps women to stand on their own rather than to depend on their spouses. In order to allow girls access school the school is implementing government policies such as the re- entry policy, treating boys and girls equally, grade 1 enrolment on 1:1. Beyond the government policy on enrolling 1:1, the school manager has gone ahead to initiate their own policy to enroll more girls than boys.

Similar views on why the girl should be educated were also expressed by the male school manager at Jacaranda who indicated that when you educate a woman then you educate the whole nation. He also indicated that when a woman is educated she will be less dependent on her husband. Apart from that she will have a say to what happens in the home. He has therefore gone ahead to introduce the contact sessions. These sessions are where girls have sometimes one to one discussions with the school guidance teacher. During these sessions girls are also told reasons why they should complete school. On the other hand more grade 1 places are reserved for girls in grade 1 though he expressed disappointment that most girls prefer to go to the sister school – Lusaka Girls and that he said has affected the enrolment levels at the school. Otherwise he has made it a point that once girls would be forth coming, he would enroll more girls than boys. Scholarships are sought for the vulnerable girls from the NGOs.

The Acting Provincial Education Officer, a man, indicated that female education promotes the education of others and promotes good health. The office therefore ensures that measures like improving sanitation, provision of bursary, allowing weekly boarding and 1:1 grade 1 enrolment are implemented in schools in the province. This is done by frequent monitoring visits by educational standard officers.

The DESO at DEBS office, a woman, indicated that education helps girls not to feel inferior to men and it is a tool to remove poverty. In order to allow girls access school enrolment at grade 1 is at 1:1 and the district has come up with the deliberate policy to give from 40% to 60% bursary scheme to the girls.

From the findings it is clear that all the categories, the school managers and educational managers have positive attitudes towards the girls' education. The fact that they have gone beyond the implementation of the existing government policies by carrying out their own initiatives to help the girls access school, is a clear testimony that their attitude toward girls' education is positive and they want a girl to be educated. Findings have also shown that while both male and female education managers indicated that the education of women promoted the education of others, female managers on the other hand were more concerned with the following: that education would help women not to feel inferior to men, education would help to remove poverty, and also as a tool for empowering women to become self reliant. Women's attitude was more of their being independent. Women are coming from the position of being oppressed to the position of liberation. The DESO has therefore gone ahead to give girls from 40% to 60% of the available bursaries in order to allow them stay in school. Whereas men were looking at what women are capable of doing when they are educated and have gone ahead to give more places to girls in grade 1.

#### **4.6.0 Teachers' attitudes towards girls' education**

In order to find out teachers attitudes towards girls' education, teachers were asked whether it was important to educate girls. The responses were provided by the teachers in an open ended question. Teachers' responses are shown in the table below by school and gender.

##### **4.6.1 Reasons why girls should be educated**

The researcher went further to find out from the teachers why they thought girls should be educated. The responses were provided by the teachers in open ended questions. The responses to this question are indicated in the table below.

**Table 23: Do you think it is important to educate girls.**

		Lilanda		Muchinga		Jacaranda		Olympia		Total		G /Total
		M	F	M	F	M	F	M	F	M	F	
Do you think it is important to educate a girl child	NO	0	0	0	0	0	0	0	0	0	0	0
	YES	5	5	5	5	5	5	5	5	20	20	40
	Missing	0	0	0	0	0	0	0	0	0	0	0

Source: Data from questionnaire 2006

A survey on the attitude of teachers towards girls' education revealed that all the teachers (20 males and 20 females) agreed to the fact that girls should be educated.

**Table 24: Reasons why girls should be educated by school and gender**

	School	Lilanda		Muchinga		Jacaranda		Olympia		Total		G/ total
	Gender	M	F	M	F	M	F	M	F	M	F	
What are your reasons why a girl child should be educated	Independence, able to make decisions	1	2	0	0	0	0	1	2	2	4	6
	Right to education as a human being	1	0	0	0	0	2	1	1	2	3	5
	Empowered, self reliant hence able to make decisions	1	1	0	0	0	0	2	1	3	2	5
	Equality between boys and boys	1	0	0	0	1	2	1	0	3	2	5
	Avoid Early marriages	1	0	0	0	0	0	1	0	2	0	2
	Removing poverty	0	1	1	1	0	2	1	1	2	5	7
	Sharing knowledge	0	0	0	1	0	1	0	0	0	2	2
	National Development	0	0	0	0	0	0	1	0	1	0	1
	Future leaders	1	2	0	0	0	0	0	0	1	3	4
	Removing illiteracy	0	0	0	0	0	0	0	1	0	1	1
	Responsible, motherly, good hearted and helpful	0	3	6	3	0	1	1	3	8	10	18
	Not Applicable	0	0	0	1	4	0	0	0	4	1	5

Source: Data from questionnaire 2006

Teachers provided one or more answers. Findings on why the girls should be educated have shown the following reasons : that the education of the girls will bring about her independence and she will be able to make her own decisions, that a woman is human being and therefore has the right to education, education will make a woman to be empowered and eventually become self reliant and hence have a bright future, the education of the girls will bring about equality between men and women, the education of the girls will help avoid early marriages. Education also helps to remove poverty. The girls should be educated because women like sharing knowledge. When women are educated, their education brings about national development as they will be able to participate effectively, socially, politically and economically. The education of women will also help them to become future leaders. Education is a tool to remove illiteracy. Women are responsible, motherly, good hearted and helpful and therefore should be educated.

From the foregoing discussion, findings show that the most common reason why girls should be educated is that women are responsible, motherly, good hearted and helpful with 18 (8 males and 10 females), the majority are women. This is an indication that this is women's perception of themselves. These characteristics are found in women and rarely found in men. The second most common reason was that education is a tool to remove poverty with 7 (2 males and 5 females), The third most common reason was that education will bring about the independence for women and be able to make decisions with 6 (2 males and 4 females). Other reasons included the following: right to education (2 males and 3 females), empowering of women (3 males and 2 females), creates equality between men and women (3 males and 2 females), education will help women to become future leaders (1 male and 3 females), avoid early marriages (2 males), women share knowledge with others (2 females), help to participate in national development (1 male) and remove illiteracy (1 male). Five teachers (4 males and 1 female) did not answer the question.

At Lilanda, teachers gave the following reasons: women being independent (1 male and

2 females), right to education (1 male), empowering of women (1 male and 1 female), equality between men and women (1 male), avoid early marriages (1 male), removes poverty (1 female) and becoming future leaders (1 male and 2 females).

At Muchinga, teachers gave the following reasons: removing poverty (1 male and 1 female), women share knowledge (1 female), women are responsible (6 males and 3 females). One female teacher did not answer the question.

At Jacaranda, teachers gave the following reasons: right to education (2 females), equality between men and women (1 male and 2 female), removing poverty (2 females), women share knowledge (1 female), and women are responsible) (2 females). Four male teachers did not answer the question.

At Olympia, teachers gave the following reasons: women being independent (1 male and 2 females), right to education (1 male and 1 female), empowering women (2 males and 1 female), equality between men and women ), avoid early marriages (1 male), removing poverty (1male and 1 female), participate in national development(1 male), removing illiteracy (1 female) and that women are responsible, motherly, helpful and good hearted(1 male and 3 females).

From the foregoing discussion 87.5% (35 out of 40) teachers were aware why the girls should be educated. These findings are a reflection of their perception towards girls' education. On the other hand, 12.5% (5 out of 40) teachers did not write anything, an indication that they were unaware why the girls should be educated.

#### **4.6.2 Interventions put in place to improve girl access to school**

Teachers were asked to state the interventions put in place at their schools in order to allow girls access to school .The following were the responses regarding the interventions by school and gender.

**Table 25: Interventions put in place to improve girls' access to school**

	School	Lilanda		Muchinga		Jacaranda		Olympia		Total		G/ Total
	Gender	M	F	M	F	M	F	M	F	M	F	
What interventions have you put in place to improve girls access to school?	Introduction of clubs such as chongololo, safe clubs	0	3	0	0	1	1	1	0	2	4	6
	Equal treatment between girls and boys.	2	0	1	3	1	1	1	2	5	6	11
	Encourage girls to work hard in class	1	0	1	1	1	1	2	0	6	1	7
	Enrolment of more girls than boys	1	0	1	1	0	0	0	1	2	2	4
	Compulsory prep	1	0	0	0	0	0	0	0	1	0	0
	Allowing girls after giving birth to go back to school( Re-entry policy)	1	0	0	2	0	0	0	0	1	2	3
	Community sensitization on girls education	0	1	0	1	0	0	2	0	2	2	4
	Single sex classes	0	0	1	0	0	0	0	0	1	0	1
	Fifty -fifty enrolment	0	0	1	0	0	0	0	0	1	0	1
	Improvement on sanitation – putting drums of water in toilets	0	0	0	0	0	1	0	0	1	0	1
	Provision of education materials	0	0	0	0	1	0	1	1	1	1	2
	Sensitization of girls on their education	0	0	0	0	1	1	0	0	1	1	2
Not applicable	0	2	1	0	1	0	0	1	2	3	5	

Source: Data from questionnaire 2006

Some teachers provided one or more answers. The following are the interventions that teachers mentioned: equal treatment between boys and girls, encouraging girls to work hard, introduction of clubs, enrollment of more girls, community sensitization on girls' education, re-entry policy, single sex classes, fifty-fifty enrollment, improvement in sanitation, sensitization of girls on their education and the provision of educational materials, five teachers (2males and 3 females) gave irrelevant answers.

Findings have shown that equal treatment between girls and boys was the most common intervention being implemented with 11 (5 males and 6 females). Muchinga had more teachers (1 male and 3 females) mentioning it. The second most common intervention was encouraging girls to work hard with 7 (6 males and 1 female). The third intervention was the introduction of clubs (2 males and 4 females) such as Chongololo and Safe clubs. Lilanda scored the highest with 3 female respondents. The fourth intervention was the enrollment of more girls than boys (2 males and 2 females) and community sensitization (2 male and 2 females). The re-entry policy with 3 (1 male and 2 females) came fifth. Other interventions included the following: provision of education materials, introduction of single sex classes (1male), fifty-fifty enrollment (1 male), and improvement in sanitation (1male), provision of educational materials (1 male and 1 female). Five teachers (2males and 3 females) gave irrelevant answers. This is an indication that they were not aware of any intervention taking place in their schools.

Findings have shown that schools were implementing government polices and have gone ahead to implement their own interventions. However, a look at teachers and school manager's claims, findings have shown that some claims that were indicated by teachers and school managers did tally while others did not.

At Lilanda, both teachers and school managers have agreed on the introduction of school clubs, re-entry policy, community sensitization on girls' education, enrollment of more girls than boys. The two have not agreed on the improvement of sanitation

claimed by the school manager. This tallies with my finding which has shown two female pupils indicating shortage of water as a problem which has resulted into dirty and smelly toilets. This is an indication that the school manager is not implementing this strategy which encourages girls to stay in school. (see table 18). They have also not agreed on equal treatment between girls and boys and on encouraging girls to work hard.

At Muchinga, both teachers and school managers agreed on the equal treatment between girls and boys, encouraging girls to work hard, single sex classes, enrollment of more girls than boys, and fifty- fifty grade 1 enrollment. However they did not agree on the implementation of the re- entry policy claimed by the teachers and the bursary scheme and the provision of friendly environment i.e. improvement in sanitation claimed by school managers. However, since the teachers were aware that it was being implemented at the school, then the manager could have just forgotten to mention it because school managers are the ones that enroll pupils. Teachers may also not be aware about the bursary scheme because it is normally the administration that implements this strategy. They also did not agree on the friendly environment i.e. improvement in sanitation. This tallies with my findings where two female pupils have indicated shortage of water resulting in dirty and smelly toilets as one of their problems (see table 18).

At Jacaranda, neither teachers nor school managers have agreed on anything, an indication that may be nothing is being implemented. For instance, school managers indicated contact lessons were made available for girls, more girls than boys are enrolled into grade 1, and sourcing scholarships for girls. Teachers on the other hand indicated the following; introduction of school clubs, equal treatment between girls and boys , encouraging girls to work hard , improving sanitation, and sensitizing girls on their education. Findings at this school raise a lot of questions where the two could not agree on anything. The implications are that there is lack of communication in the school on whatever they claimed were being implemented at the school and lack of a

unifying policy involving both teachers and the school manager. For instance, successful scholarships are normally announced during staff meetings or staff briefs. On the other hand schools have particular days on which school clubs are held by pupils. This is an indication that the school manager is not supervising whatever is happening at the school.

At Olympia, both teachers and school managers agreed on the equal treatment between girls and boys and the enrollment of more girls in grade 1 than boys. However they did not agree on the following: introduction of school clubs, encouraging girls to work hard, community sensitization on girls' education and provision of education materials claimed by teachers while the school manager indicated the re-entry policy and 1:1 grade 1 enrollment. The claim by teachers that the community was sensitized does not tally with my earlier findings where school manager had no record on parents being sensitized (see page 25). However, findings from parents agree with teachers that they were sensitized by the teachers during PTA meetings (see table 22). This could also mean that parents could have been sensitized from the school or from other schools where they had other children.

Findings have shown that more female teachers than male teachers (2 males and 4 females) indicated school clubs being carried out at the school. This was mentioned by 3 female teachers from Lilanda and this is an indication that probably that is where they are actively involved and were the matrons. Men on the other hand mentioned more on encouraging girls to work hard (6 males and 1 female) and was mentioned in all the 4 schools except that it was not mentioned by any woman at Lilanda and Olympia. This is an indication that men were concerned about the performance of girls and hence they wanted the performance to change. Equal treatment of girls and boys (5males and 6 females) was a concern by both men and women except at Lilanda where none of the women mentioned it. The equal treatment between boys and girls increases their self esteem.

Generally, findings have shown that female teachers could remember their schools implementing school clubs as an intervention used to allow girls to stay in school. The perception of women is to see girls complete school so that they would be independent. Male teachers were more of encouraging girls to work hard at school. Their perception is that hard work is the key to success. The female managers like female teachers were concerned with keeping the girls in school so that they complete school, hence the giving from 40% to 60% bursary to the girls. Male managers were more concerned with providing more places to the girls so that many girls would access school hence the enrollment of more girls than boys in grade 1.

#### 4.6.3 Pupils performance in school

The researcher asked teachers a probing question regarding the performance of girls in school. This was to find out their attitude on the performance of girls. The following are the responses by teachers by school and gender.

**Table 26: Teachers views on the performance of pupils by school and gender**

Who performs better, a boy or a girl	School	Lilanda		Muchinga		Jacaranda		Olympia		Total		G/ total
	Gender	M	F	M	F	M	F	M	F	M	F	
	Boys better than girls	4	3	3	2	3	3	2	4	12	12	24
Same	0	2	1	0	1	0	2	1	4	3	7	
Girls better than boys	0	0	0	3	0	0	0	0	0	3	3	
Depends on subjects	1	0	0	0	1	1	1	0	3	1	4	
Missing	0	0	1	0	0	1	0	0	1	1	2	

Source: Data from questionnaire 2006

The survey on the teachers' attitude on the performance of boys and girls in class revealed the following results: Out of 40 respondents an equal number of teachers that is 24 (12 males and 12 males) indicated that boys were better than girls with Lilanda ranking first followed by Jacaranda and Olympia and the least was Muchinga. 7 teachers (3 females and 4 males) indicated that boys and girls performed the same with

Olympia ranking first, followed by Lilanda and then Muchinga and Jacaranda. Only 3 females indicated that girls performed better than boys. Four teachers (3 males and 1 female) indicated that their performance depended on the subjects and two teachers (1 male and 1 female) did not indicate anything.

At Lilanda, 7 teachers (3 females and 4 males) indicated that boys were better than girls. 2 female teachers indicated that boys and girls performed the same while 1 male teacher indicated that performance depended on subjects.

At Muchinga, 5 teachers (3 males and 2 females ) indicated that boys were better than girls. 1 male teacher indicated that boys and girls performed the same. While 3 females indicated that girls were better than boys.

At Jacaranda, 6 teachers (3 males and 3 females ) indicated that boys were better than girls ,1 male teacher indicated that boys and girls were the same while 2 teachers (1 male and 1 female ) indicated that performance depended on the subjects.

At Olympia, 6 teachers (2 males and 4 females) indicated that boys were better than girls. 3 teachers (2 males and 1 female) indicated that boys and girls performed the same. 1 male teacher indicated that performance depended on the subjects.

The general pattern on perception of the performance of pupils in class have shown that 60% (24 out of 40) teachers indicated that boys performed better than girls, 17.5% (7 out of 40) teachers indicated that both girls and boys performed the same, 10% (4 out of 40) teachers indicated that performance depended on subjects, 7.5% (3 out of 40) teachers indicated that girls are better than boys and 5% (2 out of 40) teachers did not indicate anything. The implication is that 60% teachers thought that boys were better than girls while 40% did not think that boys were better than girls.

#### 4.6.4 Performance of girls in 2006 grade 9 examination

The researcher investigated further on the performance of girls in order to confirm the findings on the performance of girls by examining the 2006 grade 9 examinations

**Table 27: performance of girls in 2006 grade 9 examination**

School	Lilanda		Muchinga		Jacaranda		Olympia		Total		G/ Total
	M	F	M	F	M	F	M	F	M	F	
Gender											
Number of pupils entered for Examination	116	124	111	116	95	87	145	128	467	455	922
Number of pupils absent from exams	7	13	4	10	0	1	4	3	15	27	42
Number of pupils that sat for examination	109	111	107	106	95	86	141	125	452	428	880
Number of pupils that passed examination	48	29	61	51	78	60	108	89	295	229	524
Number of pupils selected to grade 10	6	10	26	30	31	32	60	53	123	125	248
Number of pupils that failed	61	82	46	55	17	26	33	36	159	199	356
% pass by gender	41.4	23.4	55.0	44.0	82.1	69.0	74.5	69.5	63.2	50.3	56.8
% Fail by gender	52.6	66.1	41.4	47.4	17.9	29.8	22.8	28.1	33.6	43.7	38.6
% Absenteeism by gender	6	10.5	3.6	8.6	0	1.1	2.8	2.3	9.0	5.9	4.6
% Selection by gender	12.5	34.5	42.6	58.8	39.7	53.3	55.5	59.6	41.7	54.6	47.3

Source: Data from school records 2006

Findings have shown that the performance of girls compared to the boys is low as can be seen in the table under discussion above. The average percentage pass for girls was 50.3% while that of boys was 63.2%. The results further showed that girls in high

socio- economic areas performed much better than those in low socio- economic areas. This was also the case for boys. The pass rate for girls in high socio-economic area was 69.5% and that for low socio- economic area was 33.7%. The findings have shown a correlation between chores and performance. Girls from low socio-economic areas have performed badly compared to those from high socio- economic areas. However , it can also be argued that pupils from areas of high socio- economic status performed better because educated homes where English is spoken and where books are available have advantage in formal education. In order to allow more girls into grade 10, more girls have been selected to go into grade10 (41.7% boys and 54.6% girls). This was done by lowering the cut off point for girls. Lower marks scored by girls is an indication that the measures that have been put in place to improve girls ‘educational performance are not yet working.

#### 4.7.0 Pupils’ attitude towards girls’ education

In order to find out pupils attitudes towards girls’ education, pupils were asked whether it was important to educate a girl. The table below indicates their responses by school and gender.

**Table 28: Pupils’ attitude towards girls’ education**

Do you think it is important to educate a girl child	School	Lilanda		Muchinga		Jacaranda		Olympia		Total		G/ Total
	Gender	M	F	M	F	M	F	M	F	M	F	
NO		0	0	0	0	0	0	0	0	0	0	0
YES		5	5	5	5	5	4	5	5	20	20	40

Source: Data from questionnaire 2006

The survey on the pupils’ attitude on girls’ education revealed that all the 40 pupils agreed that it was important for girls to be educated.

#### 4.7.1 Reasons why girls should be educated.

The researcher went further to find out why pupils thought girls should be educated. The following were the responses of what pupils thought in the table below.

**Table 29: Reasons why girls should be education**

What are the reasons why a girl child should be educated?	School		Lilanda		Muchinga		Jacaranda		Olympia		Total		G/ total
	M	F	M	F	M	F	M	F	M	F	M	F	
Gender													
Successful life hence better future	0	3	1	0	2	2	2	1	5	6	11		
Independence hence able to make decisions	1	1	1	1	1	0	0	0	3	2	5		
Right to education	1	0	0	0	0	0	1	1	2	1	3		
To avoid early marriages	0	1	0	0	0	0	0	0	1	0	1		
Equality between boys and girls	0	1	1	2	1	0	0	1	2	3	5		
Women helpful, motherly, good hearted and caring	1	0	0	3	0	1	0	1	1	5	6		
National Development	0	0	0	2	1	1	0	1	1	4	5		
Future leaders	0	0	0	0	1	1	0	0	1	1	2		
Good marriage	0	0	0	0	0	0	1	0	1	0	1		
Not applicable	3	0	2	0	0	0	1	1	6	1	7		

Source: Data from questionnaire 2006

Pupils provided one or more answers. Findings on the reasons why girls should be educated showed the following reasons: successful life hence better future, independence hence able to make decisions, right to education, to avoid early marriages, equality, women are helpful, not selfish, caring and good hearted, contribute to national development, future leaders and good marriages.

Findings have therefore shown that the most common reason why girls should be educated was that education was the key to a better future with 11 respondents (5 males and 6 females). The second most common reasons were that women are helpful, not selfish, good hearted and caring (1 male and 5 females) and that it promoted equality between boys and girls with 6 (2 males and 4 females) The third most common reason was that education allowed women to be independent hence able to make decisions (3 males and 2 females) and that women will contribute to the national development (1 male and 4 females). Other reasons included the following: that education was a right

(2 males and 1 female), education would help women to become leaders in future (1 male and 1 female), and that education was the key to a good marriage (1 male). Seven pupils (6 males and 1 female) gave irrelevant answers.

At Lilanda, pupils indicated the following responses: successful life hence better future (3 females), independence for women (1 male and 1 female), right to education (1 male), avoid early marriages (1 female) and equality between women and men (1 female) and that women were helpful, not selfish, motherly and caring (1 male). Three male pupils gave irrelevant answers

At Muchinga, pupils indicated the following: successful life hence better future (3 males and 1 female), independence for women (1 male and 1 female), equality between men and women (1 male and 1 female), women helpful, not selfish, good hearted and caring (3 females) and will contribute to national development (2 females). Two male pupils gave irrelevant answers.

At Jacaranda, pupils indicated the following: successful life resulting in better future (2 males and 2 females), independence for women (1 male), equality between women and men (1 male), women are helpful, not selfish, motherly, good hearted and caring (1 female), national development (1 male and 1 female) and future leaders (1 male and 1 female).

While at Olympia pupils indicated the following: successful life hence better future (2 males and 1 female), right to education (1 male and 1 female), equality between women and men (1 female), women are helpful, not selfish, good hearted and caring (1 female), national development (1 female) and good marriage (1 male). Two pupils (1 male and 1 female) gave irrelevant answers.

The general pattern of answers from boys and girls showed that 82.5% (33 out of 40) were able to give reasons why a girl child should be educated. This is an indication that

they were sensitized and had opinions on the importance of girl child education. However, 17.5% (7 out of 40) gave irrelevant answers. This is an indication that they were not sensitized and hence had not grasped the meaning of the issue especially by the male pupils who were the majority in this category (6 males and 1 female). This contradicts with earlier findings in table 10 which have shown that more girls were not sensitized (3 male and 5 females) although only 1 boy claimed not to be sensitized.

However different views were given according to gender on why girls should be educated. One boy from Olympia indicated that education would help women to have good marriages. This answer reflects what men would benefit from an educated woman. Girls indicated that women should be educated because they were helpful, good hearted, motherly and caring, equality, and national development. Girls were looking at responsibility and their answers reflected what society would gain from an educated woman. This agrees with the widely stated notion that when you educate a woman you educate the whole nation. This is also an indication that women accepted the stereotyped roles about themselves such as caring, motherly and so on.

By socio-economic status, the survey revealed different attitudes towards girls' education. In low socio-economic areas education was associated with the independence of the girl so that the girl would be able to make decisions. In high socio-economic areas, education was associated with women having a successful life and a better future.

#### **4.7.2 Parents/guardians' attitudes towards girls' education**

Further to the information that was forwarded by parents/guardians in the questionnaires, the researcher also conducted 4 Focus Group Discussions one at each school under study. Various views and sentiments were aired during these discussions on why the girls should be educated.

Findings have shown that in all the schools under study, parents indicated that it was important to educate a girl because women were helpful. A man from Lilanda commented that it was important to educate a girl because women were more helpful than men. Similarly a woman from Muchinga indicated that it was important to educate a girl because her parents and other family members will be helped compared to the boy who will be more concerned with issues of his wife and her relatives and girl friends. Similar reason was given by both men and women parents from Jacaranda. A man from Olympia indicated that women were helpful and that they would like to extend the same help to others especially if they had a good living. Therefore, parents from both areas of low and high economic status held the same view and were therefore looking forward to seeing a girl be educated because they will be helped.

The second reason that was given was that women were more responsible than men. This was mentioned by parents from areas of high socio-economic status of Jacaranda and Olympia. A woman from Olympia indicated in Nyanja that “*Ngati wapuzisa mwana mukazi, wapuzisa nzinko lonse*” (when you educate a woman you educate the whole world). A man from Jacaranda indicated that when you educate a woman, you are very sure that her children will complete school. He argued that women are able to forego certain things in order to make sure that their children go school.

Another reason that came out from the FGDs was that education would help girls to avoid un planned pregnancies and early marriages. This came out from parents of areas of low socio-economic status ie Muchinga and Lilanda. One woman expressed in Nyanja that “*Kupuzila kumalesa kumandiya*” (Education will help to avoid unplanned pregnancies).

Findings have also shown that some reasons that were given were peculiar to certain areas. For instance both men and women from Lilanda indicated that it was important to educate a girl so that she will have a better future. Therefore it can be said that parents from low socio-economic class were looking forward to a better future for their

girl children. Also a woman indicated that education will allow a woman to make her own decisions. Parents from Muchinga also had reasons other than those put forward at other schools. One woman indicated that it was important to educate a girl because many things in the home do change for the better. She said that when it was only a man working things at home become hard because he will be faced with a lot of problems of looking after his parents and the parents of his wife and even girl friends. Another woman indicated that when a woman is educated she will gain respect from the in-laws. It was also indicated by both women and men that when a woman goes for work, she will not be involved in gossips that take place in the neighborhood because she will have no time for that.

Parents from Jacaranda also had different reasons other than those given earlier. Two men indicated that it was important to educate a girl because education will help her to be a good woman and mother. A widow said that when a woman dies she leaves behind orphans (children). She said that her husband died long time ago but she is able to send her children to school. Another young woman who stopped school after getting pregnant indicated that she has no freedom to make her own decisions. The concern of women was to do with independence as they had the ability to cope with any pressure that came their way.

Parents (both men and women) from Olympia said that it was important to educate a woman because women have a more competitive spirit and are progressive. It was also said that women have a more competitive spirit to develop than men and that makes them to develop at faster rate than men.

From the foregoing discussion parents from the schools under study agreed that it was important to educate a girl child. Parents/guardians agreed that just like for boys, it is important for girls to be educated. This was regardless of the socio-economic status of the respondents. However the most common reasons that were noted in all the schools included the fact that girls were helpful and responsible. They also argued that a girl

was more resourceful as opposed to a boy. It was also noted that women are quicker to respond to issues than men.

Beyond the question of why girls should be educated, the researcher went ahead to find out which child they should pay for school expenses when there was an economic crisis. This was to find out whether parents meant what they said. Different views were given regarding the child they would pay for. Findings have shown that Lilanda had the highest number of parents i.e. 7(4 males and 3 females) who indicated that they would pay for the boy while 3 parents (1 male and 2 females) indicated that they would pay for the girl. Men argued that they would pay for the boy because a woman would get married even if not educated and she would be supported by her husband. It was also argued that a man was superior to a woman as he was looked upon as a decision maker when there was a problem in the family. This was supported by three women at the same school who indicated that they would pay for the boy because he will be able to pay for others even the sisters before he gets married.

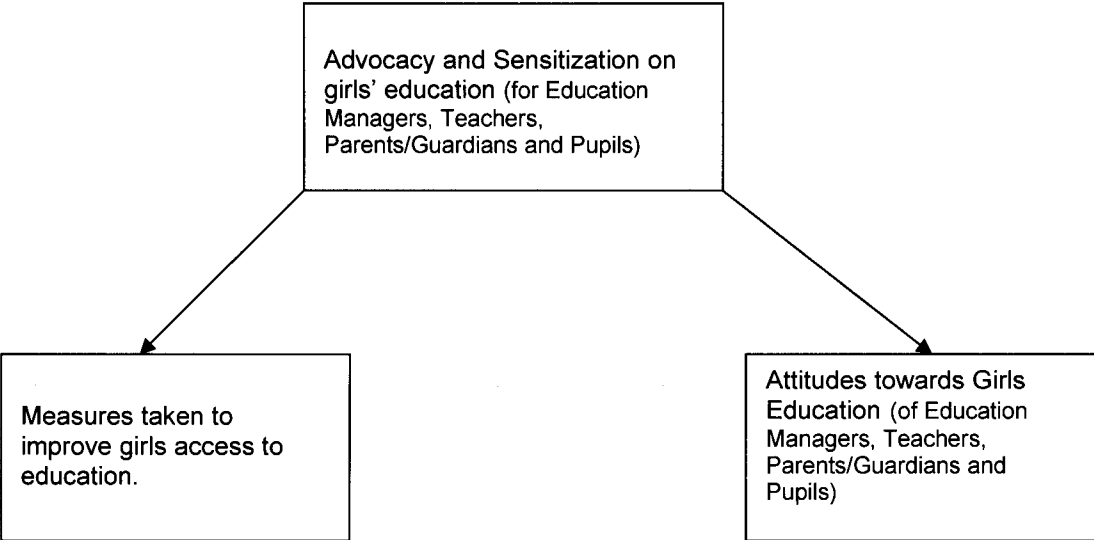
Only one woman from Muchinga indicated that she would pay for the boy because boys do not get pregnant while the rest of the parents indicated that it depended on the age, grade and the performance of children. At Jacaranda, two women indicated that they would pay for the boy and the rest indicated that it depended on the grade. It was only at Olympia where none of the parents indicated that they would pay for the boy. Parents from Olympia expressed mixed views such as payment would depend on the age, grade and the performance of the child. Only one woman indicated that she would pay for the girl.

What came out of the discussion was that some parents thought that it was difficult to pay fees solely on the basis of sex because other factors would be considered. Performance, grade and age of the pupil should also be considered.

Findings have also shown that there are still those old norms that a boy must be paid for first because he is still considered to be superior to the girl and wife despite the usefulness of women in the family and society. Although parents /guardians indicated that after sensitization on girls’ education they have now seen the value of the girls’ education but what has come out is quite different on how they still looked at the girl. They still consider marriage as a source of livelihood for a woman. However, 62.5% (25 out of 40) parents indicated that payment would depend on age, grade and performance of the pupil and 12.5% (5 out of 40) parents /guardians preferred to pay for the girl. Twenty five percent (10 out of 40) parents indicated that they would pay for the boy. The implication is that although parents accepted that it was important to educate girls, some still attached more importance to the education of the boy.

**4.7.3 Impact of advocacy and sensitisation on girls enrolment**

**Figure 5: Factors influencing enrolment of girls in Schools**



In this study, the impact of Advocacy and Sensitization on the girls’ enrolment was measured against the pattern of the number of girls admitted to grade 1 from 2002 to 2005 and also compared to boys in the same years. It was studied in the light of factors like the parents/guardians attitudes towards girls’ education and measures taken to

improve girls' access to education.

#### 4.8.0 Enrolment into grade 1

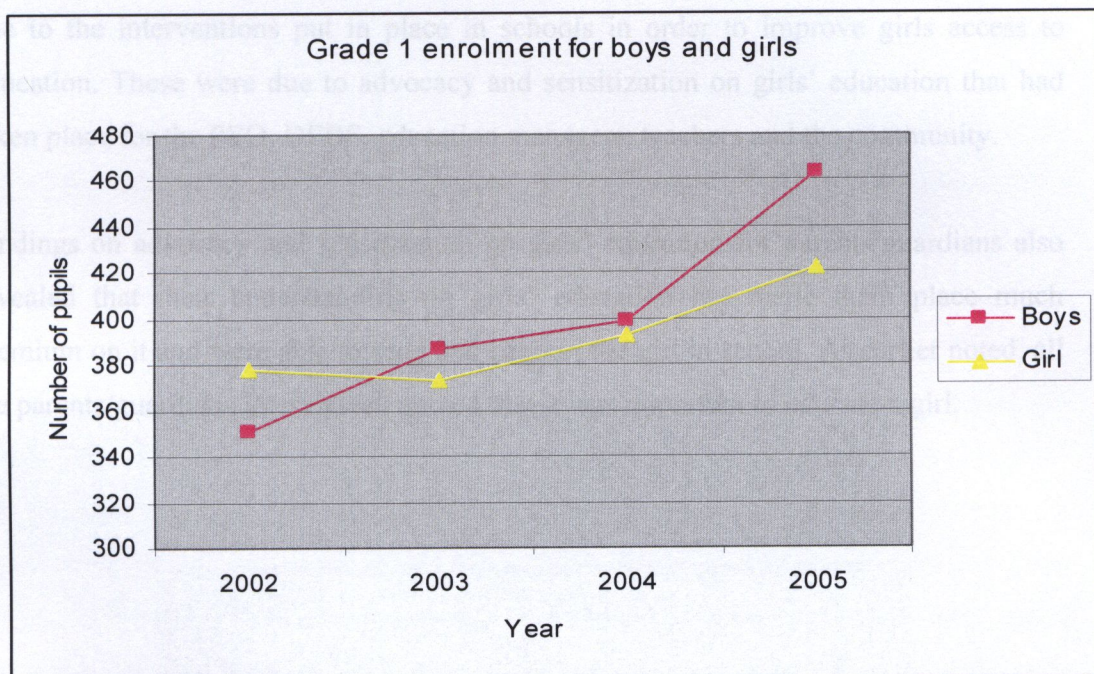
General findings on the enrolment of the girls to grade 1 in the four schools under study were that there was an increase in the number from the year 2002 to 2005. This was due to the introduction of free basic school education and increased advocacy and sensitization programmes. Marked increase was noted between the years 2003 and 2005 though in 2003 enrolment was slightly lower than in the year 2002. However, except for the year 2002, the number of enrolled girls remained lower than that for boys. On average, for the period under review, the number of school going girls was lower than that of school boys as indicated in table 30 and figure 6 below.

**Table 30: Mean percentage enrolment of pupils into grade 1**

Year	2002		2003		2004		2005		Mean
	M	F	M	F	M	F	M	F	
Sex									400.0
Numerical	351	378	386	373	399	393	463	422	391.5
Percentage	48.5	51.8	50.9	49.1	50.4	49.6	52.3	47.7	449.9

Source: Data from the school records 2006

**Figure 6: Enrolment of Pupils into grade 1**



Source: Data from school records 2006

**Table: 31 Grade 1 Enrollment from 2002-2005**

Year		2002		2003		2004		2005	
Sex		M	F	M	F	M	F	M	F
School	Lilanda	102	96	104	109	118	137	132	127
	Muchinga	92	114	105	99	106	99	151	139
	Jacaranda	85	72	69	68	69	67	73	66
	Olympia	72	96	109	97	106	90	107	90
	Total	351	378	386	373	399	393	463	422

Source; Data from school records 2005

As noted in figure 6 and table 31, the study has shown that while the enrollment of girls into grade 1 increased numerically, due to increase in capacity of grade one places, it actually decreased in relation to boys by 4 %. It decreased from 51.8% in 2002 to 47.7% in 2005. During the same period the enrollment for boys in relation to girls increased by 3.8% from 48.5% in 2002 to 52.3% in 2005.

However, the small increases as noted in numerical enrolment of girls in schools were due to the interventions put in place in schools in order to improve girls access to education. These were due to advocacy and sensitization on girls' education that had taken place for the PEO, DEBS, education managers, teachers and the community.

Findings on advocacy and sensitization on girls' education for parents/guardians also revealed that their understanding on girls' education has made them place much premium on it and were able to send and support the girl in school. As earlier noted, all the parents/guardians interviewed agreed that it was important to educate a girl.

## **CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS.**

### **5.0 Conclusion**

The research on the impact of advocacy and sensitization on girls' enrolment revealed issues that need the attention of education managers both for now and the future.

Findings have shown that all the 6 educational managers aged 40 to 47 and with the education levels from secondary diploma to university have been sensitized on girls' education. However, 72.5% (29 out of 40) teachers aged 20 to above 40 with education levels from secondary diploma to university had been sensitized while 27.5% (11 out of 40) teachers have not been sensitized on girls' education 80% (32 out of 40) pupils aged 10 to 19 have been sensitized while 20% (8 out of 40) pupils have not been sensitized. Findings have also shown that 75% (30 out of 40) parents aged 20 to above 50 with education levels from lower primary to university have been sensitized while 25% (10 out of 40) parents were not sensitized. The implication is that not all the teachers, pupils and parents were sensitized on girls' education.

Findings have also shown that all the pupils, teachers, educational managers and parents agreed that it was important to educate a girl.

Findings have shown that advocacy and sensitization had taken place at all the four schools under study.

The form in which advocacy and sensitization was done included the following: workshops, staff meetings, talk during school assembly, public meetings. Pupils were sensitized through talks or discussions with parents, teaching in class, television, school assembly, public meetings, workshops and drama.

Findings have also shown that girls did more domestic work than boys especially in low socio- economic areas of Lilanda and Muchinga. They spent 30% more hours in doing the chores than boys. Findings have also shown that there was a correlation

between chores and the performance. Girls and boys in low socio- economic areas performed badly compared to those pupils from the high socio-economic areas where they perform few chores.

Findings have also shown that while some parents accepted that it was important to educate a girl, they still attached more importance to the education of the boy. This is evidenced by 25% of parents that indicated that they would pay school fees for the boy when there was an economic crisis in the home. Hence some parents still felt that a boy was superior to a girl.

All pupils agreed that girls' education was important. However, some pupils (1 male and 5 females) still accepted stereotyped roles of being good mothers. Hence, female pupils still accepted that the purpose of education was to prepare them for good marriage. Also a male pupil also thought that education would help girls to have good marriage.

Findings at schools showed that boys and girls had peculiar problems at schools under study. For instance, 4 girls indicated dirty and smelly toilets as problems they faced at school while 3 boys indicated constant power cut by ZESCO as their problem. This is an indication that school managers were not implementing the strategies to improve girls' access to education such as putting water in drums.

Findings have shown that the grade I enrollment for girls between the periods under study had gone up especially in 2004 and 2005. However in relation to boys, the enrollments for girls decreased by 4% from 51.8% in 2002 to 47.7% in 2005 while the enrollment for boys increased by 3.8% from 48.5% in 2002 to 52.3% in 2005. The strategy to increase girls' access to education through advocacy and sensitization as embarked on by the Ministry of Education has had a little impact as noted on the enrollment of girls. It was however noted that there is actually a big realization on the importance of women in society and their contribution to national development..

## **5.1 Recommendations**

- 1 More advocacy and sensitization should be done to parents/guardians, teachers, pupils and educational managers on girls' education by Ministry of education.
- 2 More advocacy and sensitization is needed in the area of girls' rights particularly at household level in order to balance boys and girls roles.
- 3 Ministry of Education should use parents and pupils as advocates during sensitization.
- 4 Ministry of Education should review country wide the present interventions that are being implemented in schools in order to find out their effectiveness. For instance: Advocacy and sensitization and girl friendly school- Module7. Module 7 provides teachers with specific activities such as putting water in the drums in the toilet in order to allow girls stay in school.
- 5 The issue of undue punishments in schools is not acceptable in this era of human rights, and needs to be corrected by government.
- 6 Ministry of education should consider developing a gender policy in education which at the moment is not available.

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## **Appendix A**

### **Interview guide**

Good morning /Afternoon. My name is Jennipher Messa, I am a student for Masters of Arts degree in the department of gender studies at the University of Zambia. I am carrying out a study on advocacy and sensitization on girls' education. The aim is to find out the impact of advocacy and sensitization on girls enrolment and attitudes of educational managers, teachers, parents/guardians and pupils on girls education. I would appreciate it if you could spare time to answer some questions and please bear in mind that no name will be used and the interview is confidential.

**Appendix B**

**Educational Managers**

- 1. Age
  - A. 30-34 years
  - B. 35-39 years
  - C. 40-44years
  - D. 45-49 years
  - E. 50 and above
  - F. Other specify

2. Have you been sensitized on girls' education? Yes/No

3. If yes, to question 3, who sensitized you?

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4. What aspects were you sensitized on?

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5. Who sensitized you on girls' education?

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6. Did you do any advocacy and sensitization on girls' education? Yes/No

7. If yes, to question 5 whom did you sensitize?

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8. What aspects did you sensitize on?

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9 Do you think it is important to educate a girl? Yes /No

10 What are the reasons for educating or not educating a girl?

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11 What interventions/ measures have you put in place in order to improve girls' access to education.

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## Appendix C

### School Managers

**1. Age**

- A 30-34 year
- B 35-39 years
- C 40-44 years
- D 45- 49 years
- E 50 and above
- F Other specify

**2. Sex**

- A. Male
- B. Female

**3. What is the level of your education?**

- A. College with certificate
- B. College with diploma
- C. University with degree
- D. Other specify

**4. Have you been sensitized on girls' education? Yes/ No**

**5. If yes, to question 4, who sensitized you?**

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-----

**6. What aspects were you sensitized on?**

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**7. In what form was advocacy and sensitization presented to you?**

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-----  
8. Do you think it is important to educate a girl? Yes/No

9. State reasons why a girl should be educated or not educated

-----  
-----

10. Did you carry out any advocacy and sensitization on girls' education?  
Yes/No

11. If yes, to question 10, whom did you sensitize?

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12. What aspects did you sensitize on?

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13. What measures/ interventions have you put in place in your school  
in order to improve girls access to education.

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14. What are the enrolment levels for grade one (1) pupils in your school  
from 2002 to 2005?

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**Appendix D**

**Teachers**

**1. Age**

- A. 20-24 years
- B. 25-29 years
- C. 30-34 years
- D. 35-39 years
- E. 40 and above
- F. Other Specify

**2. Sex**

- A. Male
- B. Female

**3. What is the level of your education?**

- A. College with Certificate
- B. College with Diploma
- C. University with Degree
- C. Other specify

4. Did advocacy and sensitization take place in the school? Yes/No

5. Were you sensitized on girls' education Yes/No

6. If yes, to question 5, who sensitized you on girls' education?

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7. What aspects were you sensitized on?

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8. In what form was advocacy and sensitization presented to you?

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9. Do you think it is important to educate a girl? Yes/No

10. State reasons why a girl should be educated or should not be educated-----

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-----

11. Which of the two (2) pupils (Girl and Boy) performs better than the other?

- A. Boys better than girls
- B. Same
- C. Girls better than boys
- D. Depends on subjects

12. What measures/interventions have you put in place in your school in order to improve girls access to education?

-----  
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## Appendix E

### Pupils

1. Age

A. 10-14 years

B. 15-19 years

C. 20-24 years

D. Other specify

2. Sex

A. Male

B. Female

3. Did advocacy and sensitization take place at the school? Yes/No

4. Were you sensitized on girls' education? Yes/No

5. If yes, to question 4, who sensitized you on girls' education?

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6. What aspects were you sensitized on?

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7. In what form was advocacy and sensitization presented to you?

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-----

8. When do you wake up in order to prepare to go to school?

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9. What household chores do you do before going to school?

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How long does it take you to do these chores before going to school?

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-----

11. What household chores do you do after school?

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-----

12. How long does it take you to do these chores?

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13. What chores do you do at school?

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14. What problems do you face at school?

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-----

15. Do you think it is important to educate a girl? Yes/No

16. State reasons why a girl should be educated or not educated

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## Appendix F

### Parents/Guardian

1. Age

A. 20-24 years

B. 25-29 years

C. 30-34 years

D. 35-39 years

E. 40-44 years

F. 45-49 years

G. Above 50 years

2. Sex

A. Male

B. Female

3. What is the level of your education?

A. Lower Primary 1-4

B. Upper Primary 5-7

C. Junior Secondary 8-9

D. Senior Secondary 10-12

E. College

F. University

G. Not been to school

4. Were you sensitized on girls' education? Yes/No

5. If yes, to question 3, who sensitized you on girls' education?

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6. What aspects were you sensitized on?

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7. In what form was advocacy and sensitization presented to you?

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-----

8. Do you think it is important to educate a girl? Yes/No

9. State reasons why a girl should be educated or not educated

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-----

10. In times of economic crisis, whom do you pay for schools fees between a boy and a girl? State reasons why?

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