

UNIVERSITY COLLEGE DUBLIN (UCD)

European Master's Degree in Human Rights and Democratisation
ACADEMIC YEAR 2016/2017

CHILDREN'S RIGHT TO EDUCATION
CHALLENGES TO FEMALE EDUCATION IN NORTHERN GHANA.
CASE STUDY: SAVELUGU-NANTON DISTRICT.

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ABSTRACT

This thesis got its premise from the high illiteracy rate and educational challenges affecting female children in the northern part of Ghana especially within the Savelugu-Nanton district. In effect, it analysis the various barriers to female education in this district and the consequences on the child's development and the society in general. The paper present the importance of children's right to education and the international instruments mainstreaming the right to education. It also provide an overview of both national and international legal documents protecting and promoting female education. The thesis introduces the socio-economic, socio-cultural and developmental impediments that pose as major challenges to female education within the Savelugu-Nanton district. The cultural mindset that devalue female education are all discussed at length. The paper further explains how these factors have promoted increase female school drop-out and their effects on the girl child. The Thesis also aim to highlight the vicious circle surrounding female education caused by harmful traditional practices, religion and ancestral values hence, it eventually illustrate the economic implications of denying a female child education and the benefits of educating and empowering women to national growth. Also for a better comprehension of the barriers, data was collected from a cross section of actors within the district to generate more inside on these challenges

The study therefore, recommend vigorous sensitization on the negative effects of these socio-cultural factors by the government and NGOs and the removal of all forms of levies in basic schools as well as strict enforcement of the Free Compulsory Basic Education policy by the government as recognized in international education instruments. With the government's complete implementation of policies and fulfilment of its obligation to achieve gender equality in education, such acts go a long way to improve access to basic education in the Northern Region of Ghana and Savelugu-Nanton District in particular.

ACKNOWLEDGEMENT

This piece of work will never have seen the light of day if not of the special grace of the Almighty God over my life all through the entire process. All glory and thanks to his mighty name.

I wish to extend a great deal of thanks to my supervisor Dr. Graham Finlay who has been immensely helpful and supportive to me all through my thesis writing and stay in Dublin. I wish to state that it would have been difficult if not maybe impossible for me to complete this piece of work without his guardian. His love for my topic and zeal to know more served as a driving force to study and dig deeper which added more impetus to the work.

I am equally indebted to Dr...Abofu Alemka. for his support and readiness to proof read my thesis despite the short notice I gave to him. I say a big thank you for your humility and kindness.

My immense gratitude also extend to my friends Mr. Caleb Yakubu and Michelle Martial for their endless support in gathering materials and contacting the appropriate persons on the ground in Ghana to give this thesis a go. I say a big thank you for your continuous support and collaboration.

I also want to use this opportunity to extend a mighty deal of thanks to Heidi Riley E.MA student contact person who embraced me into UCD with so much love and supported me like someone she knew years back. I will forever remain grateful to your love and continuous support and friendship.

I also heartily thank my friend kingsley Obenson Ndip for his moral support and thought driven contributions to this work. Despite just meeting me, you readily supported this work to be accomplished so I say thank you.

I equally want to say a big thank you to my amazing E.MA colleagues and friends of class 2016/2017 for their wonderful support and encouragement especially Sofie, Melissa, Ioana, Isabella and all the girls.

Last but not the least, I wish to thank my siblings most especially Sister Beatrice Ngeminang for their immense love, prayers and support to me throughout this period and my life to be where I am today.

A special thanks goes to my God father, Mr.Jude Azefer Ngomenang who has been a driving force behind my life and education from day one till date. Your sacrifices to sponsor me through university and endless financial, moral and spiritual support cannot be without praises and acknowledgement. You are my rock and I say a big THANK YOU to you.

DEDICATION

This work is dedicated to:

My God father, Mr. Jude Azefer Ngomenang

AND

To all the young marginalized girls in Savelugu-Nanton District Ghana. God bless you all.

With much love and affection.

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LIST OF ABBREVIATIONS

UDHR.....	Universal Declaration on Human Rights
UN.....	United Nations
UNCRC.....	United Nations Convention on the Rights of the Child
ICCPR.....	International covenant on Civil and Political Rights
ICESCR.....	International Covenant on Economic Social and Cultural Rights
UNESCO.....	United Nations Education and Scientific Convention
EFA.....	Education For All
GSS.....	Ghana Statistical Service
JHS.....	Junior High School
SHS.....	Senior High School
NERP.....	National Education Reform Program
ESP.....	Education Strategic Plan
MDGs.....	Millennium Development Goals
GEU.....	Girls Education Unit
INGOs.....	International Non-Governmental Organizations
NGOs.....	Non-Governmental Organizations
BECE.....	Basic Education Certificate Examination
WACE.....	West African Certificate of Examination
UNICEF.....	United Nations Children’s Fund
IMF.....	International Monetary Fund
DFID.....	Department for International Development

SNV.....Netherlands Development Organization
WFP.....World Food Program
GES.....Ghana Education Service
CEDAW.....Convention on the Elimination of all Form Discrimination Against women
UNHRC.....United Nations Human Rights council
UNFPA..... United Nations population Fund
MICS..... Multiple Indicator Cluster Survey
CREATE..... Consortium for Educational Access, Transitions and Equity
UKDFID..... United Kingdom Department of International Development
GDP.....Gross Domestic Product
CRS..... Catholic Relieve Service
DRI..... Desert Research Institute
UDS.....University for Development Studies
HIV..... Human immunodeficiency virus
AIDS.....Acquired immune Deficiency Syndrome
OHCHROffice of the High Commissioner for Human Rights

CHAPTER ONE

1.0 INTRODUCTION

This chapter will illustrate and analyze the trending issues on children's rights to education and most importantly, the challenges to female education in the Northern part of Ghana. It begins by providing background information on the study relating to the right to education as stipulated by international agreements and the laid down domestic laws on Children's Education. It goes on to outline the statement of the problem, the objectives, as well as the hypotheses of the study. The chapter will also enumerate the rationale or the significance of the study, while the penultimate section, will justify the reason for picking up Savelugu-Nanton District as a case study and a description of the area with the conclusion outlining the entire structure of the Thesis.

1.1 Background of the Study:

The Universal Declaration of Human Rights introduces us in article 1, what is often considered the bedrock of human dignity and freedom. It states, "All human beings are born free and equal in dignity and rights"¹. With this introductory statement, we often want to know what human rights really are. Still in line with the Universal Declaration of Human rights of 1948, the term human rights can well mean: "*the universal values and legal guarantees that protect individuals and groups against actions and omissions primarily by State agents that interfere with fundamental freedoms, entitlements and human dignity*"². Therefore, human rights are inherent to all human beings, regardless of nationality, sex, national or ethnic origin, colour, religion, language, or any other status. They cannot be given or taken away. Human rights are the foundation for freedom, justice and peace in the world

¹ UDHR (1948) Article 1 [Accessed 15.03.2017]

² UDHR (December 1948) Human rights, Terrorism and counter-Terrorism: Factsheet No 32 (online) OHCHR, Available at: www.ohchr.org [accessed] 05/05/2017

and have been formally and universally recognized by all countries in the world through the above-mentioned instrument³. Human rights are indivisible, interrelated, universal and interdependent⁴. This paper which is more oriented towards children's Rights to Education and especially the challenges to female education, will also place more emphasis on the various rights enjoyed by children while outlining states responsibilities to adhere to these rights as well as the various international instruments and agreements that have been adopted to tackle issues on children's education. In the light of the above, it can be said that children are well covered in the all-inclusive language of the UDHR since it guarantees rights to everyone without discrimination or distinction⁵. This also affirms to what the UN former secretary General Kofi Annan said with respect to education during the Global Partnership for Education conference;

“Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy and sustainable human development.”

*Kofi Annan, former U.N. Secretary General.*⁶

The act of imparting, acquiring of general education and development of the child is very essential for every aspiring young child in our societies.

By virtue of article 1 of the United Nations Convention on the Rights of the Child 1989 (UNCRC), a child can be seen as anyone below the ages of eighteen years, unless under the law applicable to the child, majority is attained earlier⁷. Children since the adoption and implementation of the convention on the Rights of the Child, have been at the centre of

³ UDHR (1948) [Accessed: 15.03.2017]

⁴ Vienna Declaration and Programme of Action (1993). The right to Education. (online), P.5 . Available at: <http://www.right-to-education.org/page/understanding-education-right>. [accessed: 16.03.2017]

⁵ UCHÉ ,EWELUKWA OFODILE,(February 5,2010):The Universal Declaration of Human Rights and the African Child Today: Progress or Problem.(Online), Available at: www.corteidh.or.cr/tablas/r25331.pdf. [Accessed: 16.03.2017]

⁶ Kofi Annan Global partnership for education (12th December 2012) Available at: <http://www.globalpartnership.org/blog/education-human-right> [Accessed] 16.03.2017

⁷ UNCRC (1989), article 1[Accessed 15.03.2017]

discussions both at the international and national domain as rights-holders within all member states of the above mentioned convention following its swift adoption and ratification⁸. As rights holders, children are all equal in dignity with inalienable rights as members of the human family. The importance of children and their interest is also re-emphasized in articles 24 of the International Covenant on Civil and Political Rights (ICCPR) 1966 and in article 10 of the International Covenant on Economic Social and Cultural Rights (ICESCR) 1966.⁹ Amongst the many rights accorded to children, the one most important of them is the right to education. The former UN Secretary General Kofi Annan in support to children's right to education stated;

“There is no trust more sacred than the one the world holds with children. There is no duty more important than ensuring that their rights are respected, that their welfare is protected, that their lives are free from fear and want and that they can grow up in peace”.

UN Secretary General Kofi Annan.

The right to education has been categorized as a Universal Human Right enjoyed by all across the globe. Education is therefore, a human right and not a privilege. Education can be seen as the bedrock of every society for its growth and development since it can be used to realize many other human rights and every child is entitled to it. Children's rights to education is therefore, recognized both by international instruments and domestic laws emphasizing its importance as a human right. The Universal Declaration on Human Rights (UDHR) of 1948 in its article 26, laid more emphasis on the importance of the right to education with the opening words stating *“Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages.....”*¹⁰ The same convention further enunciates the

⁸ U.S. Fund for UNICEF Youth Report, The State of the World's Children Special Edition, An Introduction to an International Treaty (online). (Updated November 2009) Pp.5. Available at: <http://www.unicef.org/rightsite/sowc/fullreport.php/> [Accessed 15.03.2017]

⁹ ICCPR (1966) Articles 23 and ICESCR (1966) Article 10. [Accessed: 15.03.2017]

¹⁰ UDHR (1948) article 26.[Accessed: 15.03.2017]

role of states parties to the convention on their obligations to provide children with quality education in its articles 28&29.

The International Covenant on Economic Social and Cultural Rights (ICESCR 1966), can be viewed as the most important formulation to the right to Education as it devotes articles 13 and 14 to this all-important right. Article 13 of ICESCR, is said to be the most widely used and comprehensive article on the right to education with detailed guides, emphasis and responsibilities on the government to provide, protect and fulfil its obligation on this right¹¹. Also important amongst these international instruments, is the UNESCO Convention Against Discrimination in Education (1960).¹² Other Examples include the World Declaration on Education for All (Thailand 1990(article 1)),¹³ Dakar Framework for Action (2000(Article 1)),¹⁴ African Charter on the Rights and Welfare of the Child (1990(Art.11)).¹⁵ With many International and regional agreements coming up to lay more emphasis on the Right to Education, it therefore, becomes an obligation on the States to respect, protect and fulfill the Right to Education. This has also laid a burden on the States to be held accountable for acts of violation or deprivation of the Right to Education of its citizens¹⁶. The 1990 World Declaration on Education for All in its preamble acknowledges the fact that, despite efforts made by world leaders to better their countries educational systems, these and many more problems continue to exist;

“ more than 100 million children around the world including at least 60 million girls have no access to primary schooling, and more than 960 million adults, two-third of whom are

¹¹ General Comment No 13 (13th November-3rd December 1999). Right To Education.(online) Available at: <http://www.un.org/en/universal-declaration-human-rights/> [Accessed :15.03.2017]

¹² UNESCO Convention against Discrimination in Education (1960). (online) Available at: www.unesco.org [Accessed] 15.03.2017

¹³ World Declaration on Education for All Thailand (1990) (Online) Available at: www.unesco.org [Accessed] 15.03.2017

¹⁴ Daka Framework(2000) Education for All (online) Available at: www.unesco.org [Accessed] 15.03.2017

¹⁵ African Charter on the Right and welfare of the Child (1990), (online) Available at: www.achpr.org/instruments/child

¹⁶ General Comment No 13 (13th November-3rd December 1999). Right To Education.(online) Available at: <http://www.un.org/en/universal-declaration-human-rights/> [Accessed: 15.03.2017]

women, are illiterates and functional illiteracy in all countries, industrialized and developing.¹⁷

World Declaration on Education for All.

Following the echoing of the World Declaration on Education for All and the alarming figures especially for women and children, the 1960 UNESCO Convention against Discrimination in Education also reiterated in its article 1 outlining the different bases on which an individual cannot be discriminated on for the achievement of their educational goal and development.¹⁸

The Dakar Framework for Action also brought together regional leaders from the 26-28 of April 2000 in Senegal to discuss their general commitment on achieving education for all, drawing its inspiration from the UDHR, UNESCO and the World Convention on Education for All. The goals of the World Convention on Education for All also serves as an inspirational goal for the Dakar Framework which reads;

*Basic learning needs . . . comprise both essential learning tools . . . and the basic learning content . . . required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning.*¹⁹

(World Declaration on Education for All, Article 1, Paragraph 1)

In their introductory comments and meeting a collective commitment in Dakar, regional leaders acknowledged the fact that, Education for All is a realistic and an achievable goal but it is disappointing to know the pace its taking and has been uneven and far too slow.

¹⁷ World Declaration on Education for All Thailand (1990) (Online) Available at: www.unesco.org
[Accessed] 15.03.2017

¹⁸ UNESCO Convention against Discrimination in Education (1960). (online) Available at: www.unesco.org
[Accessed] 15.03.2017

¹⁹ World Declaration on Education for All (1990) Article 1 Paragraph 1.

At the start of new millennium, the EFA 2000 assessment shows that (i) of the 800 million children under six years of age, fewer than a third benefit from any form of early childhood education (ii) some 113 million children, 60% of whom are girls, have no access to primary schooling. (iii) At least 880 million adults are illiterates, of whom the majority are women.²⁰

In light of the above, the Dakar Framework for Action therefore, called on Regional organs to step up their educational systems, to achieve good quality education and promote education for all. This also ties with the Former UN Secretary General's quote on children's education which reads thus:

Knowledge is power, information is liberating. Education is the premise of progress, in every society, in every family.²¹

Kofi Annan, former U.N. Secretary General

In the last three decades, education has become a major policy goal in most developing countries which is evident in recognition that, education is essential to the economic and social development of every country.²² Like many of the developing countries that are signatories to the International Bill of Rights and many other international agreements on the promotion of education, Ghana, is a significant player in the International milieu on human rights related issues and has signed a great number of international agreements to this effect.²³ The right to free and compulsory education is guaranteed in the 1992 Ghana's constitution. The Right to Education is well spelled out in its articles 25 which if carefully read into, directly matches' international standards on Free and Compulsory Primary Education for All

²⁰ Dakar Framework for all Action (2000) Introductory statements point 5(i-iii). (online) Available at: www.unesco.org [Accessed] 15.03.2017

²¹ Kofi Annan. Former UN Secretary.

²² M.Anne. Hill, Elisabeth.M. King (July 1997) Women's Education in Developing Countries: Barriers, Benefits and Policies, Baltimore and London, John Hopkins University press, Pp 1

²³ Factsheet Report.[online] Ghana ,Accra. Available at: <http://www.right-to-education.org/countrynode/347> [Accessed:16.03.2017]

(EFA).²⁴ Article 28 also throws more light on children's rights to education. This article outlines the responsibilities of both the states and parents towards the ultimate interest and development of the child. However, Article 38(1) gives more impetus on the importance to the right to education as it declares thus:

*The State shall provide educational facilities at all levels and in all the Regions of Ghana, and shall, to the greatest extent feasible, make those facilities available to all citizens*²⁵.

The government of Ghana is said to devote an extensive part of its national budget in the education sector even though there is still much gap to be bridged²⁶. Ghana which is surrounded by all French speaking countries, is often referred to as the model of Africa by the international community in terms of its effort to achieve a complete free and compulsory education and yet, there is still much left to be accomplished in terms of education especially female education²⁷. According to Ghana's Statistical Service (GSS) 2016 population census, Ghana has attained a total population of 28,308,301 ranking the 13th position in Africa with 13,886,734 Male and 14,421,567 Female. Ghana is composed of 10 Regions with the Northern part of the country hosting a total population of 4,840,128 with the female population comprising of 2,464,153 and their Male counterparts making up to 2,375,975²⁸.

The Northern part of the country is Muslim dominated and often characterized by a high level illiteracy, low economic opportunities and development. Being a Muslim dominated region,

²⁴ World Declaration on Education for All Thailand (1990) (Online) Available at: www.unesco.org [Accessed] 15.03.2017

²⁵ The Constitution of Ghana (1992), Articles 25,28,38(1).[Accessed: 16.03.2017]

²⁶ UNESCO INSTITUTE OF STATISTICS GHANA (July 2012): Right to Education country Project: Country Factsheet Report.[online] Ghana ,Accra. Available at: <http://www.right-to-education.org/countrynode/347> [Accessed:16.03.2017]

²⁷ UNESCO INSTITUTE OF STATISTICS GHANA (July 2012). Right to Education country Project: Country Factsheet Report.[online] Ghana ,Accra. Available at: <http://www.right-to-education.org/countrynode/347> [Accessed:16.03.2017]

²⁸ Ghana Statistical Service (2016). Population and Housing census.[online] Available at: http://www.statsghana.gov.gh/pop_stats.html [Accessed:17.03.2017]

the educational system in the northern part of the country is often a mixed school system or same sex system for both Muslims and Christians alike. Despite the many effort put in place by the Ghanaian government to promote free and compulsory primary education and bridge the gender gap in education across the country, the northern part of the country still remains a region with the highest illiteracy rate and school drop-out of children in the country²⁹. Women and children make up majority of the population of the Northern Region of Ghana. Despite their great number, this section of the population remains the most vulnerable with the highest rate of illiteracy. The Ghana Statistical Service, classifies a literate person as “someone who can read and write a sentence with understanding and anyone who can only read but cannot write or can only write but cannot read, such a person according to GSS cannot be considered a literate”.³⁰ Women and girls have often been subjected to all forms of injustices and inequalities emerging from either cultural, religious, economic, social or political matters. Often times, a girl or a woman in certain parts of the world could be tempted to say ‘being a girl, is a curse’ due to the above mentioned situations which have ripped them of their educational opportunities and development. It is no news that women and girls in Sub-Saharan Africa, are often relegated to the back in terms of education and other social factors as most customs of these countries place less importance and emphasis to female education. However, education is a fundamental human right and every child is entitled to this right for their full development and the realization of their potential to reduce poverty and lay a successful foundation for their future³¹. Women and girls in the Northern part of Ghana and particularly those within the Savelugu-Nanton District, can be said to be marginalized both by their customs and traditions as well as the society in general. Within the Muslim communities which make up more than 80% of the total population of the

²⁹ Megan, Lambert, Perrino, S. Elisabeth, Elisabeth m.Barreras (2012). Understanding Barriers to Female education in Ghana. Boston, USA:Blue Kitabu Research Institute Boston.p1-3 [accessed 16.03.2017]

³⁰ Ghana Statistical Service (GSS)(2010) Population and Housing Census.(online) Available at: http://www.statsghana.gov.gh/docfiles/2010phc/2010_PHC_Regional_Analytical_Reports_Northern_Region.pdf [Accessed 27.06.2017]

³¹ George Prince Atta(2011).Education Inequality. How Patriarchy inequality collide in Ghana.International Journal for Humanities and Social Science. [online] Volume 5 No7(1), p.2, Available at: www.ijhssnet.com [Accessed 17.03.2017]

Northern Region and up-to 90% of the Savelugu-Nanton District, women and female children are seen as home objects meant to serve as house wives, work in the farms, marry and have children.³² It is not in their culture or tradition, to train female children in school because it is a belief that, the female child is the property of her husband. The few girls who are sent to school, end up dropping out as compared to their male counterparts. Data shows that there is a persistent gender gap with access to schools enrollment, retention, completion and even attainment of educational goals starting from the primary school level through to the tertiary institutions³³. It has also been proven that, girls end up dropping out of school for various reasons some of which include; Teachers-Student relationships, issues of safety and fair treatments in the classroom, sexual harassment, and use of obscene language by teachers and fellow male counterparts, unfriendly environment for studies, early marriages, economic situation, lack of female role models and so forth³⁴. In light of the above, the 2011 World Bank Survey Report on Young People Transitioning from Junior High School to Senior High School varies as (65.1%) boys tend to transit to Senior High School against (51.2%) girls. The challenges to female education is therefore a deep-rooted problem generally in the Northern part of the country and Savelugu-Nanton District in particular. Forced and early marriages also prevent most young girls from completing their education. Girls drop out of school to be prepared at home by their parents to become hard working young ladies, respectful and be given into marriage even as early as 13 years old. Parents will often give out their children into marriage when there are still teenagers either to friends, visitors, benefactors, close family members, or even betroth them to very old respectable persons in their communities or as pawn to either a debt or a promise made by their parents to someone at the time of their birth, thus: ending their education prematurely³⁵. Often times, girls as

³² Caine Rolleston (1st Jan 2011)Fosterage and Access to Schooling in Savelugu-Nanton District.

³³ Megan, Lambert, Perrino, S. Elisabeth, Elisabeth m.Barreras (2012). Understanding Barriers to Female education in Ghana. Boston, USA:Blue Kitabu Research Institute Boston.p.5 [Accessed 17.03.2017]

³⁴ Megan, Lambert, Perrino, S. Elisabeth, Elisabeth m.Barreras (2012). Understanding Barriers to Female education in Ghana. Boston, USA:Blue Kitabu Research Institute Boston.p.3 [Accessed 17.03.2017]

³⁵ Alabi.T, Bahah. M, Alabi .S.O (2013). The Girl-Child: A Sociological view on the girl child education in Nigeria. International Journal for Humanities and Social Science. [online] Volume 3 No2, p.57-65, Available at: www.ijhssnet.com [Accessed 17.03.2017]

young as 13 are forced to marry men in their 50s and 60s in order to prevent shame in the family through teenage pregnancy, make quick money from their suitors or to prevent them from pursuing further education³⁶. The idea of training a female child in school is therefore, considered by the people of this region as a waste of resources. They believe that the male child has to be trained in school while the female child goes to the farm with her mother as well as helps with the house chores. The few parents who accept the idea of education, often prioritize the education of the male child over their female children because they believe that the male child will be able to take care of the family while the female child will be sent off into marriage.

These harmful traditional beliefs have retarded growth and development in the Northern region and especially in the Savelugu-Nanton District. Also very glaring in this area of study is their religious practices. Within the study area which is highly Muslim dominated, women and girls are never allowed to greet or salute their male counterparts-, with a hand shake or even dare look at their faces while they greet. It is their custom and belief that women and girls are inferior and also unclean. It is required of them to squat before whoever they greet as long as the greeting chain of back and forth words last. The gender issue is further compounded by the fact that, girls are not allowed to worship in the same section of the mosques as men do. Women have separate places of worship which is often at the back while the men, occupy the front seats in their various worship places.

The effort of the Ghanaian government to enhance free and compulsory primary education for all across the country-, came about with the introduction of the 1961 Education Act. The wording of this Act stipulates that-, Primary education is free and compulsory and any parent who refuses to send their children to school-, will by law be liable to a fine³⁷. The introduction

³⁶ Alabi.T, Bahah. M, Alabi .S.O (2013). The Girl-Child: A Sociological view on the girl child education in Nigeria. *International Journal for Humanities and Social Science*. [online] Volume 3 No2, p.57-65, Available at: www.ijhssnet.com [Accessed 17.03.2017]

³⁷ Megan, Lambert, Perrino, S. Elisabeth, Elisabeth m.Barreras (2012). *Understanding Barriers to Female education in Ghana*. Boston, USA:Blue Kitabu Research Institute Boston.p.2 [Accessed 17.03.2017]

of the Education Act of 1961, brought about a tremendous increase in enrollment within the primary schools sector between 1962-1965. The gender gap within the primary schools sector decreased from 36.18% in the 1960 to 44.48% in 1968. Unfortunately in the 1970s and 1980s, the increase that was seen in the 1968 in the Ghanaian educational system declined due to political instability.³⁸ Although Primary education was said to be free and compulsory, it still came with its own limitations. Students were asked to pay for uniforms, pay for registration fees, and buy their own text-books and other supplies which again set in as an additional drawback to an already existing problem within the Muslims communities of the North³⁹. Parents' lack of understanding of the importance of education within the Savelugu-Nanton District, goes way beyond their cultural practices and beliefs. The Northern part of the country is economically poor as most of the mines and industries are concentrated in Accra, Kumasi and Cape Coast in the southern part of the country. Most women depend on farm produce, fishing, and Shea nuts for their livelihood and sustenance. The Shea trees which grow wild in the Northern part of the country, is the main source of income for many families within the Savelugu-Nanton District. Most parents prefer their children to join them to fetch for shea-nuts to produce Shea butter for sale in order to buy food for the family than to send their children to school. However, some parents who have the willingness to send their female children to school are limited economically. Ironically, women in the Northern part of Ghana and especially within the Savelugu-Nanton District, are the bread winners of the family while the men stay back at home and play chess game, draught and procreate. The Northern Muslim communities, often than not, place less value on education especially female education.

³⁸ Megan, Lambert, Perrino, S. Elisabeth, Elisabeth m.Barreras (2012). Understanding Barriers to Female education in Ghana. Boston, USA:Blue Kitabu Research Institute Boston.p.2 [Accessed 17.03.2017]

³⁹Megan, Lambert, Perrino, S. Elisabeth, Elisabeth m.Barreras (2012). Understanding Barriers to Female education in Ghana. Boston, USA:Blue Kitabu Research Institute Boston.p.2-3 [Accessed 17.03.2017]

Table 1.1: Literacy levels of persons 11 years and older by district

	Number	Percent	None (Not literate)	English only	A Ghanaian language only	English and Ghanaian language	English and French	English, French and Ghanaian Language	Other
Northern	1,571,044	100	62.8	16.3	1.5	19.2	0.1	0.1	0.0
Bole	40,408	100	58.4	25.8	0.8	14.7	0.1	0.2	0.0
Sawla-Tuna-Kalba	62,280	100	68.9	18.4	1.1	11.6	0.0	0.0	0.0
West Gonja	54,067	100	61.1	19.0	1.1	18.8	0.0	0.0	0.0
Central Gonja	54,723	100	71.3	12.5	2.0	14.2	0.1	0.0	0.0
East Gonja	87,816	100	67.3	16.1	2.0	14.6	0.0	0.0	0.0
Kpandai	67,292	100	63.4	25.7	1.6	9.0	0.1	0.1	0.0
Nanumba South	56,812	100	67.5	15.4	2.0	14.9	0.1	0.1	0.0
Nanumba North	85,448	100	66.2	10.6	1.4	21.7	0.0	0.0	0.0
Zabzugu-Tatale	77,053	100	67.5	17.1	1.4	13.8	0.1	0.1	0.0
Yendi Municipal	125,124	100	68.7	6.7	1.8	22.6	0.1	0.1	0.0
Tamale Metropolis	262,943	100	39.9	24.7	1.0	34.0	0.1	0.3	0.0
Tolon-Kumbungu	70,414	100	73.8	4.5	2.2	19.3	0.0	0.1	0.0
Savelugu-Nanton	87,776	100	69.4	8.5	1.9	20.1	0.0	0.0	0.0
Karaga	46,331	100	78.1	4.8	1.7	15.3	0.0	0.0	0.0
Gushiegu	66,527	100	79.7	4.1	1.5	14.6	0.0	0.0	0.0
Saboba	39,645	100	62.4	23.7	1.7	12.1	0.1	0.0	0.0
Chereponi Bunkpurugu-	31,150	100	70.5	21.1	1.0	7.3	0.1	0.1	0.0
Yunyoo	76,885	100	56.1	31.5	1.4	10.8	0.1	0.1	0.0
Mamprusi East	73,993	100	67.0	16.4	1.0	15.4	0.0	0.1	0.0
Mamprusi West	104,357	100	65.1	13.3	1.3	20.2	0.0	0.0	0.0

Source: Ghana Statistical Service: Population and Housing Census 2010.⁴⁰

Table 1.2: Literacy levels of persons 11 years and older by district and locality of residence

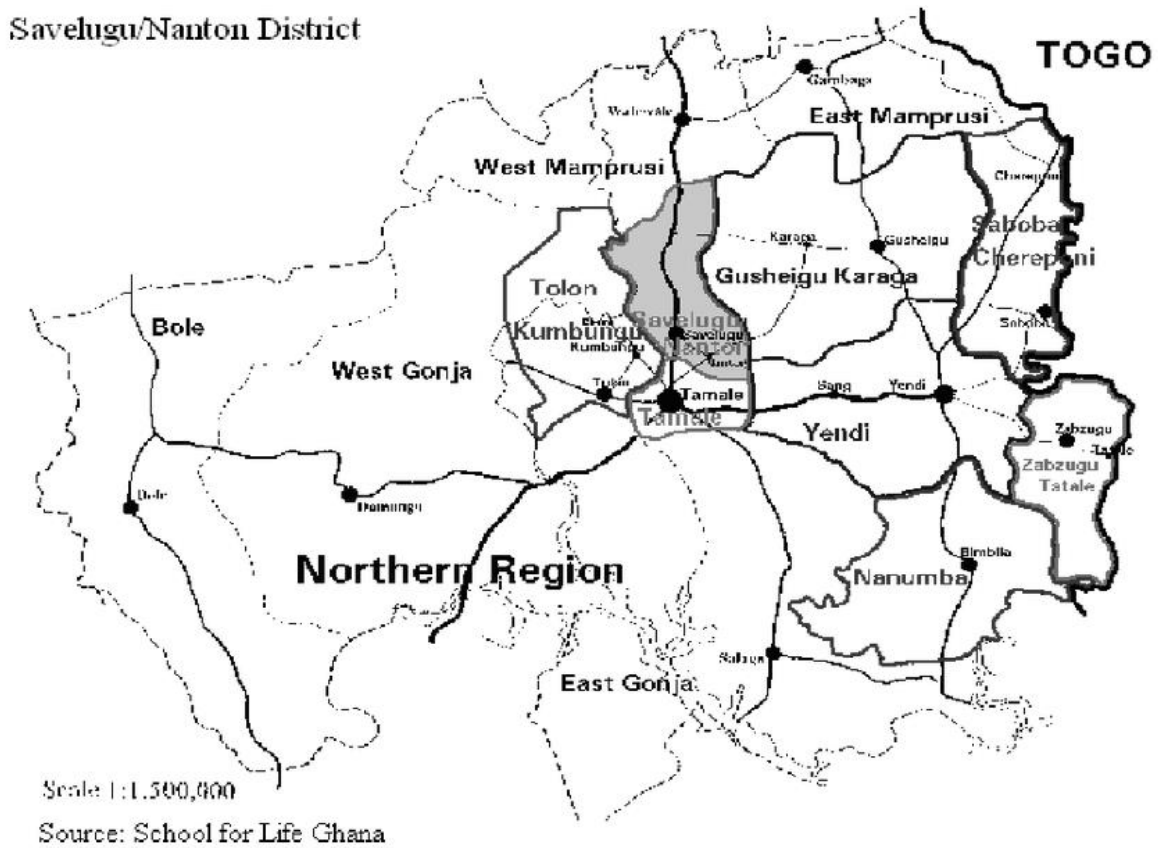
Districts	Number	Not Literate			Literate		
		Total %	Urban %	Rural %	Total %	Urban %	Rural %
Bole	40,408	58.4	8.2	50.2	41.6	13.6	28.0
Sawla-Tuna-Kalba	62,280	68.9	6.3	62.6	31.1	9.5	21.6
West Gonja	54,067	61.1	14.2	46.9	38.9	21.1	17.8
Central Gonja	54,723	71.3	10.3	61.0	28.7	11.3	17.4
East Gonja	87,816	67.3	8.9	58.4	32.7	11.5	21.2
Kpandai	67,292	63.4	4.3	59.1	36.6	6.7	29.7
Nanumba South	56,812	67.5	10.0	57.5	32.5	9.3	23.2
Nanumba North	85,448	66.2	15.6	50.6	33.8	15.8	18.0
Zabzugu-Tatale	77,053	67.5	14.2	53.3	32.5	13.3	19.2
Yendi Municipal	125,124	68.7	16.4	52.3	31.3	15.7	15.6
Tamale Metropolis	262,943	39.9	26.5	13.4	60.1	48.4	11.7
Tolon Kumbungu	70,414	73.8	4.2	69.6	26.2	4.3	21.9
Savelugu Nanton	87,776	69.4	25.7	43.7	30.6	14.9	15.7
Karaga	46,331	78.1	14.5	63.6	21.9	6.5	15.3
Gushiegu	66,527	79.7	16.9	62.8	20.3	9.3	11.0
Saboba	39,645	62.4	3.0	59.4	37.6	8.4	29.2
Chereponi	31,150	70.5	7.4	63.1	29.5	9.7	19.8
Bunkpurugu-Yunyoo	76,885	56.1	5.6	50.5	43.9	10.3	33.6
Mamprusi East	73,993	67.0	16.8	50.2	33.0	18.4	14.6
Mamprusi West	104,357	65.1	14.2	50.9	34.9	13.6	21.3
All Districts	1,571,044	62.8	14.6	48.2	37.2	18.3	18.9

Source: 2010 Population and Housing Census⁴¹

⁴⁰ Ghana Statistical Service(2010) Population and Housing Census

⁴¹ Ghana Statistical Service (2010) Population and Housing Census

Map 1. Savelugu-Nanton District.



Source: School for Life.⁴²

1.2. Statement of the Problem.

1. Evaluate the official statistics regarding the rate of girls dropping out of school in Savelugu-Nanton.

⁴² School for Life

2. Examine the causes of the drop-out and their consequences on the girl child

At the wake of 1957, after Ghana gained its independence, the various governments who took office have often instituted laws and policies that will work in favour of education throughout the national territory without discrimination as to sex. However, various cultural beliefs, harmful traditional practices, social attitudes of the society have continually perpetuated discrimination against women and girls in the country especially in the Muslim dominated Northern part of the country. A good number of laws and policies instituted by the government to promote equality in education for both girls and boys includes amongst others, the 1992 Constitution of the Republic of Ghana, the 2007 National Education Reform Program (NERP), The 2008 Education Act, The Education Strategic Plan (ESP) introduced by the Ministry of Education for 2012-2020 and the Millennium Development Goals (MDGs)⁴³. A baby born in the Northern part of Ghana, gambles with life as the chances of survival before the fifth birthday is less than the chances of death due to malnutrition and hardship. The idea of enrolling into school will depend on survival till the fifth birthday. Children born in the capital city of Accra and Kumasi the economic capital, stand a better chance as more than 99% of them make it to their fifth birthday.⁴⁴ Challenges to female education remains a serious problem. According to Ghana's Statistical Service,- Population and Housing Census survey 2012, youths within the three Northern Regions (North, Upper East and Upper West) between the ages of 11-21 make up 5,142,900 of the total population. Amongst these, a total of 2,692,344 are girls with 1,787,448 uneducated amongst them⁴⁵. By uneducated, we refer to those children of school going ages who cannot read or write either in their local Ghanaian language or English.

⁴³Atta, George Prince (July 2015): Education inequality: Patriarchy and Policy collide in Ghana. International Journal In Humanity and Social Sciences (online), Volume 5 No7(1), P. 12 Available at: www.ijhssnet.com [Accessed 21.03.2017]

⁴⁴ Atta, George Prince (July 2015): Education inequality: Patriarchy and Policy collide in Ghana. International Journal In Humanity and Social Sciences (online), Volume 5 No7(1), P. 12 Available at: www.ijhssnet.com [Accessed 21.03.2017]

⁴⁵ Ghana Statistical Service (2012) Population and Housing Census. Available at: http://www.statsghana.gov.gh/docfiles/2010phc/Census2010_Summary_report_of_final_results.pdf. [Accessed: 21.03.2017]

The Ghanaian government for the past decades has seen a tremendous increase toward its progress to achieve universal free and compulsory primary education as stated in the 1992 constitution, but the gap continues to increase as students advance into the junior high school and senior high schools. Partner organization working to promote female education especially in the Northern part of the country are of the opinion that the government still has to develop more strategic plans to enforce basic education in the country to complement its international and national obligations especially in the north.⁴⁶ Despite the effort put in place by the Girls Education Unit (GEU), International Donors, INGOs NGOs towards girls' education in Ghana, the rate for female drop-out continues to increase as years go by. The World Bank Education Survey Report on Young people transitioning from Junior High School to Senior High School shows varying results as (65.1%) boys tend to transit to Senior High School against (51.2%) girls in 2011⁴⁷ Female drop-out from school in the Northern Region of Ghana and especially Savelugu-Nanton District, is characterized by many factors. Socio-cultural or traditional practices and beliefs, sexual harassment, forceful early marriages, inadequate schools in the area, distance between schools and people's homes, inadequate resources, lack of proper understanding, laws and rules, religion and many more. The traditional environment in the Savelugu-Nanton District is culturally entrenched and has completely prevented the girl child in this region from enjoying their human identity and social rights as human beings⁴⁸.

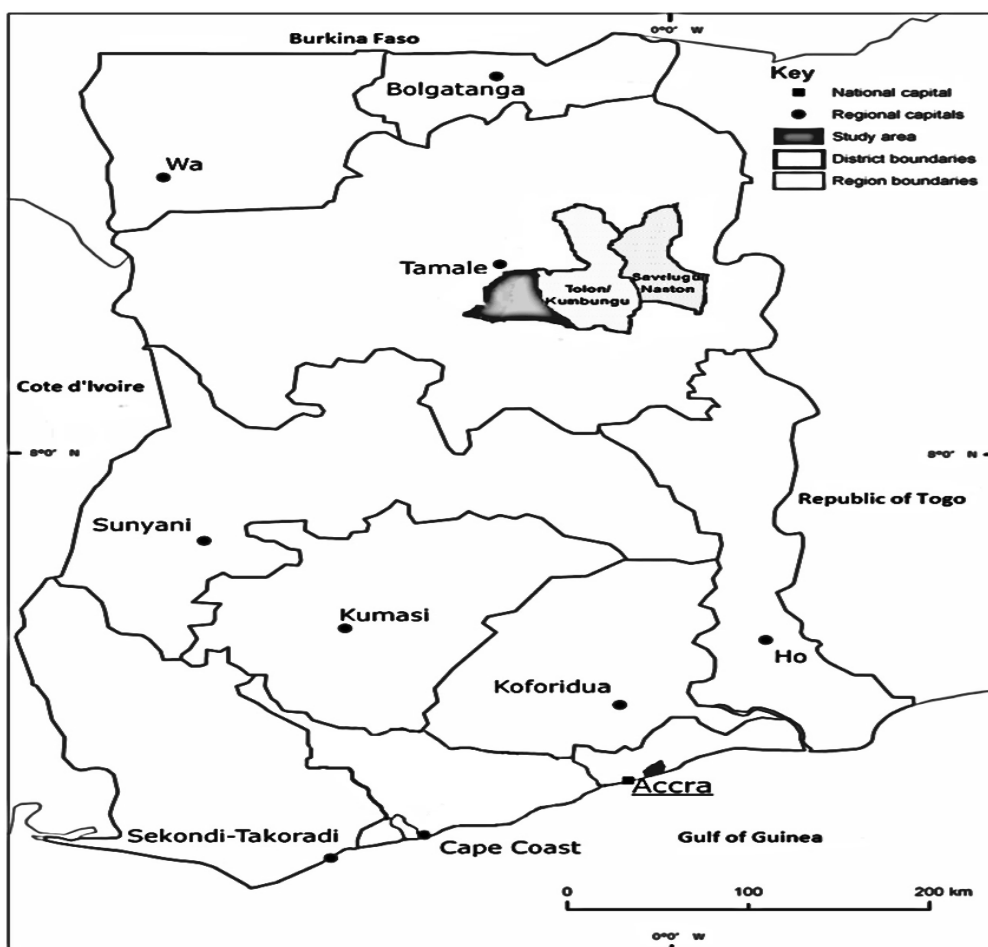
The increased rate of school drop-out within the study area, has led to increased rural-urban migration to the Country's capital Accra and the economic capital Kumasi in search of greener pastures. This aspect will be discussed in detail below on the various practices.

⁴⁶ Issah Huszeru (July 2012), The role of None Governmental organization in the girls education in Kolon Kumbongu Northern region. Masters Thesis, Nkwame Nkrumah University of Science and Technology.(online) Available at : <http://ir.knust.edu.gh/bitstream/123456789/7614/1/ISSAH%20HUSZERU.pdf> [Accessed 26.06.2017]

⁴⁷ Megan Lambert, Elisabeth.S.Perrino, and Elisabeth M. Barreras(March 29 2012), Understanding the Barriers to Female Education in Ghana. Boston,USA, Blue Kitabu Research Institute, p.8

⁴⁸ Atta, George Prince(2015), Education Inequality: Patriarchy and Policy Collide in Ghana. International Journal of Humanities and social Science [online] Volume 5 No 7(1), p.14-15, Available at: www.ijhssnet.com . [Accessed: 21.03.2017]

Map 2: Shows the school drop-out rate in the various regions of Ghana



Source: https://www.researchgate.net/figure/308887581_fig1_Figure-1-Map-showing-Ghana-northern-region-with-Savelugu-nanton-tolon-and-tamale

It should be noted that, Northern Regions of Ghana comprises of North, with its metropolitan capital as Tamale, the Upper East with its Capital as Bolgatanga and Upper West with its Capital as Wa. All three regions make up the Northern Regions of Ghana.

1.3. Objectives/Aim of the Study

The research aims to highlight the different barriers affecting female education within this district as well as the effects of such barriers to the girl child's development and the society as a whole. Children being deprived of their educational dreams either by customs and traditions, cultural practices, religion, inadequate facilities to study leads to their future marginalization which also limits them from accessing social, economic and-, political opportunities which are open to all people of the human family⁴⁹. The research also seeks to find ways to discourage marginalization of the girl child and the consequences associated to the deprivation of their right to education and to promote and encourage female education with emphasis on the benefits that comes with it and the envisaged future that lies ahead of them.

In a nutshell, the overall objective of this research is to examine the main barriers that hinders female education in Northern Ghana especially within the Savelugu-Nanton District. This region often records the worse examination performance scores in the country and the highest rate of school drop-out

The main objectives include:

- i. To find solutions of female school drop-out especially primary and JHS students
- ii. How to encourage parents to invest more in their children's education. (change the mindset of parents regarding education and traditional beliefs, practices and religion)

⁴⁹ UDHR (1948)

- iii. Encourage good teacher-student relationships in the classroom and discourage sexual harassment of female students by teachers
- iv. To recommend policy makers alternative ways to improve female education especially in the northern part of the country and Savelugu-Nanton in particular

1.4. Research Question

What are the causes and effects to female school drop-out and barriers to female education in Savelugu-Nanton District?

1.5. Sub- Research Questions

1. What are parents' attitudes towards female education?
2. What are the economic and developmental effects of barriers to female education?

1.6. Relevance of Research

Unwanted pregnancies, high illiteracy rate, curable and incurable diseases, poverty, early and forced marriages, developmental slowdown-, and unsecure livelihood conditions, remain key factors that have plagued community development in this part of the country. This research will therefore, go a long way to add to the already existing work that has been done in this field and will throw more guiding light to policy makers and the government to appreciate the nature of the existing problem when they eventually take up measures to eradicate the cancer that has eaten deep and deprive children of their future dreams. The study, will also help provide useful information to international organizations interested in funding female education in this part of the country.

Most importantly, this study, will be beneficial both to the researcher and to anyone who will be interested to carry out further studies in the area and from a personal point of view, this study will broaden the researcher's knowledge and understanding on children's rights to education in general and the challenges to female education in particular. This will also impact and enhance the researcher's skills on lobbying and advocacy in the field of human rights and children's education.

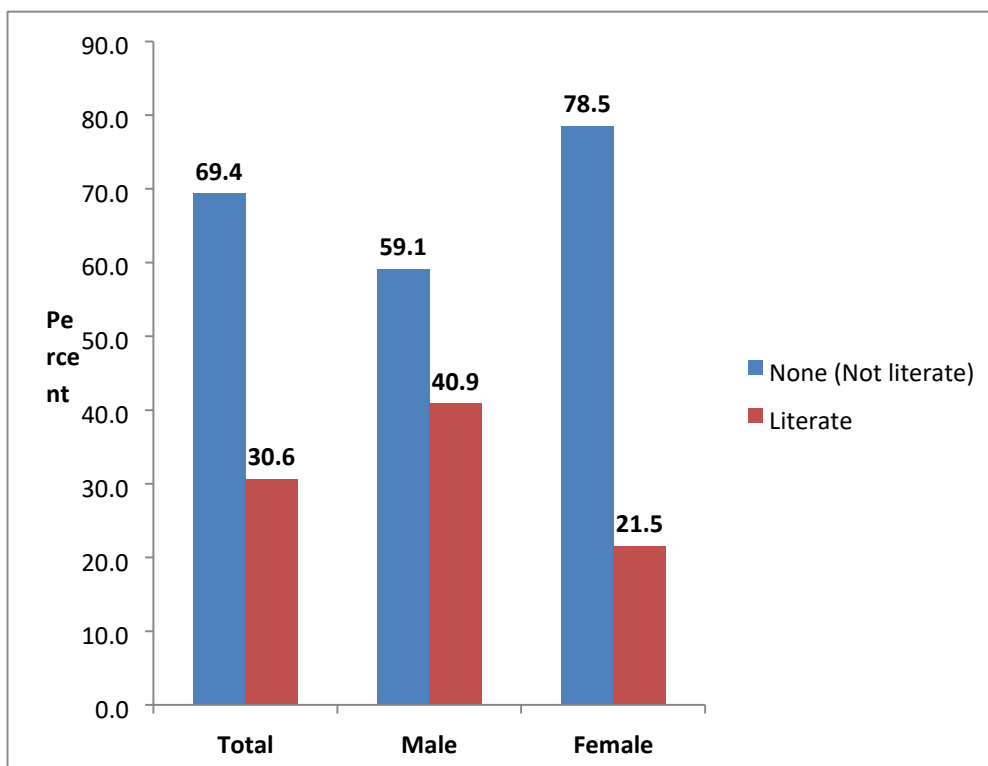
1.7. Why Savelugu-Nanton District and the overall description of the area.

According to the Ghana Statistical Service, studies within primary schools in the Northern Regions on enrollment, performances and school drop-out within the last eight years, Savelugu-Nanton District has recorded the highest number of school drop-outs especially in female and is also the poorest district in terms of educational performances in the BECE and WACE exams respectively. In 2013, Savelugu-Nanton District took the bottom spot in the Nationwide Basic Education Certificate Examination (BECE) coming at the 167th position on 167. And out of the 22 JHS presented by the district, 15 schools scored below 40% representing 68.20% Nationwide.⁵⁰ In addition, the Ghana Statistical Service Population and Housing Census 2010 reveals that, 69.2% of people 11 years and older in Savelugu-Nanton District cannot read nor write in any language. In terms of sex, it reveals that approximately 78.5% of female 11 years and older cannot read nor write with that of their male counterparts constituting 59.1%. Therefore, 7 out of every 10 female in the district cannot write nor read. Added to the results reached at by the Ghana Education Service, the researcher serving as a development working within the district for four years also experienced and noticed a lot of challenges associated to female education in the region especially the study area. How the female child finds it difficult to breakthrough in their educational development. Following the results of these findings by the Ghana Education Service, the researcher is motivated to find out why the severe drop-out amongst female children, poor performances, why the female child and most especially, the causes of these act within Savelugu-Nanton District.⁵¹

⁵⁰ Stephen Ziem (2rd March 2-15) Education in the North and its sinking Quality.(online) Available at: <http://www.ghanaweb.com/GhanaHomePage/features/Of-Education-In-The-Northern-Region-And-Its-Sinking-Quality-348605> [Accessed 07.07.2017]

⁵¹ Ghana Statistical Census (2010) population and Housing Census.(online) Available at: http://www.statsghana.gov.gh/docfiles/2010_District_Report/Northern/SAVELUGU.pdf [Accessed 07.07.2017]

Figure 1: Literacy status of population 11years and older by sex Savelugu



Source: Ghana Statistical Service, 2010 Population and Housing Census

Source: Ghana Statistical Service, 2010 population and Housing census⁵²

1.8. Discovering of Savelugu-Nanton District area.

Ghana is currently divided into ten political regions which are further sub-divided into districts and constituencies⁵³. Savelugu-Nanton District, lies within the spacious Northern Region of Ghana. The Northern Region, is the largest of the ten regions of Ghana in terms of its landmass. It occupies a total of 70,384 square kilometers which makes up 29.5% of the total

⁵² GSS (2010) population and Housing Census (online) Available at: http://www.statsghana.gov.gh/docfiles/2010_District_Report/Northern/SAVELUGU.pdf [Accessed 07.07.2017]

⁵³ Raymond B. Benning (2012) The creation of districts and constituencies in Ghana: Some pertinent issues in the current dispensation.(online) Vol. 4, no 1 pg 3-4 Available at: www.ajol.info/index.php/gjg/article/viewFile/110784/100535 [Accessed] 22.06.2017

land area of the country.⁵⁴ Savelugu-Nanton District is one of the twenty administrative districts that make up the Northern Region and is located close to the Regional Capital Tamale. Following the creation of new Districts and Constituencies in Ghana, the Savelugu-Nanton District currently share boundaries with Kumbugu in the west, Tamale Metropolis in the south, Manprussi District in the north and Karaga District in the East. The municipality has a total land space of 1760.70 sq.km with a total population of 156,152 according to the 2010 Population and Housing Census⁵⁵. The district forms part of the savanah northern zone and is mostly occupied by the Dagomba's and other minority tribes such as Grushies, Frafra and the fulanis herdmen. When it comes to the religious segment as already mentioned before, the district is mostly made up of Muslims, hand full of traditional worshipers and a minority of Christians as well. Farming is the main occupation of the people of this district. Agriculture actually forms about 97% of the labour force of the district and most of the farmers depend entirely on red-fed and subsistence agriculture. The main crops mostly cultivated by the people includes amongst others, maize, millet, rice and yam. The district is also noted to be deprived of basic health facilities, socio-economic facilities as well as educational infrastructures which is considered a major hindrance to education in the district considering the scattered nature of their settlements. Savelugu-Nanton District which forms the Dagomba ethnic group is commonly known as the Dagbon and often described as the "Credle of Dagbon"⁵⁶. Less than 50% of the people of this district have access to portable drinking water giving access to unclean and untreated sachets water sold in the district claiming to be treated.⁵⁷ This district also records the highest under 5 mortality rate in the

⁵⁴ Government of Ghana (2010) Regional Mapping.(online) Available at: <http://www.ghana.gov.gh/index.php/about-ghana/regions/northern> [Accessed] 22.06.2017

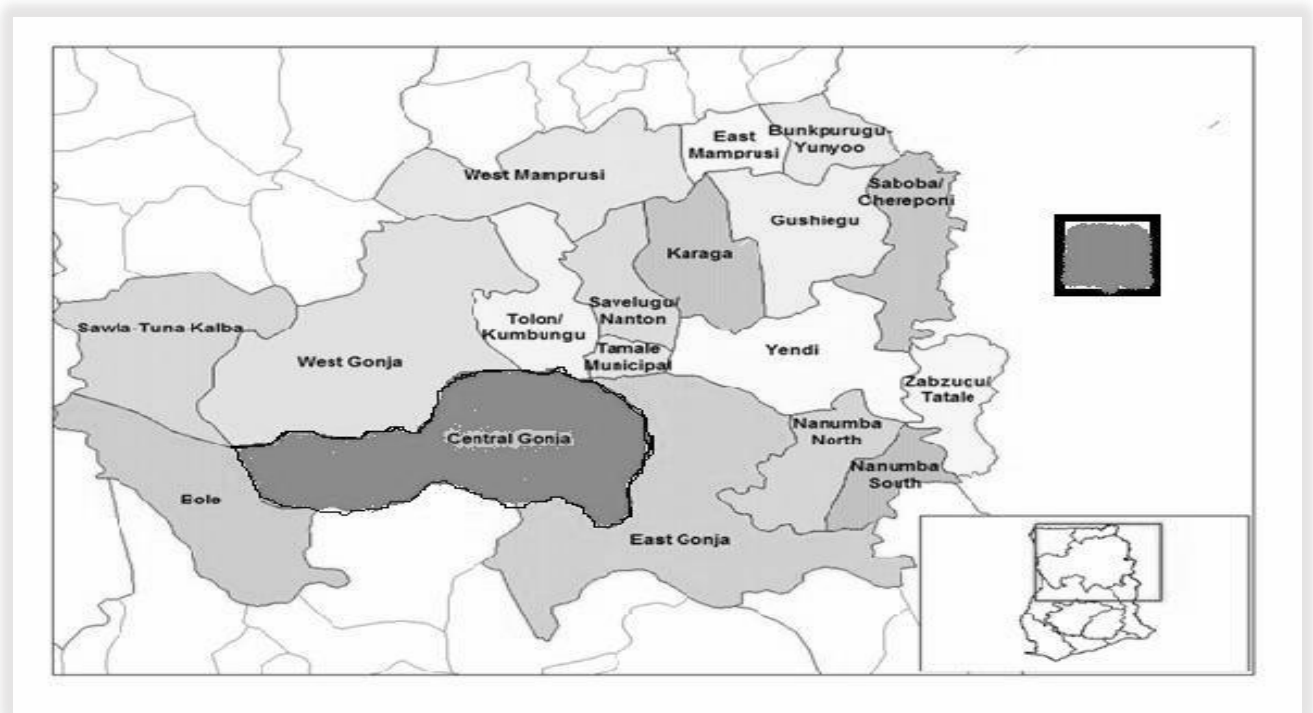
⁵⁵ Yakubu Caleb (August 2014), Partnering for Development in Northern Ghana, Master's degree Thesis, University for development studies Tamale Ghana.

⁵⁶ Caine Rolleston (March 2008), Fosterage and Access schooling in Savelugu-Nanton District. (online) Available at: <https://www.gov.uk/dfid-research-outputs/fosterage-and-access-to-schooling-in-savelugu-nanton-ghana> [Accessed] 22.06.2017

⁵⁷ World Vision Evaluation Report (2014) Sustainable Water and Sanitation(online)Avaiable at: www.wvi.org/ghana. [Accessed 04.07.2017]

entire country according to the 2005 Ghana Statistical Service Research on under 5 mortality rate in the country⁵⁸.

Map.3. Map of the Northern region and its districts



Source: Ghana Statistical Service. Population and housing Census 2010

The climate of the region is relatively dry, with a single rainy season that begins in May and ends in October. The amount of rainfall recorded annually varies between 750 millimeters.⁵⁹

1.9. Structure of Study

This study is organized into five chapters in order to present a systematic and consistent research. Chapter one deals with the general introduction and background of the study,

⁵⁸ Ghana Statistical Service (2005), Under 5 mortality rate survey.(online) Available at: www.statsghana.gov.gh/ [Accessed] 22.06.2017

⁵⁹ Ghana Statistical Service (2010) Population and Housing census.(online) Available at: http://www.statsghana.gov.gh/docfiles/2010phc/National_Analytical_Report.pdf [Accessed 27.06.2017]

statement of the problem, the objectives and aims of the study, the research question, and the relevance of the study. Chapter two aims at dealing with the socio-economic, socio-cultural and developmental impediment to female education (relevant literature review) from, journals, books, articles, speeches and many more through intensive reading and research of relevant materials suitable for the realization of this study. This will generally include the underlying issues affecting female education in Ghana and especially in the northern regions of Ghana. It will also look at the main factors affecting girl's education that leads to amass drop-out and the consequences of these acts. Chapter three will look at the methodology that will be used for this studies. However, an introductory methodology will be given beneath for a better comprehension of the methodology chapter. The fourth chapter, will mainly focus on the findings of the interviews and as well analyzing such findings. Chapter five, will cover generally the conclusions and recommendations from the study.

CHAPTER TWO

SOCIO-ECONOMIC, SOCIO-CULTURAL AND DEVELOPMENTAL IMPEDIMENT TO FEMALE EDUCATION

2.0. Factors and barriers hindering Female Education within the Savelugu-Nanton District of Ghana.

This chapter will dwell more specifically on the major socio-cultural, religious, economic and political bottleneck that are deemed as major hindrances to female education in this district. It will also explore literature on children's rights to education, female education and most importantly the challenges faced by the girl child in her journey to education. For a

better understanding of this concept, key references will be drawn from available literature in area of study while drawing conclusive summary of what is learnt from the review.

2.1. A misplaced of children's future: Barriers and bottlenecks to female education in Northern Ghana (Savelugu-Nanton District).

After analyzing some of the important elements and instruments that promotes Children's Rights to Education and most importantly the emphasis on female education in Ghana especially within the Savelugu-Nanton district, this chapter will look at some of the main barriers (Economic, Social, Traditional, Religious and Political) that hinders female education in this region. This chapter will further expatiate on some of the traditional elements and complexities around these practices which have tremendously affected female education and government's reactions to such practices. Not limited to traditional practices as hindrances to female education, the section will also elaborate in details on other factors deemed as hindrances to female education in this part of the country. The chapter will also analyze literature from published articles, peer reviews, data from International and National NGOs working on the ground within the region, Government Agencies, Books, Journals and internet for better understanding of the trending issues on this all important topic.

2.2. Socio-Economic Factors.

a) Poverty as a root cause of school drop-out and out-of-school children: An alarming effect.

The World Bank 2000/2002 development survey on Attacking Poverty, reveals that more than one billion people worldwide live below the poverty line more of whom are women and especially those in the rural and semi urban communities' areas of developing countries⁶⁰. Known researchers on the economic situation in Africa and Ghana, Mayer C. further argues that, poverty is as a result of lack in human social capital such as livelihood skills, education,

⁶⁰ World Bank (2001). World Development Report 2000/2001: Attacking Poverty, (online).Oxford university press. Available at : [www. https://openknowledge.worldbank.org/handle/10986/11856](https://openknowledge.worldbank.org/handle/10986/11856) [Accessed] 26/05/2017

good health, inter-personal skills and many more. Accordingly, majority of families in developing countries especially those in the rural communities, lack social assets and social networking and entrepreneur skills which is seen as one of the major ways to generate income. As a result, families in rural areas are likely to remain poor⁶¹. The three Northern Regions of Ghana are considered the poorest regions of the country despite the stable economic growth that Ghana experienced since the 1990s, this growth cannot comfortably be associated to the northern part of the country. Even though other parts of the country are also poor, the north is considered the poorest largest demographic region where economic growth is largely difficult to stimulate.⁶² Ghana in 2010, was declared a Middle Income Country by the World Bank following the discovery of its offshore oil located in the southern part of the country. The introduction of new government's policies in the country in early 2000, stimulated the private sector, which led to improvement in infrastructural development and also improved access to opportunities. All these contributed tremendously to Ghana's Middle Income Status Attainment⁶³. Despite it being accredited as a Middle Income Country Status, there is no guarantee of poverty alleviation within the nooks and crannies of its economy. Poverty remains a prevalent problem with increasing growth of inequality across the country.⁶⁴ The average adult in absolute poverty lives on \$1.83 per day while another in extreme poverty lives on \$1.10 per day.⁶⁵ There is continuous disparities in wealth distribution especially between the North and Southern parts of the country. In the Northern part of the country, people live on less than \$1.25 per day and infant mortality is far greater

⁶¹Mayer C, (May 2002) Data on adolescent programme planning: What we need, what we have and where to find it.(online) Updated 2010 Ministry of Education Ghana. Available at : <http://www.moe.gov.gh> [Accessed] 26.05.2017

⁶² Francis Zemwara, Mustafpha Braimah(2015) Islam,poverty and the Media portrayal of the North-south Divide.A social Science Journal. Vol 8, No 1

⁶³ Edgar C, Sarah, H, Andy, Mc (2016) The Ghana poverty and inequality Report Unicef 2016 (online) Available at: [https://www.unicef.org/ghana/Ghana_Poverty_and_Inequality_Analysis_FINAL_Match_2016\(1\).pdf](https://www.unicef.org/ghana/Ghana_Poverty_and_Inequality_Analysis_FINAL_Match_2016(1).pdf) [Accessed] 26.05.2017

⁶⁴ UNDP(April 2014) Inequality in Ghana: A fundamental National Challenge Briefing paper.(online) Available at : www.undp.org/.../ghana/.../Ghana-unicef%20Inequality%20Briefing%20Paper%20FI... [Accessed] 27.06.2017]

⁶⁵ UNICEF (sep.2015) Child Poverty In Ghana (online) Issue 6 Available at: [https://www.unicef.org/ghana/REALLY_SIMPLE_STATS_-_Issue_6\(1\).pdf](https://www.unicef.org/ghana/REALLY_SIMPLE_STATS_-_Issue_6(1).pdf) [Accessed: 26.-6.2017]

than in other regions of the country.⁶⁶ This continue to raise a lot of eyebrows and has tempted many people to question the meaning of Middle Income Country Status granted to Ghana by the World Bank.⁶⁷ Even though Ghana is said to have reached a Middle Income Country Status, the country's wealth is not properly distributed or well-targeted to meet or balance the needs of the poor in the increasing growing economy. Researchers like Casely-Hayford are also of the opinion that, the poor educational development in the northern has its roots from Ghana's colonial past. She went further to reveal that, despite the certain remedial development measures being implemented, the phenomenon of the North-South drift is still exhibited especially by young girls.⁶⁸ This is evident in the northern part of the country which is economically lacking and developmentally backward. The Northern part of the country that covers Tamale, Upper East and Upper West Regions, holds a total population of 4,840,128 out of the 28,308,301 total population of Ghana.⁶⁹

The lack of industries, skilled labour, economic opportunities in the north and especially within the Savelugu-Nanton District, has also contributed greatly to children's inability to attend schools and also pushes those who have managed to enroll in schools to drop-out.⁷⁰ The high level of school drop-out in the district has often been described by parent's economic situation and unwillingness to send female children to school. Most parents in the Savelugu-Nanton District are small scale famers with very little to live on especially depending on the size of their families⁷¹.

⁶⁶ CAMFED(2010) Campaigning for Female Education in Northern Ghana.(online) Available at: <https://camfed.org/our-impact/ghana/> [Accessed 26.06.2017]

⁶⁷ World Bank (2001). World Development Report 2000/2001: Attacking Poverty, (online).Oxford university press. Available at : [www.https://openknowledge.worldbank.org/handle/10986/11856](http://www.openknowledge.worldbank.org/handle/10986/11856) [Accessed] 26/05/2017

⁶⁸ Casely-hayford, Adom B. Ghartey (Sept 2007) The Leap to Literacy and Life Change in Northern Ghana. (online) Available at: http://www.schoolforlifegh.org/Impact_Assessment.pdf [Accessed 01.07.2017]

⁶⁹ Ghana Statistical Service(2016),Population and Housing census.[online] Available at: http://www.statsghana.gov.gh/pop_stats.html [Accessed:26.05.2017]

⁷⁰ Imoro.B.(2009), The Dimension of basic School drop-out in Rural Ghana, Journal of science and technology, vol 29 no 3 pp 74-87. Available at: <https://www.ajol.info/index.php/just/article/viewFile/50093/36412> [Accessed 26.06.2017]

⁷¹ Eliasu Alhassan(2013) Early Marriage of Young Females: A panacea to Poverty in the Northern Region of Ghana(online) Available at: www.iiste.org Paper ISSN 2222-2863, Vol.3, No.12. [Accessed 26.06.2017]

Base on my observation while in the Northern part of Ghana, it is a well-known tradition amongst the Muslims communities of the North to marry as many wives as the man has the strength since being married to one wife only publicly exposes the man's weakness. Considering that female education is first and foremost a challenge to the people of Savelugu-Nanton District, poverty therefore will be seen not as primary factor but as a secondary factor. In other words, the barriers that actually challenge female education in this district go way beyond poverty level of the parents. The factors are far rooted in their traditional practices, beliefs and customs which have little or no direct link to poverty. Poverty will therefore, serve as a secondary factor to those parents who have the willingness to send their female children to school but are limited by funds. Advising the youth on August 27th 2011 under the theme "the world at 7 billion population growth and of development implication in Northern Ghana", the Northern Regional Director of National Population Council, Mr. Alhassan Issahaku Amadu, expressed concern about the rapid population growth in the region and polygamous and serial marriage practices therein.⁷² The increase drop-out rate of school children in the district has also attracted International Non- Governmental Organizations like World Vision, Camfed, Associate for Change, ActionAid, UNESCO, UNICEF and many more to support children's education in this region especially Savelugu-Nanton District following its poor academic performance in education. The few children who benefit from these scholarship schemes stay in schools as long as sponsorship are available and once the project fades out, children find themselves fighting to work and survive⁷³. Development agencies work in general is based on donor support and sponsorship. The sustainability of every project depends on the continuous funding of the said project by a donor. Once funding stop coming for a particular project it by implication means the end of that project. Therefore, projects that offer basic scholarship schemes to enable children stay in school and encourage female education are also challenged at times by funding from donor's agencies sponsoring

⁷² Ghana News Agency(27th August 2011) Polygamy, serial marriages creating a big problem in northern Ghana.

⁷³ UNICEF(2011) National Education Assessment Report. (online) Available at: www.unicefghana.org [16.06.2017]

such projects. As long as project keeps receiving funds, the longer the child stays in school and once such funds stop coming the fate of the scholarship beneficiaries are uncertain. Other development agencies working in the same area who also offer basic scholarships to support children might not continue with the same beneficiaries to sustain their educational success but base on their own criteria of selection. Their selection might totally cut out beneficiaries of the previous program which therefore pose as a challenge of continuity. Even though two or more development agencies might be working in the same district, it is very possible that these agencies will not operate in the same schools for the purposes of measuring their various impacts and receiving accreditation. Development agencies will try to support many children as possible to stay or be enrolled in school but continuity of particular beneficiaries to attain a certain level of education continue to be a challenge. A good example is the Pan-African organization project on girl's education sponsored by Canadian Christian Woman Foundation Fund that ended in 2012 (Pan-African Evaluation and annual report 2010-2012). The exit of Canadian Christian Women Foundation was also the end of scholarship to the beneficiaries of that project and their fates uncertain. Other projects implemented in the district came with new beneficiaries with new donors and so the trend continuous.⁷⁴

Table 1.3 Drop-Out-Rate within Savelugu-Nanton District

Ghana Education Service

Savelugu-Nanton Municipal Directorate Of Education

Primary Known Drop Out Rates From 2009/10 To 2016/17 Academic Years

YEAR	TOTAL ENROLMENT			TOTAL NUMBER OF KNOWN DROP OUT			KNOWN DROP OUT RATES		
	B	G	T	B	G	T	B	G	T

⁷⁴ Pan-African organization for research and protection of violence on women and children(2012) Female education project(online) www.paorp.org [Accessed 08.07.2017]

2009/10	10,148	7,416	17,564	157	145	302	1.5	2.0	1.7
2010/11	10,374	7,557	17,931	158	143	301	1.5	1.9	1.7
2011/12	10,871	8,087	18,958	135	125	260	1.2	1.5	1.4
2012/13	11,328	8,308	19,636	113	121	234	1.0	1.5	1.2
2013/14	11,773	9,232	21,005	98	86	184	0.8	0.9	0.9
2014/15	12,176	9,545	21,721	74	56	130	0.6	0.6	0.6
2015/16	12,191	9,911	22,102	44	24	68	0.4	0.2	0.3
2016/17	12,297	9,988	22,285	32	19	51	0.3	0.2	0.2

Source: Ghana Education Service 2017⁷⁵

Jhs Known Drop Out Rates From 2009/10 To 2016/17 Academic Years

YEAR	TOTAL ENROLMENT			TOTAL NUMBER OF KNOWN DROP OUT			KNOWN DROP OUT RATES		
	B	G	T	B	G	T	B	G	T
2009/10	3,043	1,632	4,675	86	58	144	2.8	3.6	3.1
2010/11	3,143	1,811	4,954	84	54	138	2.7	3.0	2.8
2011/12	3,150	1,877	5,027	75	49	124	2.4	2.6	2.5
2012/13	3,517	2,081	5,598	62	35	97	1.8	1.7	1.7
2013/14	3,444	2,169	5,613	52	24	76	1.5	1.1	1.4
2014/15	3,677	2,341	6,018	44	20	64	1.2	0.9	1.1
2015/16	3,918	2,414	6,332	32	12	44	0.8	0.5	0.7
2016/17	3,762	2,461	6,223	24	9	33	0.6	0.4	0.5

Source: Ministry of Education. Ghana Educational Service.⁷⁶

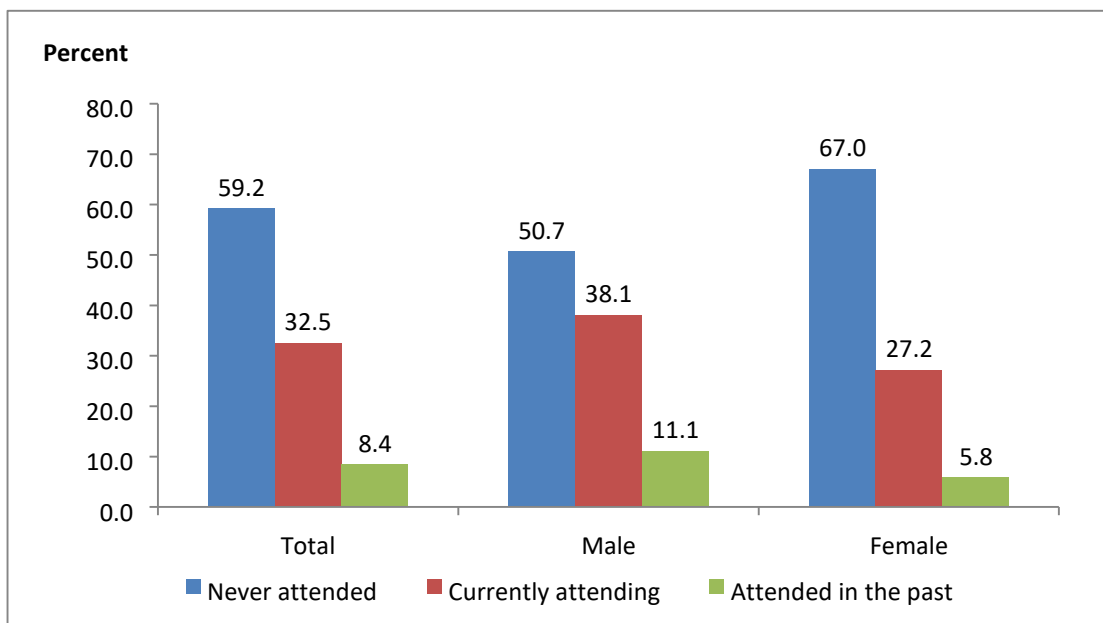
These figures merely represent the few female who are enrolled and not the total population of the girls of school going ages in the district. Even though these figure came from a government source, the criteria's used to arrive at this still remains unclear to me. This clearly contradict the real situation on the ground and within the district. The above figure clearly do not depict the drop-out rate in this region given the fact, the UNICEF initiative report on out

⁷⁵ Ghana Education Service(2017) Drop-out-Rate Savelugu-Nanton District

⁷⁶ Ghana Education Service.

of school children in the Northern Region corroborated by other independent research reports conducted in the region shows alarming figures of 330,000 out of school children in 2012 and 2013. It is completely not possible following slow pace of implementing various government policies to have eradicated such within a given period of time. Also following existing situation on the group, the figures given in the table remain questionable. Base on the 2010 population and housing census in Savelugu-Nanton District, shows the high level of illiteracy rate and also school attendance rate in figure 1.3 showing the low level of school attendance in the district.

Figure 2 School attendance by population 3 year s and older by sex



Source: Ghana Statistical Service, 2010 Population and Housing Census

School attendance

Figure 2 shows school attendance of the population three years and older in the District. The figure shows that 59.2 percent of the population 3 years and older in the District have never attended school, 8.4 percent have attended in the past and 32.5 percent are currently attending school in the District. In terms of sex disaggregation, the figure shows that 50.7 percent of males and 67.0 percent of females three years and older in the District have never attended school. The

proportion of males who are currently attending school is higher (38.1%) than females (27.2%).⁷⁷

b) Women as breadwinners in a typical Muslim family within the Northern Region and Savelugu-Nanton District: a disturbing phenomenon to achieving girl's education.

The write out in this section is based on researchers experience and corroborated with other available literature. It is interesting to note here that, women are mostly the breadwinners in this part of the country and in this district in particular. Therefore, the ascension that women spend more than 80% of their time doing house chores alone cannot be denied considering the prevailing rate of uneducated women in this region and their limited voices in any decision making that affects their lives and personal development⁷⁸. Men who according to their tradition have the right to marry as many wives as possible, unfortunately are not mandated by that same tradition to perform their responsibilities as heads of the household to publicly show off their strength. A men who is married to a single woman only show signs of weakness according to their customs and traditions or considered to be a bachelor still to be married.⁷⁹ According to the people of the Northern part of Ghana and especially those from the Muslim communities, a man strength can only be truly measured by the number of women he eventually marries. Every woman is accordingly responsible for the wellbeing and upbringing of her children depending on the number of children she has. Women do back-breaking jobs such as stone cutting at construction sites, carrying of cements, cutting of wood, burning and selling of charcoal, fishing, contract workers in others farms, washing of dresses from homes to homes for a stipend and in extreme cases begging by the streets side especially

⁷⁷ GSS(20110) population and Housing Census (online) Available at: http://www.statsghana.gov.gh/docfiles/2010phc/National_Analytical_Report.pdf [Accessed 27.06.2017]

⁷⁸ Stephen Zoure (July 2013) The Plight of the northern Ghana woman. (online), Available at : http://www.dailyguideghana.com/wp-content/uploads/2013/07/women_begging.jpg [Accessed] 04.06.2017

⁷⁹ ⁷⁹ Elijah.K.Fant (18th May 2008) Education and girl child empowerment: the case of Bunkpurugu/Yunyoo district Northern Region Ghana. (online) Available at: <http://munin.uit.no/bitstream/handle/10037/1541/thesis.pdf?sequence=1> [Accessed] 21.06.2017

during their fasting periods. Muslims believe giving to the needy during the fasting period in turns brings blessings to the individual⁸⁰. The Ga clan of the Northern Region are remarkably known as farmers and the women known for being the family's breadwinners⁸¹. Due to the limited economic opportunities in these regions, most women depend on farming, fishing, petty trading, production and sale of shea-nuts for their livelihood. Shea-nuts which are used to produce shea-butter, are commonly found growing wild in the northern part of the country and has in many years, been the main source of income to many families in these region.⁸² These shea-nuts trees that growing widely in the regions, have over the years supplemented the livelihood income source of most of the rural women in the region. The more shea-nuts a family collects, the more shea-butter they can produce or sell to local shea-butter producing factories.⁸³ Most of the women depending on the size of their family will often withdraw their female children from school to help collect shea-fruits in order to generate income for the family. The few women who are employed at the local shea-nuts factories prefer to provide their own shea-nuts rather than buying in the local communities. This practice also cause a lot of families to withdraw their children from school to pick shea fruits or see no reason to have them in school. The little income generated from the sale of shea nuts, fishing, farm produce and other petty trading, is just enough to take care of the family⁸⁴.

It is rather unfortunate to note here that, men who by their culture are supposed to cater for their families, rather practice the opposite. According to Joseph Ziem 2013, a demographic findings from the United Nations Decade for Women (2000) reveals that “women constitute

⁸⁰ Stephen Zoure (July 2013) The Plight of the northern Ghana woman. (online), Available at : http://www.dailyguideghana.com/wp-content/uploads/2013/07/women_begging.jpg [Accessed] 04.06.2017

⁸¹ Yvette La Pierre(2004) Visual Geography series: Ghana in Pictures, (online), Available at : www.vgsbooks.com pp 39 vol 2[Accessed] 26.05.2017

⁸² Godfred S. Jasaw, Osamu Saito, Kazuhiko Takeuchi (26th March 2015) Shea (*Vitellaria paradoxa*) Butter Production and Resource Use by Urban and Rural Processors in Northern Ghana. *Journal on Sustainability*, vol.7 pp.3

⁸³ Abdul-Moomin Adams, Issahaku Abudulai, Motin Bashiru (19th Feb 2016) The Shea Industry and Rural Livelihoods among Women in the Wa Municipality, Ghana. *Journal of Social Science Studies*, Vol. 3, No. 2, pp 14 [Accessed 01.07.2017]

⁸⁴ Pan-African organization for Research and protection of Violence on women and Children (2014) data on out of school children.(online) Available at: www.paorp-vwc.org [Accessed] 26.05.2017

half of the world's population, perform two-thirds of the world's work, but receive only one-third of its income and own less than one-hundredth of its property".⁸⁵ As women break their backs in various forms of menial jobs just to get food for the family and also support their children in school, their husbands lazy around in drinking parlours, while others gathered under trees/sheds playing draft, eating and quarrelling if need be.⁸⁶ Stephen Zoure in his famous article in the "Plight of the northern Women" continued that, all what these men care about is to get food on their tables when they return home irrespective of where it comes from. This phenomenon has also resulting in many women secretly cheating on their husbands as they exchange sexual services for money purposely to get enough money to prepare delicious meals for their husband or better still to challenge to their co-wives.⁸⁷ It is a common practice that men sit and talk of what they want to eat to their wives but provide no form of financial support for the food they desire. Since it is a common practice for a wife in the northern region including Savelugu-Nanton District to always care for their husbands and children irrespective of the man's behavior, women often go extra miles to make this happen.⁸⁸ Their lack of education and a need to be appreciated by their husbands, make these women to work for longer hours under unfavorable weather and conditions. Families with female children will prefer their children to support them in whatever they do rather than have them in schools. According to research statistics, 35% of junior high school drop-out female students reported that, their parents will rather have them work in the farms with them or do anything that will earn more money for the family than have them be in schools. Also, more than 16.92% female reported that, their parents will rather have them stay at home and

⁸⁵ Joseph Ziem (7th May 2013) The Northern Woman: A Tool for Economic Growth (online) Available at: <http://www.ghanaweb.com/GhanaHomePage/NewsArchive/The-Northern-Woman-A-Tool-for-Economic-Growth-273172> [Accessed 01.07.2017]

⁸⁶ Stephen Zoure (July 2013) The Plight of the northern Ghana woman. (online), Available at : http://www.dailyguideghana.com/wp-content/uploads/2013/07/women_begging.jpg [Accessed 01.07.2017]

⁸⁷ Stephen Zoure (July 2013) The Plight of the northern Ghana woman. (online), Available at : http://www.dailyguideghana.com/wp-content/uploads/2013/07/women_begging.jpg [Accessed] 26.06.2017

⁸⁸ Joseph Ziem (7th May 2013) The Northern Woman: A Tool for Economic Growth (online) Available at: <http://www.ghanaweb.com/GhanaHomePage/NewsArchive/The-Northern-Woman-A-Tool-for-Economic-Growth-273172> [Accessed 01.07.2017]

take care of their younger siblings than have them go to school. Some reported that their parents openly confess that they should consider themselves lucky to have seen the four walls of an educational institution because they never did in their days.⁸⁹ In order to be in the good books of their husbands, women at times will prefer to empty their earnings just to make available to their husbands what they requested even if it means their children's school fees. Men in this region will be seen fighting with their wives for money they didn't work for and if these women refuse to hand over to them whatever amount they requested for, it can lead to separation between them. Therefore, for the sake of peace and to gain their husband's love over the other wives, women don't hesitate to give to their men whatever money they ask for irrespective of what purpose that money was meant for.⁹⁰ They will prefer to satisfy their husbands rather than their children and will go for more working hours just to get money. This irresponsible attitude of men in the northern region of Ghana and Savelugu-Nanton District is a serious contributing factor to the challenges that female children experience towards their education⁹¹. A size of a family that ranges from five to twenty children depending on the number of wives a man has, is a serious indication that children's education especially the female child will by all means be compromised if both parents are not breadwinners of the family. Chiefs and traditional rulers are by customs and beliefs required to marry as many wives as possible. Due to these practices, most cases they have no idea how many children they have in total which also hinders children's education. A vivid and living example is the Paramount Chief of Zabzugu district of the Northern, the mighty 'Yelzoli Lana Salifu' of blessed memory has a total number of 120 children and above with uncountable grandchildren. (Private Source).⁹² This becomes impossible for the chief to recognize most of his children. He sits and asks questions to his linguist or spokesperson

⁸⁹ Megan, Lambert, Perrino, S. Elisabeth, Elisabeth m.Barreras (2012). Understanding Barriers to Female education in Ghana. Boston, USA:Blue Kitabu Research Institute Boston.p6 [Accessed] 05.06.2017

⁹⁰ Stephen Zoure (July 2013) The Plight of the northern Ghana woman. (online), Available at : http://www.dailyguideghana.com/wp-content/uploads/2013/07/women_begging.jpg [Accessed] 26.06.2017

⁹¹ DIAMOND FM and Business Advocacy Challenge Fund (July 2007) Marriage institutions and Traditional systems in the Northern Region of Ghana. (online), Available at : http://www.dailyguideghana.com/wp-content/uploads/2013/07/women_begging.jpg [Accessed] 04.06.2017

⁹² Fusieni Lana

whenever any child passes and greets him as father. The chief spokesperson is his direct communicator between him and the people. However, the chief has no recollection of his wives nor his children and this is a custom that has and continue to hinder female education in this part of the country. In either case, it is impossible for a peasant farmer to feed either of these number of children talk less of sponsoring them in school.

Table 1.4 Household size by district

District	Total	Household size (No. of persons)									
		1	2	3	4	5	6	7	8	9	10+
			5.1	7.2	8.9	10.0	10.2	9.3	8.4	6.9	28.6
All Districts	318,119	5.5									
Bole	10,160	8.6	8.2	10.8	12.2	12.3	10.4	8.8	7.3	5.3	15.9
Sawla-Tuna-Kalba	14,906	6.4	6.7	8.6	9.6	10.7	11.5	10.5	9.1	6.9	20.1
West Gonja	11,048	5.4	5.1	6.7	8.9	9.4	10.2	9.4	9.0	7.3	28.8
Central Gonja	11,413	4.6	4.2	6.6	9.0	10.7	11.1	10.0	8.9	7.5	27.5
East Gonja	18,811	5.2	4.3	7.1	9.6	11.2	11.7	10.7	9.6	7.5	23.0
Kpandai	16,394	5.0	5.5	8.2	10.2	12.5	12.5	10.6	9.0	7.3	19.2
Nanumba South	11,487	2.5	3.1	6.2	8.3	9.8	10.6	10.6	10.1	8.0	30.8
Nanumba North	16,914	3.4	3.1	5.8	8.0	9.5	9.9	10.0	9.0	7.7	33.7
Zabzugu Tatale	13,553	1.9	2.3	5.0	6.9	7.9	9.5	9.3	8.9	7.8	40.4
Yendi Municipal	21,563	4.1	3.6	5.0	7.1	8.9	9.1	8.5	8.4	7.3	38.2
Tamale Metropolis	58,855	12.9	9.7	10.6	11.3	10.5	9.4	7.1	5.7	4.2	18.6
Tolon Kumbungu	12,243	2.2	2.6	5.1	6.3	8.5	9.0	9.1	8.6	8.4	40.3
Savelugu Nanton	14,669	3.6	3.3	5.3	6.8	8.1	8.3	7.9	8.0	7.2	41.4
Karaga	7,664	1.9	2.1	3.9	4.9	6.9	7.5	8.4	8.4	8.0	48.1
Gushiegu	11,150	3.1	3.0	4.3	6.5	7.4	8.2	8.3	7.8	7.2	44.1
Saboba	9,011	2.9	4.2	8.1	10.5	11.3	11.8	10.4	9.2	7.9	23.7
Chereponi	7,116	3.3	4.0	7.0	8.6	10.2	11.2	10.6	10.0	7.8	27.5
Bunkpurugu-Yunyoo	17,621	2.8	4.2	7.1	10.2	12.1	13.1	12.7	10.6	7.9	19.4
East Mamprusi	13,895	2.8	3.0	5.1	6.7	9.1	10.6	10.1	8.9	8.3	35.3
<u>West Mamprusi</u>	<u>19,646</u>	<u>3.0</u>	<u>3.6</u>	<u>5.9</u>	<u>8.0</u>	<u>9.4</u>	<u>9.6</u>	<u>9.6</u>	<u>9.0</u>	<u>8.3</u>	<u>33.7</u>

Source: *Ghana Statistical Service-2010 Population and Housing Census*⁹³

The above table and figures go to confirm the size of a normal family within the district.

c) Parents lack of awareness on the importance of schooling, children's lack of interest in schooling and negative traditional values and beliefs on girl child education: an exclusion factor to female education.

Literacy is considered according to Anne Hills as one of the principal goal of education world over and the ability to read and write is considered almost a basic human right.⁹⁴ The Northern part of Ghana records the highest illiteracy rate in the country with more than 330,000 out-of-school children in the said region as compare to the Southern part of the country with 104,763 in the Western Region, 98,176 in the central and 96,002 in the Volta Region⁹⁵. Although the northern part of the country occupies the largest landmass of the country, it is less populated than the south but carries an alarming rate of school drop-out as compared to the densely populated southern regions. Colonial Masters and their policies, are said to be contributive factors to the under education in the north as well as under development.⁹⁶ According to S.K.Mort, the colonial master (Britain) focus more on the development of the south while doing massive recruitment of northerners to work in the coco farms and the mines in the southern part of the country. He further reveal that, in 1912, Governor Thornburn reiterated in his development policy that “Until the colony and Ashanti have been thoroughly developed, the Northern Territories must be content to await their turn and any extensive programmes designed to render the area more accessible, must be suffered to stand over for a long time to come”. Subsequently in 1920, the commissioner for the

⁹³ Ghana Statistical Service (2010) Population and Housing census.(online0 Available at: http://www.statsghana.gov.gh/docfiles/2010phc/National_Analytical_Report.pdf [Accessed 27.06.2017]

⁹⁴ ⁹⁴ M.Anne. Hill, Elisabeth.M. King (July 1997) Women's Education in Developing Countries: Barriers, Benefits and Policies, Baltimore and London, John Hopkins University press, Pp 7

⁹⁵ UNICEF/UNESCO (April 2012) Global initiative on out-of-school children: Ghana country study.(online) Available at: <http://www.uis.unesco.org/Library/Documents/out-of-school-children-ghana-country-study-2012-en.pdf> [Accessed] 26.05.2017

⁹⁶ S.K.Mort(May 9th 2009) Unveiling the secret of north-South Development Gap of Ghana.University of Ghana (online) Available at: <http://www.ghanaweb.com/GhanaHomePage/NewsArchive/Unveiling-the-Secrets-of-the-North-South-Development-Gap-of-Ghana-161705> [Accessed 01.07.2017]

Northern Territories in his annual report described the Northerners as “amiable but backward people, useful as soldiers, policemen and laborers in the mines and coco farms, in short fit only as hewers of wood and drawers of water for their brothers in the Colony and Ashanti”.⁹⁷ Furthermore, through the British Colonial Policy of ‘Regional Differentiation’ the British succeeded in marginalizing the north during their entire occupation of Ghana and reviving it after independence up till day has never been an easy task because the British had turned the northern region into a labour reserve while the south was seen as production area says Francis and Mustapha (2015).⁹⁸ Base on the facts of the Colonial Policy and Legacy, it is evident that the fate of Northerners in terms of development and education was negatively and deliberately discriminated upon by the colonial power which still has a lingering effect till today. The UNESCO global initiative report is of the opinion that, children’s participation and enrollment in school depends largely on parents influence and decision making. Therefore, if parents have no understanding of the importance of education, there cannot in anyway influence the educational progress of their wards which is one of the greatest challenges on children’s education.⁹⁹ The socio-cultural belief that under values female children in respect to education, is also one of the greatest barriers to female enrollment and stay in school.¹⁰⁰ Dr. Casely Hayford Leslie a well-known researcher and writer on children’s education in Ghana and owner of Associate for Change Ghana, in a join research with World Food Programme (WFP), IBIS and SNV on strategies to improve girls education in Ghana hold the view that, “Educating girls is viewed as a ‘Strategic Investment’ for the individual, the family, the local community and the whole Nation, greatly improving the Nation’s development indicators by providing numerous beneficial outcomes.” She further reveals

⁹⁷ S.K.Mort(May 9th 2009) Unveiling the secret of north-South Development Gap of Ghana.University of Ghana (online) Available at: <http://www.ghanaweb.com/GhanaHomePage/NewsArchive/Unveiling-the-Secrets-of-the-North-South-Development-Gap-of-Ghana-161705> [Accessed 01.07.2017]

⁹⁸ Francis Zemwara, Mustafpha Braimah(2015) Islam,poverty and the Media portrayal of the North-south Divide.A social Science Journal. Vol 8, No 1

⁹⁹ Melaniece Nicole Bardley (May 2000) Barriers to female education in Ghana.Honoured thesis paper 98.(online) Available at: http://opensiuc.lib.siu.edu/cgi/viewcontent.cgi?article=1102&context=uhp_theses [Accessed 26.06.2017]

¹⁰⁰ Anthony .K.Donkor (March 2016) Girls Education in Science: The Challenges in Northern Ghana. Journal of educational and social Policy.Vol.2,No1 ,pp 86

that, socio-economic research conducted by several agencies including the World Bank, International Monetary fund(IMF) and Department for International Development(DFID) indicates that educated women are far better equipped than uneducated women to improve opportunities for themselves by obtaining better-paid and high jobs.¹⁰¹ The problem however is the fact that, even though educating the female child is viewed as a strategic investment by the World Bank and other development agencies, the local community people have no understanding of this strategic investment in the education of their female children. Kudjo Donkor in his write up, ‘Girls Education in Science: The Challenges in Northern Ghana’, while quoting Abnihe(1997), is also of the view that, education is the basis for the full promotion and improvement of the status of women. He further reiterate that, education is the basic tool to be given to women in order to fulfill their role as the full members of the society.¹⁰² In other words, education is the weapon that can be used to change the world.¹⁰³ The lack of parental support especially motherly support by female children plays a major role as it discouraging female children from going to school or staying in school. Poverty however, is considered to be a major hindrance to female education.¹⁰⁴ Most parent who depend entirely on subsistent farming and as such, educating the girl child can be economically and socially costly to the parents.¹⁰⁵ It is also a belief that if parents are educated, they will value and understand the importance of education for their children and as such, motivate their children to enroll and stay in school. Also, if parents don’t feel confident with the quality of education given to their wards, they will rationally withdraw

¹⁰¹ Leslie Casely-Hayford(16thFebruary 2009) Strategies to promote Girls education in Ghana: A look at their impact and effectiveness.(online) Available at: www.associatesforchange.org/.../Education%20Research/SNV%20Girls%20Education...[Accessed 01.07.2017]

¹⁰² Anthony .K.Donkor (March 2016) Girls Education in Science: The Challenges in Northern Ghana. Journal of educational and social Policy.Vol.2, No1 ,pp 88

¹⁰³ Nelson Mandela Qoutes.

¹⁰⁴ Stella Danso (25th April 2013) Girls Education in Ghana: Barriers and Solutions.World Plus(online)Available at: <https://www.worldpulse.com/en/community/users/stella-danso/posts/25802> [Accessed01.07.2017]

¹⁰⁵ Department for international development (DFID)(Jan 2005) Girl’s education: Toward a better future for all (online) Available at: <http://www2.ohchr.org/english/issues/development/docs/girlseducation.pdf> [Accessed 27.06.2017]

them from school.¹⁰⁶ The cultural belief that has been implanted on children regarding female education in this district is a major hindrance to female education. Most female children within this part of the country are already brainwashed according to their customs and beliefs that, schooling is meant for their male counterparts or children whose parents can afford to pay for their fees.¹⁰⁷ The notion of female children being caregivers, caretakers and marriageable materials is already in the minds of many girls of school going ages in this district and they only look forward to be given into marriage.¹⁰⁸ What their parents tells them and what they see around in their communities is what they hold on to. It is therefore, a problem to change certain beliefs in these children and redirect their minds toward getting an education for themselves¹⁰⁹. Majority of the inhabitation of this district including children, have little or no understand of the English language and finds it completely difficult to understand lessons thought in school. Language barrier also increases lack of interest for children to go to school. Most children within the Savelugu-Nanton District speak mostly their local dialect ‘Dagomba’ with little or no understanding of the English language which is the main language of instruction in all Ghanaian schools.¹¹⁰ Majority of the children who cannot expressed themselves or understand what the teacher teaches in the classroom, prefer to stay at home rather than bear any humiliation from fellow students or teachers when they

¹⁰⁶ Imoro.B.(2009), The Dimension of basic School drop-out in Rural Ghana, Journal of science and technology, vol 29 no 3 pp 74-87. Available at: <https://www.ajol.info/index.php/just/article/viewFile/50093/36412> [Accessed 27.06.2017]

¹⁰⁷ CARE International Ghana(January 2003) Final Report: Reaching Underserved Populations with Basic Education in Deprived Areas of Ghana: Emerging Good Practices (online) Accra, CARE INTERNATIONAL. Pp16 Available At: http://www.dochas.ie/sites/default/files/Care_good_practice.pdf [Accessed 01.07.2017]

¹⁰⁸ Melaniece Nicole Bardley (May 2000) Barriers to female education in Ghana.Honoured thesis paper 98.(online) Available at: http://opensiuc.lib.siu.edu/cgi/viewcontent.cgi?article=1102&context=uhp_theses [Accessed 26.06.2017]

¹⁰⁹ UNICEF/UNESCO (April 2012) Global initiative on out-of-school children: Ghana country study.(online) Available at: <http://www.uis.unesco.org/Library/Documents/out-of-school-children-ghana-country-study-2012-en.pdf> [Accessed] 05.06.2017

¹¹⁰ Casely-Hayford.L, Alhassan Seidu, Sheena Campbell, Thomas Quansah(9th April 2013) The quality and inclusivity of basic education across Ghana’s three northern regions: A look at change, learning effectiveness and efficiency, Accra Ghana,Associate for Change pp.16-17. Available at: www.associatesforchange.org [Accessed 27.06.2017]

are called upon to answer questions in English¹¹¹. Lack of interesting topics taught in school is also a major challenge. Classes held under trees due to limited classrooms in most community schools both in the wet and dry season, is also seen as a major barrier to children's education.¹¹² The 2013 survey conducted by Ghana Statistical Service and the Ministry of education on "Schools under Trees" revealed that, over 4210 schools were held under trees across the country. As a result, the government of Ghana launched the "operation eliminate Schools under trees by 2020. Schools under trees is a major hindrance for comfortable learning for children¹¹³. Parents with female children often use some of these short-comings to withdraw their children from school to help them at home. Also the hostel and unfriendly environment in schools is also seen as a major hindrance. For instance, little or no teacher student relationship in the classrooms, distances between school and homes are supporting factors hindering children's education¹¹⁴ Rampant rape of female children in between schools and homes, inadequate preparation of teachers and poor performances in school are also some of the many factors that hinder mostly female education in the north¹¹⁵. Savelugu-Nanton District was rated the worst district in terms of educational performance in the entire country in the Basic Education Certificate Exams (BECE) exams in 2013-2016 school years by Ghana Education Service (GES)¹¹⁶. The high level of uneducated parents in the district

¹¹¹ Associate For Change Ghana(17th Oct 2011) The Ghana's Girl education mapping Study.(online) Available at: www.web.net/.../Education%20Research/Camfed%20Girls%20Education%20Study/Gi..., Pg 23 vol, 1 2011 [Accessed] 14.06.2017

¹¹² Issah Huszeru (July 2012), The role of None Governmental organization in the girls education in Kolon Kumbongu Northern region.Masters Thesis, Nkwame Nkrumah University of Science and Technology.(online) Available at : <http://ir.knust.edu.gh/bitstream/123456789/7614/1/ISSAH%20BHUZERU.pdf> [Accessed 26.06.2017]

¹¹³ GSS/MoE(Jan 2013) Schools Under Tree Project(online) Available at: www.moe.gov.gh/assets/media/docs/FinalEducationSectorReport-2013.pdf [Accessed] 16.06.2017

¹¹⁴ UN Girls Education Initiative UNGEI (9th June 2006) United Nation's Girls Initiative-Ghana's Background.(online) Available at: http://www.ungei.org/infobycountry/ghana_426.html [Accessed 27.06.2017]

¹¹⁵ Eliasu Alhassan(2010) Consortium for Research on educational Access: Transition and Equity.(online) pp 12, Vol 2 No11 2010. www.iiste.org [Accessed]26.05.2017

¹¹⁶ Ghana education service (GES) (2016) Available at. www.ghanawaec.org/EXAMS/BECE.aspx [Accessed]05.06.2017

gradually transmit their illiteracy to their children making it a life style which in turn hinders their development as well as the nation.

The marginalized child or the uneducated parent who has little understanding on the importance of education for their children completely remain excluded due to their locations and lack of a voice to expressed their dying needs to the power that be. The uneven distribution of wealth is a major cause of poverty in the northern part of Ghana thus; hinders children education. Uneven representation of the rural people by their leaders is also a contributing factor to the development of educational infrastructure in this district.¹¹⁷ The lack of a voice to challenge the inequality between the educational opportunities in the South and North of the country, continue to play a major role in the lives of children of school going ages to remain at home.

d) Betrothal and child early and forced marriage within Savelugu-Nanton District: A major contributing factor hindering female education in Ghana.

The word betrothal is a well-known and widely used in the African cultures, Arabic, Jewish cultures, Hindu and most Middle East countries. Commonly referred to as a promised to marriage, it has been abused and misused in most African countries and Ghana is no exception to this phenomenon. Early Marriage, will also refer to any married that took place before the parties involved had attain 18 years of age with or without their consent.¹¹⁸ The international covenant for the Elimination of all Forms of Discrimination Against Women (CEDAW), which is the most comprehensive international convention on the rights of women, states in its article 16(1&2) that, “*The betrothal and the marriage of a child shall have no legal effect, and all necessary action, including legislation, shall be taken to specify*

¹¹⁷ UNDP(April 2014) Inequality in Ghana: A fundamental National Challenge Briefing paper.(online) Available at : www.undp.org/.../ghana/.../Ghana-unicef%20Inequality%20Briefing%20Paper%20FI... [Accessed 27.06.2017]

¹¹⁸ Hon. Arsula Owusu Ekuful (2nd July 2015) Campaign on Ending child, early and force Marriages.(online), Available at: <https://www.modernghana.com/.../ending-child-marriage-definition-of-child-early-an....> [Accessed] 06.06.2017

a minimum age for marriage and to make the registration of marriages in an official registry compulsory”¹¹⁹.

In the Northern part of Ghana and especially within the Savelugu-Nanton District, betrothal, early and forceful marriages are mostly influenced by cultural beliefs, poverty and social pressure resulting from poor economic development and economic earnings within the region. These marriages are entirely based on the parents’ consent and often than not, fails to take into consideration the best interest of the child¹²⁰. The Universal Declaration of Human Rights (1948) in its article 16 insist on the right to free and full consent to marriage. It stipulates that “ marriage should be entered only with the free and full consent of the intending spouses” this is to say, if the parties getting married are below 18 years of age, consent cannot always be assumed to be free and full.¹²¹ Marrying out girls early within the study area is perceived as a means of securing their future at the same time providing them with protection. This is also true in the Northern part of Nigeria.¹²² The inhabitants of Savelugu-Nanton District are 99% Muslims and as a Muslim community, little or no value is given to female education as it is to their male counterparts. Per their customs and beliefs, every female child has already been brainwashed to know that, what they need in life is to receive good training from their mothers at home to be well-grounded for marriage. Female children are basically considered properties that will eventually fetch their parents a fortune in the future.¹²³ Little or no attention is given for their full development and understanding

¹¹⁹ CEDAW(1979) articles 16(1&2) Betrothal and Marriage.

¹²⁰ CRC General Comment No.14 (29th May 2013) General Comment on the best Interest of the Child. (online) Available at: http://www2.ohchr.org/English/bodies/crc/docs/GC/CRC_C_GC_14_ENG.pdf [Accessed] 16.06.2017.

¹²¹ UDHR (1948) article 16 free and full consent to marriage.

¹²² Ahmad Kainuwa, Najeemah .B. Mohammad Yusuf(Nov 2013) Cultural Traditions and Practices of the Parents as Barriers to Girl-child Education in Zamfara State Nigeria. International Journal of Scientific and Research Publications, Volume 3, Issue 11. Pp 5-7 Available at: www.ijrpb.org [Accessed 27.06.2017]

¹²³ Eliasu Alhassan, Felicia. S. Odame (2015) Gender Inequality in Basic Education in the Northern Region of Ghana: Household and Contextual Factors in Perspectives. Graduate journal on Development Studies GJDS, Vol. 12, No. 1 & 2. Pp 132 [Accessed 27.06.2017]

of life before they are forced into early marriages.¹²⁴ Betrothal, child early and forceful marriages, have a very negative social impact on the girl child who has little or no saying in an important issue of her life as marriage. The United Nations Human Rights Council (UNHRC) in September 2012, adopted Resolution 24/23 that was meant to combat child marriage. This resolution specifically reiterated the fact that child, early and forced marriage, is a complete violation of children's human right. The resolution further stipulates that, these acts prevent children from living their lives free from all forms of violence especially domestic violence, negative impact on children's education, health including sexual and reproductive health. The Council also stressed on the fact that, eliminating child, early and forced marriage should be a priority in the 2015 post development agenda of countries. This also was complimented with the fact that, empowering and investing in female education means breaking the cycle of gender inequality, discrimination, violence and poverty which in effect leads to sustainable development and economic growth.¹²⁵ Some of the ages that children are given out into marriage is alarming as their mental capability is not fully developed to understand and make an informed decision of what they are delving into¹²⁶. Most parents who are quick to push their children in to early marriages or who betroth these children at birth are mostly families that live from hand to mouth or a typical Muslim family who still hold very strongly to their customs of giving a female child into marriage still a virgin. Majority of children betrothed at birth to older and richer people in this part of the country are often as a result of poverty and immediate need of funds during child birth or immediately after the birth of the child. Naming ceremonies and out-dooring parties are well celebrated events practiced within Savelugu-Nanton District after the birth of every child. A

¹²⁴ Hon. Arsula Owusu Ekuful (2nd July 2015) Campaign on Ending child, early and force Marriages.(online), Available at: <https://www.modernghana.com/.../ending-child-marriage-definition-of-child-early-an...> [Accessed 26.06.2017]

¹²⁵ UNGA Resolution 24/23 (2nd April 2014) Preventing and Eliminating Child, early and Forced marriage (online) Available at: www.ohchr.org/EN/HRBodies/HRC/RegularSessions/.../A-HRC-26-22_en.doc [Accessed 28.06.2017]

¹²⁶ Hon. Arsula Owusu Ekuful (2nd July 2015) Campaign on Ending child, early and force Marriages.(online), Available at: <https://www.modernghana.com/.../ending-child-marriage-definition-of-child-early-an...> [Accessed] 06.06.2017

father who is unable to throw a naming ceremony or an out-dooring party , will willingly give out his daughter to the first man that comes along to finance such an occasion to redeem his honour without any second thought of the consequences on the child's life and future. Since it is a disgraceful act not to have this event after the birth of the child to the people of this region, most parents who want to maintain their names and positions within their village setup will willingly give out their new born baby to anyone who shows interest and willing to put in some money for her. It is therefore observed that, the poorer the family, the earlier they send out their children into early marriages. This practice is a major hindrance to the development and education of the female child within Savelugu-Nanton District.¹²⁷ The Ghanaian Criminal Code Amendment Act of 1998 (Act 554) strictly prohibits compulsion in marriage and to give out a girl in marriage without her due consent. Section 100 of the same Act also provides that, if a female is compelled to marry another person by duress this makes the marriage void and voidable, meaning the marriage is of no effect. It also further states that, whoever shall by duress causes anyone to marry against his/her will will be guilty of a misdemeanor (sec.109).¹²⁸ These laws seem not to be applicable in this part of the country considering the manner in which young children are forcefully pushed into marriages against their will. The payment of bride price in many communities of the Northern Region and especially within the district of study includes amongst others things; clothes, sheep, goats, bags of rice and maize, oil, hot drinks, physical cash, millet, livestock's and continuous contributions in kind and cash to the bride's family. This form of dowry is considered enriching to the families and families that do not have the above mentioned are quick to push their children in to early marriages just to have hold of these items. A well-known writer on harmful traditional practices, cultural beliefs and many degrading practices that hinder development in the northern part of Ghana, Eliasu Alhassan, term such practices as 'Greed' from the parent's part. He said, "Greed has become an essential part of arranging early

¹²⁷ Eliasu Alhassan(2013) Early Marriage of Young Females: A panacea to Poverty in the Northern Region of Ghana(online) Available at: www.iiste.org Paper ISSN 2222-2863, Vol.3, No.12. [Accessed] 06.06.2017

¹²⁸ Ghana criminal Code Amendment Act(1998) Act (554, sec. 100,109) marriage by force and duress. (online) Available at: http://www.ilo.org/dyn/natlex/natlex4.detail?p_lang=en&p_isn=64035 [Accessed 29.06.2017]

marriages in the Northern Region of Ghana since most of the parents are concerned with the economic benefit of the marriage rather than the wellbeing of their children. Families end up enslaving their children in early marriages since they can't returned the bride price they collected from the groom's family if the girl chooses to escape either due to domestic violence or other form of violence"¹²⁹. It is a cultural norm within the Northern Region and Savelugu-Nanton District that before a girl successfully leaves her husband's house back to her parent's, every cedi (Ghana currency) that was paid to her parents as a form of bride price will have to be returned to the groom's family irrespective of the fact that she has children for the man. The tradition and customs simply require the girl to stay in the marriage whether she is happy, catered for by the man or not. Due to these issues associated with the return of bride price, most parents forced their children to endure any form of hardship in their marriages simply because they can afford the dowry they collected from their husbands. The above details are backed by the researcher's personal experiences and the famous writer and researcher of the customs and harmful traditional practices in northern Ghana Eliasu Alhassan an indigene.

The harmful traditional practices within this part of the country have and continue to destroy young girl's future and development since most of them have virtually no saying in all the arrangements made by their parents. Even though Ghana is a signatory to the International Covenant on the Right of the Child, and the 1992 constitution of Ghana set marriageable age to be 18 years, girls in most communities in Ghana especially in the Northern Region get married before the ages of 18years and about 14% before the ages of 15 years as per the United Nations Population Fund Survey (UNFPA). Statistics from the UNFPA reveals that, Ghana has one of the highest rate of child marriage in the world. It further reveals that, one out of four girls will be married before the ages of 18years old. In 2008, 25% of women between the ages of 20-24 years were forced into marriage before their 18th birthday without

¹²⁹Eliasu Alhassan(2013) Early Marriage of Young Females:A panacea to Poverty in the Northern Region of Ghana(online) Available at: www.iiste.org Paper ISSN 2222-2863, Vol.3, No.12. [Accessed] 06.06.2017

their consent, forcing many to drop out of school and others who never were in school¹³⁰. The Multiple Indicator Cluster Survey (MICS) 2006 conducted by Ghana Statistical Service indicates that, 26.4% of girls in Northern Ghana got married before their 18th birthday and without their consent. The survey further reveals that, 5.5% prevalence of this act in the rural areas like Savelugu-Nanton as against 3.3% in the urban areas who got married before 15 years. However, despite the knowledge of this practices, the situation got worse in 2011 following the MICS survey which further reveals 6% of girls getting married before the ages of 15 years while 27% got married before 18 years old. It also indicated that, in the rural areas, the practice stood at 8% for marriage before 15 years as against 4% in the urban areas making a total of 33% in 2011¹³¹. Despite modernization in the area of marriage, betrothal and forceful and early marriages remain a common practice in the study area and remain a major hindrance to female education. An interviewee who was talked to during the compilation of “Early Marriage of Young Females: A Panacea to poverty in the Northern Region of Ghana”, stated that, “In her village Kpalba which is located in the Saboba Chereponi District, a few miles away from Savelugu-Nanton District, recounted that she was given into marriage at the age of 10years and had her first child at the age of 11years old. Her daughter was also 12 when she was given into marriages and she in turn had her first child at the age of 13years. Lasari the interviewee become a grandmother at the age of 24. She also recounted that her own grandmother got married at puberty and gave birth when she was 14 years old. Therefore before the age of 38 years old, Lasari’s mother was already a great grandmother” (Quotation from Lasari’s Interview)¹³². This hereditary practice is not limited to the interviewee’s family but a widespread practice in this district. A child whose both parents are illiterate is likely to remain an illiterate as well as her children and even grandchildren making it a generational curse or practice.

¹³⁰ UNFPA (2008) World marriage pattern, (online) Available at: www.unfpa.org [accessed] 06.06.2017

¹³¹ Ghana Statistics Service(2012) Multiple Indicator Cluster Survey: Monitor the situation of women and children in Ghana. (online) Available at: https://www.unicef.org/ghana/Ghana_MICS_Final.pdf [Accessed] 06.06.2017

¹³² Eliasu Alhassan(2013) Early Marriage of Young Females:A panacea to Poverty in the Northern Region of Ghana(online) Available at: www.iiste.org Paper ISSN 2222-2863, Vol.3, No.12. [Accessed] 06.06.2017

e) Polygamy and Fosterage: Exclusion phenomenon and a contributive barrier to female education.

Fosterage is considered a traditional and cultural practice where children are given up to other family members to be brought up. These relatives are often considered to be richer, strict in discipline than the children's biological parents and often those that live away from home in more developed cities¹³³. The practice of fosterage is a common phenomenon in the African traditional societies. A child moving to live with one relative or another is a form of supporting or sharing family responsibilities in the ever large African families. The question as to whether this practice is for the best interest of the child or her education in the foster home remains a heated topic for debate both at the national and family levels in Africa.¹³⁴ Ghana like any other African country is no exception to this practice. Cultural values, religious practices and diverse traditional beliefs have different influences on individuals and has resulted in a wide range of fostering practice which affect the girl child's interest most often.¹³⁵ The people of Savelugu-Nanton District, value fosterage and child adoption by other family members as a traditional means of binding families together. The cultural practice of fostering is an important institution amongst the Dagomba's(Indigenes of Savelugu-Nanton) as it serves to bind kinship solidarity both amongst family members and community members.¹³⁶ It also serve as a means of reducing economic hardship on larger but poor families. This act of fosterage mostly affect female children and the primary reason behind

¹³³ Abdulia.A, Abdallah.I. Yahaya(Nov 2013) Fosterage and educational inequality amongst the Dagombas of Savelugu-Nanton District. (online) Available at: www.ijsk.org/ijrss. Pg 1, Vol 3, No 3. [Accessed] 15.06.2017

¹³⁴ CRC General Comment No.14 (29th May 2013) General Comment on the best Interest of the Child. (online) Available at: http://www2.ohchr.org/English/bodies/crc/docs/GC/CRC_C_GC_14_ENG.pdf [Accessed] 27.06.2017.

¹³⁵ Rolleston Caine(1 Jan 2011) Fosterage and Access to schooling in Savelugu-Nanton District Ghana. In: CREATE Pathways to Access Series, Research Monograph Number 59 (online) Available at: <https://www.gov.uk/dfid-research-outputs/fosterage-and-access-to-schooling-in-savelugu-nanton-ghana> [Accessed] 15.06.2017

¹³⁶ ADOBEA .G. OWUSU, FRANCIS G. ADJEI (2009) This Place is better than my Home: Anecdotes on child fosterage and child domestic work in three Districts in Northern Ghana, Ghana Social Science Journal, Volumes 5 & 6, Numbers 1 & 2, pp. 259-281

it is to help their children receive education and a better up bringing from their foster homes. However, this move in no way guarantees the child's education. Most children in foster homes end up not going to school or often drop out of school to mind the children of their foster families as well and do house chores for the family. Foster families prefer to enroll their biological children more in schools than foster children and in case of economic hardship, foster children are dropped out of school more often than biological children. The idea of sending children especially the female child to a foster home for a better life end up bringing untold suffering to the child and less educational development¹³⁷. This act also encourages early marriages thereby disrupting their education. Since the foster family has total right over the child, greedy families often forced their foster children into early marriages while theirs remain in schools. This cultural act is so significant that a family that feels unhappy with the treatment given to their child in a foster home, cannot ask for the return of that child for fear of breach of family ties and respect. Some parents lament in agony about their children but are forbidden by tradition to speak out or do anything about it. Just like a child who is forcefully pushed into an early marriage and cannot return to her family in case of physical violence or whatever because their parents cannot return the bride price collected from the groom, the foster child suffers the same fate in this culture¹³⁸. A research conducted by the Consortium for Educational Access, Transitions and Equity (CREATE) in collaboration with the UK Department of International Development (DFID), reveals that, at least 15% of household in Ghana host at least one foster child while about 20% children are already fostered within the Savelugu-Nanton District. Since it is accustomed for children to work hard and long hours in their various homes within the study area, children who are fostered find it a daily routine of completing one chore to another. Most of them even though they suffer severely from the many house chores assigned to them, silently endure the pains

¹³⁷ Rolleston Caine(1 Jan 2011) Fosterage and Access to schooling in Savelugu-Nanton District Ghana. In: CREATE Pathways to Access Series, Research Monograph Number 59 (online) Available at: <https://www.gov.uk/dfid-research-outputs/fosterage-and-access-to-schooling-in-savelugu-nanton-ghana> [Accessed] 15.06.2017

¹³⁸ Eliasu Alhassan(2013) Early Marriage of Young Females:A panacea to Poverty in the Northern Region of Ghana(online) Available at: www.iiste.org Paper ISSN 2222-2863, Vol.3, No.12. [Accessed] 06.06.2017

and wouldn't dare complaint about their suffering to anyone¹³⁹. These practices and more, have hindered female education within the study area and continue to pose as serious barriers to children's development.

Polygamy is also a common practice within the Ghanaian communities that have also stood as major hindrance to children's education especially the female child. Polygamy amongst the people of Savelugu-Nanton is a common practice and often buttressed by the saying that "a man that is married to a single woman is nothing but a bachelor and still have plans of getting married"¹⁴⁰.

A living example is the case of an eighty years old man Mr. Togbui Kofi Asilenu, though not from the Northern Region of Ghana, depict exactly the severity and the consequences of polygamy in the lives of children. Mr Togbui Kofi Asilenu, a farmer in the Eastern Region of Ghana, is said to have over hundred children with twelve wives and is still looking for women to marry. The living legend who on Sunday 18th June, 2017 on the occasion of Father's Day, was celebrated in his family residence in a grand occasion by all 100 children and uncountable grand-children. Reporters of TV3 one of the most watched Ghanaian television, reported that, the said famer has lost hold of the names of his children and has no clue of the number of grand-children he has. One of his female children told TV her experience with her father on a street corner as her father met her on the way and told her he loves her and would want to married her. Surprised by what he said, the daughter simply addressed him Dada, a Ghanaian local way of addressing your dad. Embarrassed by his actions, he told the daughter his eyes were failing him and he didn't recognized her. Talking to some of the children by TV reporters to find out if he ever sponsored them to school, the

¹³⁹ CREATE (March 2011), Fosterage and Access to schooling in Savelugu-Nanton District Ghana. In: CREATE Pathways to Access Series, Research Monograph Number 59 (online) Available at: <https://www.gov.uk/dfid-research-outputs/fosterage-and-access-to-schooling-in-savelugu-nanton-ghana> [Accessed] 15.06.2017

¹⁴⁰ Elijah.K.Fant (18th May 2008) Education and girl child empowerment: the case of Bunkpurugu/Yunyoo district Northern Region Ghana. (online) Available at: <http://munin.uit.no/bitstream/handle/10037/1541/thesis.pdf?sequence=1> [Accessed] 21.06.2017

few who told reporters affirmed to the fact that, though not to the level at which they would have preferred to go, he did his best as a father to send them to school and they understand that he can only do that much since they have to give every child the opportunity to at least see the walls of an educational institution. Amidst all this, most of these children have to cater for themselves to make a better life¹⁴¹.

2.3. Economic and developmental factors influencing female education in Savelugu-Nanton District.

a) The Kayayo and Galamsy phenomenon: A major driving force behind female school-drop out.

One of the most visible problems of the Northern Region of Ghana is its under development compared to the industrial Southern Regions. The limited income generating facilities and commodities in the North of Ghana has brought generational poverty upon the region making it one of the poorest regions of the country. The North has not been recorded to produce any key export commodity that could eventually increase the inflow of budget in the region and has also contributed very less to the economic development of the country as compared to the rich southern regions. The Southern Regions which both bear the economic capital and the capital of the country, are richly endowed with natural resources and economic opportunities that draw in foreign investors. Kumasi, Cape Coast, Takoradi and Accra are seen as the economic power house of the country. While migration and refugee crisis from one country to another has become a global issue taking the front line in international discussions, internal migration continues to remain a major problem that also needs immediate redress. Common sense clearly spells out that, if there is an inflow of persons into a particular country or from one region of the country to another in search of better life, the only logical explanation will be the imbalances in economic development of or discrimination in distribution of government resources within the country. Other people will

¹⁴¹ Father's Day (2017) TV3 (online) Available at: ghanahomepage.com [Accessed] 21.06.2017

want to move due to differences in income earned, public services, social amenities, civilization purposes and many more. However, I will focus more on internal migration in Ghana and how it has greatly affected girl's education within the country especially the girl child from the Northern Region. Migrating from the North to the South is a common phenomenon that has ransacked homes and resulted to a massive inflow of the Northern youths to the South in search of better lives.¹⁴²The most interesting part of this internal migration from the rural areas to the urban centers is the fact that, it's mostly young girls between the ages of 8-25 years old. The set of young girls who are commonly referred to as the 'Kayayo girls or Kayayee plural', travel from their various communities especially from the Northern Region to the Southern parts to serve as head porters. These young girls due to economic hardship or the zeal to travel to the bigger cities, leave their families at home and enter into the adventure of a new life¹⁴³.

Every single of these Kayayo girls, are either those who have dropped out of school due to financial hardship, those who by their customs already made clear to them their places are in their husbands homes, those running away from a planned marriage and those who have never venture into any form of primary education.

As a project officer with the Pan-African Organisation for Research and Protection of Violence on Women and Children, my work covered the three Northern Regions of Ghana consisting of the North Region (Savelugu-Nanton District inclusive), Upper East and Upper West. I implemented educational projects (Promoting Basic Education for Female children In Northern Ghana) within these communities, I did a lot of community sensitization on children's right to education especially female education (Paorp-Impact-Report 2011) and (

¹⁴² Imoro.B.(2009), The Dimension of basic School drop-out in Rural Ghana, Journal of science and technology, vol 29 no 3 pp 74-87. Available at: <https://www.ajol.info/index.php/just/article/viewFile/50093/36412> [Accessed 27.06.2017]

¹⁴³ Naab .F. Zana (31st October 2012),Kayayo in perspective: A problematic Problem in Ghana.(online) Available at: <http://www.ghanaweb.com/GhanaHomePage/NewsArchive/Kayayo-In-Perspective-A-Problematic-Problem-254842>. [Accessed] 08.06.2017

Project Monitoring and Evaluation Report 2012-2014).¹⁴⁴ EDUCO Spain sponsor fourteen NGOs in Ghana working on children's education. The International organization that has interest to promote children's education in Ghana especially female education, sponsor multiple projects within the entire country to this effect.¹⁴⁵ It was during my four years of work while implementing these projects within these communities that I learned the word kayayo and what it actually meant (Head porter). After talking to few parents to know why they prefer to send their children to unsecured places and big cities like Accra and Kumasi without any protection, they gave different answers which all boil down to the same problem. I spoke firstly to men to know why they send their children to the big cities and many of them gave me different responses. Some told me that it is their custom that every girl will eventually get married and start off her own family and before entering into marriage, the bride is responsible to buy herself a hand sewing machine which is needed for her to mend her husband and children's dresses if they get torn. They also said it is the duty of the bride to buy for herself all the kitchen utensils that she will be needing in her matrimonial home. Some said, their mothers did it, their grandmothers did it and it's not surprising that they too are doing it. Some fathers openly declared that if they don't do this, it is proof to the man that the girl is lazy and is not ready for marriage in other words, if a girl wants to get married, she has to present her parents with these things as proof that she is ready. Coming from a community whose only source of livelihood is farming and fishing and is seasonal, these girls prefer to migrate to the south where they believe has better opportunities to quickly raise money for their items. Being a single mother in this district is an insult to your family and getting to a certain age without being married is consider a disgrace to your family. Due to these outdated beliefs and customs, every girls mind is focused on nothing but marriage.

¹⁴⁴ Pan-African organization for Research and Protection of Violence on Women and Children (2011- 2014) Promoting Basic Education for Children in Northern Ghana. (online) Available At: www.paorpvwc.org [Accessed 01.07.2017]

¹⁴⁵ EDUCO Spain(2011-2016) Promoting Children's Education In Ghana.(online) Available at: <https://www.educo.org/Inicio?lang=en-us> [Accessed 01.07.2017]

Although some still hold to their cultural beliefs, other men whom I spoke with were of the opinion that, they have no idea when these children leave home and travel to the cities. Some openly declared that they were virtually sent by their mothers especially if a friend's child left and return home with money or materials to show she is ready for marriage. Most men stated that their wives go behind their backs and provide these girls with transportation and send them out in the middle of the night for the cities. Those who feel education is important, condemn this act and blame their wives for everything while those who see nothing wrong with the act also stated that it's a common thing and they are not the first to do it and definitely will not be the last.

Talking to some of the mothers to my amazement is the shocking discoveries and ignorance of many of them. Most mothers actually encourage their girls to travel to Accra and Kumasi to make money. Many said, the responsibility is too much for them so they have to go and make money to help the family. Children in other words eventually turn to breadwinners in their families. Others were of the view that, they have to go and buy things that they need for their marriages if not, they cannot afford for those in their various community that has little or nothing to offer. Most women once they see the child of their neighbor, friend or relative return from the city with goodies during the festive season and looks a little bit brighter than they were before leaving for the city, that lady will stop at nothing to make sure her daughter also travels to the city. Others also want recognition that their child has also traveled to the big city. Most young girls deliberately drop-themselves from school and move to the south to better their lives. Many who have never left their communities anxiously want to step into the cities and explore new things and get new experiences that they never had back in their localities.

The whole issue of kayayo is a twisted phenomenon affecting young girls and their education that needs immediate redress. Some of the young girls who go for kayayo, either are escaping from being pushed into early marriage by their parents or some are running away from a

betroted marriage that their parents did on their behalf¹⁴⁶. Most young girls on the streets of Accra when asked about their intentions to go home will openly refuse that they prefer the life in the cities even though they get very little money for the back breaking jobs they do, as compared to them respective communities. Many people see kayayo as a last resort but most of the young girls from the northern region sees it as a life changing opportunity compared to what they do in their various communities¹⁴⁷.

The most disturbing fact of the kayayo saga are the effect of this movement on the girls themselves and their entire family at large. Every kayayo that migrates to the city has virtually no one to live with. All they carry along is a plastic bag with few dresses and a head basin for their work. None of them know exactly where they will live but they all feel determined to move. Since thousands of young girls migrate every day from the North to the South, unscrupulous individuals have turn the misfortune of the young girls into a business opportunity by building camp rooms to accommodate as many as possible in very tiny little rooms. Fifteen or more girls are said to share a single room for a specific amount and those who cannot afford to pay their daily rents, end up sleeping on the streets corners, in front of shops in the market or at motor parks just to see the light of the day. Exposed to all forms of abuses and violence, most of the kayayo girls end up doing prostitution just to survive or have a place to spend the night, many rape on street corners, many return home with unwanted pregnancies and babies while others return home with various forms of sexually transmitted deceases and HIV. Parents who force their children out of schools or pushed them to go for kayayo, due to economic situation, end up with a bigger responsibility than they had before¹⁴⁸.

¹⁴⁶ Naab .F. Zana (31st October 2012),Kayayo in perspective: A problematic Problem in Ghana.(online) Available at: <http://www.ghanaweb.com/GhanaHomePage/NewsArchive/Kayayo-In-Perspective-A-Problematic-Problem-254842>. [Accessed] 08.06.2017

¹⁴⁷ BBC (15th Feb 2010), In Pictures: Ghana's Market girls- The Kayayo

¹⁴⁸ International Peace corps(15 Feb 2009), Ghana's Kayayo Project: Reaching for a Better life. (online), Available at: <http://pulitzercenter.org/projects/africa/ghana's-kayayo-reaching-better-life> [Accessed] 08.06.2017

Galamsey which can be called the twin of kayayo, is also a rural urban migration phenomenon which pushes young men to migrate from the north to the south in search of a better life through illegal mining. Otherwise known as “gather and sell”, galamsey is a major activity that moves young people from one region to another for a better life. Gold activities in Ghana can be trace way back in the time of colonialism which was at that time called the Gold Coast. Gold is seen as a major economic commodity in Ghana making 5% of the Nation’s GDP and has been ranked in the tenth position in the world gold market in 2014¹⁴⁹. The inflow of Chinese mining companies in Ghana and many others continue to open room for rural urban migration of young boys of school going ages to drop-out from school in search of a better life in these mining regions of the south. Illegal mining is a major source of livelihood of communities living close to legal mining companies thereby attracting young men from the rural communities to migrate and dwell in these communities to mine. A joint police, military and immigration operation in the Western Region of Ghana to flush out illegal mining operations promoting galamsey in the region, resulted in the arrest of over 27 Chinese nationals operating illegally within the region and uncountable young Ghanaians in 2015. The joint operation further arrested five Chinese nationals and 10 Ghanaians on March 25th 2017 as a means to cut down illegal mining¹⁵⁰. These activities have contributed tremendously to encourage school drop-out amongst young stars and promote high illiteracy rate in the region of study.

b) Unfair treatment and sexual harassment of female students by male Teachers.

Sexual harassment especially in Junior high schools and Senior high schools is often regarded as a common phenomenon in Ghanaian schools. Most female children from the Savelugu-Nanton District often stay away from school because of constant sexual harassment from

¹⁴⁹ US geographical survey USAGOLD (2016), (online) Available at <http://www.usagold.com/reference/globalgoldproduction.html> [Accessed] 14.06.2017

¹⁵⁰ DailyAfricanGuide (2017) Illegal mining operations in Ghana. (online) Available at : <http://dailyguideafrica.com/5-chinese-galamsey-operators-busted/> [Accessed] 14.06.2017

teachers and their male counterparts in schools.¹⁵¹ The importance of female education and the act of sexual harassment of female children in school was also echoed by the then president of the Republic of Ghana:

In his address to teachers on the occasion of the world teacher's day and the presentation of awards to national–best teachers at Techiman on 5th October, 1998, H.E. the late and former President, Professor. John. Evans A. Mills underscored the importance of girl-child education when he said; “We also cannot fail to emphasize the need for the education of the girl-child; this is because it is only by so doing that we can hope to accelerate the rate of development not only in Ghana but in the whole of what has become the global village”

Professor. John. Evans A. Mills. Former President of the republic of Ghana.

The president identified education as the only real tool to make our women folk true partners in development and stressed the need for success in this direction.¹⁵²

Due to early and forced marriage practices in these rural communities, female children between the ages of 12-16 who are still in the primary schools, often experience sexual harassment from their teachers or fellow male students. This is because these girls are considered mature and ready for marriage by their teachers due to their customs and traditions.¹⁵³ Since sexual violence is regarded as a taboo by the people of this region, most female pupil who suffered or witnessed sexual violence, silently withdraw from schools rather than talk about it due to their customs¹⁵⁴. The Abuse of female children in rural schools

¹⁵¹ World Vision Savelugu(2012)Community Campaign on girls education. (online) Available at: <https://camfed.org/our-impact/ghana/> [Accessed 26.06.2017]

¹⁵² Issah Huszeru (July 2012), The role of None Governmental organization in the girls education in Kolon Kumbongu Northern region.Masters Thesis, Nkwame Nkrumah University of Science and Technology.(online) Available at : <http://ir.knust.edu.gh/bitstream/123456789/7614/1/ISSAH%20BHUZERU.pdf> [Accessed 26.06.2017]

¹⁵³ Melaniece Nicole Bardley (May 2000) Barriers to female education in Ghana.Honoured thesis paper 98.(online) Available at: http://opensiuc.lib.siu.edu/cgi/viewcontent.cgi?article=1102&context=uhp_theses [Accessed 26.06.2017]

¹⁵⁴Leslie Casely Hayford(March 2004) Gender Violence in Schools: Ghana(online) Available at: www.sussex.ac.uk/cie/documents/gender-violence-in-schools-ghana-newsletter3.pdf Pg 3 Vol 3 [Accessed] 14.06.2017

remains largely hidden because these victims are reluctant to talk about their experiences to their parents or local authorities of their communities for fear of persecution. The lack of female role model in the community schools is also a contributing factor.¹⁵⁵ Most of them prefer to drop out from school and few who are courageous open up to their mothers. Sexual harassment on girls often take place either on their way to school, after schools or on their way to fetch water for the class or school. Girls are known in these communities to fetch water for their homes and still perform such duties while in schools. Lack of portable drinking water in most schools in Savelugu-Nanton District, often caused teachers to send the female children in search of water in the near-by bushes or the community's streams¹⁵⁶. These girls are sexually molested on their way by teachers themselves who follow them to the streams or by boys in the communities or schools. The few girls who resist a teacher's attempt of sexual harassment, in turn receives severe corporal punishment in school in front of their classmates and the use of abusive language by the teacher on such a pupil.¹⁵⁷ The use of corporal punishment, abusive language and bullying on female pupil in schools, will often than not, lead to severe drop-out of female children from school. The sensitivity of abusive language on a Muslim faithful, is considered more degrading then the use of physical punishment. Because of these practice, most female turn to drop out of school. Word of mouth and the spread of prevalent use of abusive language in schools by teachers on pupil prevent most parents from sending their children to school¹⁵⁸.

The lack of female teachers as role models in most rural community's schools is also a major drawback to female enrollment and retention in schools. Female pupil tend to confide more

¹⁵⁵ ActionAid Ghana(October 2013) Action for Children's right in Ghana: Success stories.(online) Available at: http://www.actionaid.org/sites/files/actionaid/action_for_children_rights_in_education_-_success_stories_-_nov_2013s.pdf [Accessed 27.06.2017]

¹⁵⁶ Associate For Change Ghana(2012) The Ghana's Girl Education mapping study (online) Available at : www.web.net/.../Education%20Research/Camfed%20Girls%20Education%20Study/Gi..., Pg 24 vol, 1 2011 [Accessed] 14.06.2017

¹⁵⁷ George P.Atta (July 2015) Education Inequality: How Patriarchy and Policy Collide in Ghana. International Journal on humanity and social science, Vol.5, No 7(1) pp. 5

¹⁵⁸ Associate For Change Ghana(2012) The Ghana's Girl Education mapping study (online) Available at : www.web.net/.../Education%20Research/Camfed%20Girls%20Education%20Study/Gi..., Pg 24 vol, 1 2011 [Accessed] 14.06.2017

to their female teachers than their parents at home on incidences of sexual violence and harassment in schools.¹⁵⁹ Most female children who eventually get pregnant while in school prefer to disclose the source of their pregnancy to their female teachers and the lack of female teachers to encourage female education in the district, affect female enrollment in schools and encourages female drop-out¹⁶⁰. Few courageous children open up to their mothers about their violations and harassment in school which often result to little or no solution. Considering the place of a woman in a Muslim community, most of their mothers will prefer to conceal the truth to protect their children from being called outcast and treated as relegates of sexual abuse. Such acts also hinders the girl's chances of marriage and since marriage is very important in their society, their mothers will preferably never talk about them.

The ignorance of many young girls in the Savelugu-Nanton District on sanitation and menstruation issues has also proven to be a major problem to many dropping out of school. A research conducted by The Catholic Relief Service (CRS), The University of Development Studies Ghana (UDS), and The Desert Research Institute (DRI), reveals that, up to 95% of female children in the northern region of Ghana stay at home during their menstruation for lack of proper knowledge on how to managed themselves or fear of being mocked, or avoid stigmatization and embarrassment from their peers especially the boys.¹⁶¹ The research further reveal that, girls or women in their menses in this part of the country are considered unclean and cannot be seen amongst men or attend any social events during such periods. Since most female children in this district and part of the country stay at home to care for their siblings, the few who eventually are sent to school do so at a very mature age and often insulted in the classroom of their ages as well as their monthly period. Female

¹⁵⁹ George P. Atta (July 2015) Education Inequality: How Patriarchy and Policy Collide in Ghana. International Journal on humanity and social science, Vol.5, No 7(1) pp. 5

¹⁶⁰ Leslie Casely-Hayfort (August 2012) Gendered Experiences of Teaching in Poor Rural Areas of Ghana (online) Available at : [http://ceid.educ.cam.ac.uk/publications/WP8-LCH\[1\].pdf](http://ceid.educ.cam.ac.uk/publications/WP8-LCH[1].pdf). Published by Cambridge University Press, Pg 7 Vol 8 [Accessed]15.06.2017

¹⁶¹ Gerlinde Buit (August 2013) Menstruation and Girls' Education in Northern Ghana. Masters Thesis, Wageningen University The Netherlands. (online) Available at: <http://edepot.wur.nl/274128> [Accessed 27.06.2017]

children turn to stay at home during their monthly period and there is no proper education either at home or in school on how to take care of themselves during this period¹⁶² Also lack of resources to purchase a proper sanitary pad will cause many to stay at home and use dirty rags and used clothes which often than not bring complications and other health related issues. Their inability to manage themselves during these period cause many to drop out of school. The lack of separate toilets and urinary for boys and girls is also a contributing factor to female education.¹⁶³ Gerlinde Buit after her research on menstruation and girls' education is of the opinion that there is a 'gap in girls' understanding of menstrual onset and overall pubertal changes in their bodies. Savelugu-Nanton District being a Muslim community, it is seen as a taboo by customs and belief for both men and women using the same toilet facilities as well as urinary. In the Muslim communities, toilets are separated from urinary. Their urinary are mostly meant to perform their daily ablution (the act of washing parts of the body before prayers) and are especially situated close to the mosque. These cultural dogma have degrading impact on female education and the development of the female child¹⁶⁴.

2.4. Education developmental effects and the lost economic benefits of the female child in Ghanaian society.

Following the remarks of the former secretary general at the opening of the 49th session of the commission on status women marking Beijing plus 10 years, he reiterated the importance of girl's education and the role women play in national development¹⁶⁵.

“No development tool more effective than the education of girls, empowerment of women”

¹⁶² UDS/CRS/DRI(24th August 2016) Majority of female girls drop-out of school over menstruation.(online) Available at: www.crs.org/our-work-overseas/where-we-work/ghana [Accessed] 17.06.2017

¹⁶³ Gerlinde Buit (August 2013) Menstruation and Girls' Education in Northern Ghana.Masters Thesis, Wageningen University The Netherlands.(online) Available at: <http://edepot.wur.nl/274128> [Accessed 27.06.2017]

¹⁶⁴ RECFAM GHANA(2016) Pride and Empowerment (online) Available at: www.recfam.org [Accessed] 15.06.2017

¹⁶⁵ Kofi Annan(28th Feb 2005) the 49th session of commission on the status of women.

Former UN Secretary General-Kofi Annan.

“When Women thrive, all of society benefits, and succeeding generations are given a better start in life.”

Former UN Secretary General-Kofi Annan.

The importance placed on children’s education does not only comes with the development of the child’s self-esteem but also a major contributor to national unity and development of the economy. According to the notable economist Lawrence Henry Larry Summer former president of Harvard University (2001-2006), investing in girl’s education may well be the highest-return investment available in the developing world.¹⁶⁶ Education is therefore seen by many to produce human capital in every country and as such a crucial step in alleviating poverty and raising living standard.¹⁶⁷ The government of Ghana in many ways have work toward eliminating gender gap and inequality in female educational sector, there still much left to be done especially in the rural north. According to Lambert and Elisabeth Perrino, half of the country’s population labour and intellect remains untapped thus the country is only making half of its national Gross Domestic Product (GDP). They further elaborated that, when female earn money, that money is likely to be put into saving, into community or family wellbeing than when same money is earned by their male counterparts. So female choice of spend tend to be more beneficial to the family, community and even the country as a whole.¹⁶⁸ The Gross Domestic Product in Ghana current stands at 6.60% in the first quarter of 2017 over the same quarter in the previous year. The GDP annual growth rate stands at 6.80% from 2000-2017. This therefore means that, by not supporting female education, the country is losing economically because education enhances the girl child participation in national development and there above mentioned rate will increase and boost the country’s

¹⁶⁶ Lawrence Summer quotation on girls education.

¹⁶⁷ Megan Lambert, Elisabeth.S.Perrino, and Elisabeth M. Barreras(March 29 2012), Understanding the Barriers to Female Education in Ghana. Boston,USA, Blue Kitabu Research Institute, p.8

¹⁶⁸ Megan Lambert, Elisabeth.S.Perrino, and Elisabeth M. Barreras(March 29 2012), Understanding the Barriers to Female Education in Ghana. Boston,USA, Blue Kitabu Research Institute, p.12

economy.¹⁶⁹ The high birth rate recorded in the North and the mortality rate in this region can easily be minimized as educated mothers will be understand the importance of being healthy and in turn keep their children healthier. She knows about nutrition and this will increase the life expectancy of the future generation and thus: low mortality rate which proofs the power of an educated woman.¹⁷⁰ Much importance has been placed on women and girls education by many international instruments including the UDHR, CEDAW, CRC and many more. The 1995 Fourth World conference on Women held in Beijing, laid much emphasis on the fact that, women literacy is key to women empowerment and participation in decision making in their societies and families. Strategic objective level eight, emphasis on the importance of promoting the girl child's awareness on and participation in economic, social and political life of her country and this can only be through education.¹⁷¹ This also goes to confirm what Kofi Annan, the Former UN Secretary General said at the Dakar Framework for Action 2000/2001. He said;

*“No development strategy is better than one that involves women as central players. It has immediate benefit for nutrition, health, savings and reinvestment at the family, community, and ultimately country level. In other words, educating girls is a social development policy that works. It is a long term investment that yields exceptionally high returns. We need those with power to change things to come together in an alliance for girls' education, governments, and voluntary progressive groups and above all, local communities, schools and families.” (para. 12).*¹⁷²

¹⁶⁹ Ghana statistical Service-sTradingEconomy(2000-2017) Ghana GDP annual growth rate. (online) Available at: <https://tradingeconomics.com/ghana/gdp-growth-annual> [Accessed 27.06.2017]

¹⁷⁰ Population Reference Bureau(Nov 2003) Empowering women, developing society: female Education in the middle East and North africa.(online), Available at: <http://www.prb.org/pdf/EmpoweringWomeninMENA.pdf> [Accessed 27.06.2017]

¹⁷¹ UN WOMEN(September 1995) The United Nations Fourth World Conference for Women: Platform for Action.(online) Available at: <http://www.un.org/womenwatch/daw/beijing/platform/girl.htm#object8> [Accessed 27.06.2017]

¹⁷² Kofi Annan(2000/2001) Dakar Framework for Action. Education for All (online) Available at: www.unesco.org [Accessed 01.07.2017]

Former UN Secretary General-Kofi Annan.

The Sustainable development Goals that replaced the Millennium Development Goals by the United Nations, in its goal 4 and 5 continue to lay emphasis on quality education, gender equality and women empowerment which all benefit the development of the country.¹⁷³ The MDGs also emphasized education's essential role in national development and building a democratic society which creates a solid foundation for sustainable economic growth.¹⁷⁴ According to the population reference Bureau, education of the girl child and women, contributes directly to the growth of national income by improving the productive capacities of the labor force. According to them, a study of 19 developing countries including some in Africa, reveals that, a country's long-term economic growth increases by 3.7% every year the adult population's average level of schooling rises.¹⁷⁵ According to the United Nations Population Fund, countries that have made investments in education especially female education, health and family planning, have slower population growth and a faster economic growth than countries that have not.¹⁷⁶ Furthermore, countries with higher rate of illiteracy and gender gap in education attainment tend to be less competitive because foreign investors seek for skilled labour. Educated women however, are more politically active and more informed about their political rights and more inclining to the development of their communities.¹⁷⁷

¹⁷³ UN SDGs(25th sept 2015) Sustainable Development Goals.(online) Available at: <http://www.un.org/sustainabledevelopment/sustainable-development-goals/> [Accessed 27.06.2017]

¹⁷⁴ UN MDGs (2000) Millennium Development Goals. (online) Available at: www.un.org/millenniumgoals/ [Accessed 27.06.2017]

¹⁷⁵Population Reference Bureau(Nov 2003) Empowering women, developing society: female Education in the middle East and North Africa.(online), Available at: <http://www.prb.org/pdf/EmpoweringWomeninMENA.pdf> [Accessed 27.06.2017]

¹⁷⁶ UNFPA(31ST October 2011) State of World's population: People and possibilities in a World of 7 billion. (online) Available at: <http://www.unfpa.org/publications/state-world-population-2011> [Accessed 27.06.2017]

¹⁷⁷ Megan Lambert, Elisabeth.S.Perrino, and Elisabeth M. Barreras(March 29 2012), Understanding the Barriers to Female Education in Ghana. Boston,USA, Blue Kitabu Research Institute, p.12

2.5 Girl Child Education: A National Asset and Empowerment of the Women Folk

One of Ghanaian's greatest educators Dr. James Emmanuel Kwegyir-Aggrey, once told parents on the occasion to encourage female education that "once you educate a man you educate an individual, but when you educate a woman you educate an entire nation."¹⁷⁸ This assertion comes to lay more emphasis on the importance of girls education and its benefits on the nation's development. According to Anne Hill and Elisabeth King World Bank analyst on women education, they are of the view that, when the school open its doors to girls and women, the economic benefits multiply. Additionally, they said, "failing to invest adequately in women education can reduce the potential benefit of educating more men" This failure will lead to lost opportunities to raise productivity, to increase income and improve the quality of life. Thus the importance of female education both to the individual person and the nation.¹⁷⁹ The need for governments to invest in girl's education is imperative considering the large returns that comes with a society that has a larger percentage of educated women. Nicholas Burnet holds the view that, investment in girl's education by any country, yields some of the higher developmental returns. He further enunciate that, education translate into lower fertility, later marriage thereby preventing early and teenage pregnancies, and gives better health to the individual girl and in return extend to her family. An educated woman is also more likely to send both her sons and daughters to school. He also reiterated the fact that, recent research suggest that the cognitive skills required to make informed choices about HIV/AIDS risk is closely tied to the level of education.¹⁸⁰ This also goes to confirm what the famous philosopher Plato once wrote about education. He said and I quote "If man neglects education, he walks lame to the end of his life."¹⁸¹ Girl's education not only bring

¹⁷⁸ James .E. Kwegyir-Aggrey (Sept 1999) the importance of girls education (online) Available at: <http://www.afriprov.org/african-proverb-of-the-month/25-1999proverbs/146-sep1999.html> [Accessed 08.07.2017]

¹⁷⁹ ¹⁷⁹ M.Anne. Hill, Elisabeth.M. King (July 1997) Women's Education in Developing Countries: Barriers, Benefits and Policies, Baltimore and London, John Hopkins University press, Pp 1

¹⁸⁰ Nicholas Burnett (June 2008) Education for All: An Imperative in Reducing Poverty. Annals of the New York Academic of Science (online) pp 5. Available at: <http://www.efareport.unesco.org> [Accessed 07.07.2017]

¹⁸¹ Plato's quotation on the importance of education.

development to the girl but to the entire country and is a long term asset for the country's growth. According to Julia Gillard and Cate Blanchett (2014), "If you educate women, their communities will prosper, but if you deny them education, the world will suffer".¹⁸² Following the Center for Global Development project: Girls count, a global investment and action agenda, while talking to a sixteen years old Pilipino girl on the theme; improving the condition of girls and women fosters an involved citizenry and stronger governance, she declared that "There is a saying that goes: 'The youth is the hope of the nation.' How can we build a good and progressive nation if children are forced to stop schooling because of work? How can we build a bright tomorrow if we are not given a bright today?"¹⁸³ This in effect only come to confirm the view that, female education is a prerequisite for national development.

In accordance with the above illustrated factors, it is evident that, girl's education is an inevitable factor for the development of the child. It is the human right for every child to be educated and not a privilege. These rights can only be realized when states take up their responsibilities to protect, provide and fulfil their duties to ensure that every child's interest is protected in the area of education by providing the necessary policies and resources needed to achieve this goal. Therefore, there is an utmost need for the Ghanaian government to worker harder towards the eradication all forms of barriers hindering female education in the north especially within the study area. The need for female education and education in general was also echoed by former South African President- Nelson Mandela:

*"Education is the most power weapon which you can use to change the world."*¹⁸⁴

Former South African President- Nelson Mandela.

¹⁸² Julia Gillard, Cate Blanchett (1st October 2014) Educate women and their community will prosper. Deny them education and the world will suffer, The Guardian Newspaper

¹⁸³ Ruth Levine, Cynthia .L. Margaret, Greene .C. Grown(Jan 2008) Girls Count : A global investment & Action Agenda,(online)Available at : www.cgdev.org [Accessed 07.07.2017]

¹⁸⁴ Nelson Mandela

CHAPTER THREE

RESEARCH METHODOLOGY

3.0. Introduction.

Research methodology often present different types of approaches and the most used of these approaches is the quantitative and qualitative research methodologies. However, some researchers tend to apply a combination of both approaches using the mixed approach. This chapter will specifically discuss the research methodology employed for this study. It starts by giving a description of the study area to give a contextual understanding of the study. The chapter further analyses the research design, the strategy, and the search methods (that is, the instrument that is used for data collection).

3.1 Methodology

It is imperative to bring to the knowledge of readers that this research paper is conducted through a desk research. The work is also done with more of the researcher's knowledge of the topic following her four years work experience as a development worker in the research chosen area. The legal analyses will be done through the study of various legal documents governing this topic, area of study and beyond as well academic papers, books journals and articles. The website of Ghana education service, the ministry of education, the government of Ghana and other relevant website will be used. The UN and other agencies such as UNESCO, UNICEF, OHCHR, and others will also be of great use to this paper. This will further draw inspiration from written questionnaires on the topic which will be administered through skype video calls with people from the target area, the Ghana education service and representatives of NGOs working with children within the said region. The interviews will

included fourteen persons from (World Vision 2, Ghana education service 2, Municipal Assembly woman1, Pan-African organization 2, Chief's spokesperson 1, community teachers 2, parents 2 and female children 2).

Regarding this topic Children's rights to education especially Challenges to female education, it is motivated by the researcher's practical experience(empirical data) which in effect, gives a clear understanding of the various barriers hindering female education in this part of the world. The researcher's practical experiences will corroborate other academic papers and will give firsthand knowledge base on experience in this work. However, in order to guarantee the objectivity of the work, other sources have also been use which include but not limited to an extensive use of academic literature by other researchers' work conducted within this region, country and also within study area. Also important to note is the fact that, much has also been gotten from former organization still operating on the ground within the study area.

3.2. Research design

The study basically employs a case study approach. A case study is seen as a development detailed, intensive knowledge of a particular case or a small group of related cases (Robinson 2002). According to Robinson, a case study is to gain a particular interest if one wishes to gain a richer understanding of the context and the research progress¹⁸⁵. Also according to Robert .K. Yin, a case study approach also enables you to investigates important issues not easily covered by other research method. The overall idea is that different research methods serve complementary functions to others. The case study method becomes pertinent when your research question addresses either a descriptive question (what happened) or an explanatory question (how and why did something happened?).¹⁸⁶ Therefore, the case study used by the researcher in the area of children's rights to education and specifically the

¹⁸⁵ Aya Aya.G.M.Martial (May 2015) Privitisation and Socio-economic Development in Ivory Coast. Master Degree Thesis. Ghana Institute of Management and Public works

¹⁸⁶ Robert.K.Yin (20th Jan 2004 revised) Case Study methods. Third edition, Washington, American Educational Research Institute publishing. Pp. 6

challenges to female education, is to have a deeper understanding of the complexity of the various hindrances to female education and the socio-economic and developmental effects of these barriers to the children themselves and Ghana as a whole. In effect, this research will employ mostly the qualitative approach.

3.3. Research Population

By research population, we referring to the target population and those that meets the criteria. The research criteria here will mean those working, living within the study district and region. Persons who have full understanding of the topic under study either through their work experiences within the study area and entire region or simply because they are part and parcel of the culture. The population of the study was limited to Ghana education service representatives, NGOs representatives, Municipal Assembly representatives, Parents female pupil themselves and Teachers.

3.4. Research method and Data Source

According to Sekaran 2003, on research methods, research which somewhat sounds an intimidating term for someone, is simply the process of finding solutions to a problem after a thorough study and analysis of the situational factors. In other words, research method represent different techniques employed to collect data to address a research problem.¹⁸⁷ Data collection could be done through various methods including mobile data service and technologically accepted models, as well as manual processes which include but not limited to questionnaires, observations, literature reviews and many more.¹⁸⁸ The chosen method for this study will best describe or answer the research question of the study under consideration.

¹⁸⁷ Uma sekaran(2003) research Method for business. Fourth edition, New York, Hermitage Publishing Services. Pp.9

¹⁸⁸ Uma sekaran(2003) research Method for business. Fourth edition, New York, Hermitage Publishing Services. Pp.9

The data source for this research as mentioned in the methodology will consist of secondary and primary sources.

3.5. Secondary source

The secondary source for this search has been through extensive academic literature, journals, articles, books, Strategic reports, e-library, evaluation and country reports, internet search on issues related to the topic under discourse and personal experiences gotten from the study area and many more.¹⁸⁹

3.6. Primary Data Source

The primary data was obtained through interviews. A selected number of individuals from a cross section of the society with extensive knowledge on girl's situation in the selected study area were interviewed. Amongst them are representatives NGOs such as of World Vision Ghana, ActionAid Ghana, Camfed Ghana, Pan-African Organization for research and protection of Violence on women and children Ghana, Ghana education Service, Assembly men/women in school and out of school pupil of Savelugu-Nanton District and Parents within the communities. Collection of this data was mainly through structured questions or semi- structured interviews and administered through live skype and whatsApp video calls. This questionnaires will be provided as appendix 1 and the interviewee responses.

3.7. Method of Data Collection

The main method of data collection here is through skype and whatsApp interview with designed questions. Also important is the personal experiences and observations of the researcher.

3.8. Method of Data analysis

¹⁸⁹ Mark Saunders, Phillip Lewis, Adrian Thornhill (2007) Research method for business students.4th Edition, Pearson education

The data was analyzed base on the responses provided by the respondents from the administered questionnaires.

3.9. Profile of Respondents

All the respondents approach for interview in this research are either, parents, teachers, development workers working with NGOs or International Non-Governmental organization, representatives of Ghana Education Service, representative of traditional authorities, Municipal Assembly Government representative. Given that the research seek to understand the barriers hindering female education in the district and the entire region as a whole, it required that information be sourced from diverse section of the society.

The Government: Government officials interviewed on this issue included:

- Planning Officer at the Ghana Education Service Savelugu-Nanton District
- Front Desk Officer for NGOs Ghana Education Service Savelugu-Nanton District
- Assembly woman Savelugu-Nanton district
- Head Teacher English and Arabic Primary school Mogla
- Classroom Teacher government primary school Nyoglo

NGOs Representatives and community members

- General Manager World Vision Savelugu-Nanton District
- Program coordinator world Vision Savelugu-Nanton District
- Program Director Pan-African organization for research and protection of violence on women and children
- Project officer Camfed Ghana
- Parents Savelugu-Nanton District.
- Chief spokesperson of Mogla Community
- Two female pupil (one in school and one drop-out)

3.10. Limitations of the Study

The study encountered certain limitations which needs to be highlighted so that it will enable the readers to understand the research study in the right perspective. The following limited met during the research:

- Due to resource constraints, the field trip could not be made for data collection and to explore a larger audient. Similarly, random selection of the few interviewees would have been much better if a proper field trip was made.
- Language was also one of the major limitation as two parents who were contacted for interview found it difficult to understand and interpret questions asked to them. As a result, the interview was done with the help of an interpreter which was completely challenging since the researcher could not speak nor understand the local dialect.
- Another challenge that was encountered was the unwillingness of representatives of the Ghana Education Service (GES) to release information. This is not limited to the GES representatives, the few teachers that were also talked to, were very uncomfortable to give out information on the live call as well as the other respondents.

CHAPTER FOUR

ANALYSIS, FINDINGS AND DISCUSSIONS

4.1. INTRODUCTION.

This chapter present the findings with analysis and discussions of the data collected. These analysis aim to address the objective of the study as indicated above. The method use for this was the qualitative approach. This method was considered best in this situation because it allows the researcher to have a personal interaction with the interviewees and also gives the researcher the advantage of close communication with the beneficiaries to deduce more facts on the current topic of study. Whereas with the quantitative approach, it deals mostly with sending questionnaires in the field for data collection without necessarily having personal encounter with the beneficiaries. Therefore, considering that this is based on qualitative approach analysis will be made based on respondents responses.

4.2. Demographic Characteristics of Respondents

This section basically present information about the respondents' background in terms of their gender, education, age range, marital status, religious affiliation, their residence as well as their citizenship which is believed to be very essential for proper understanding of challenges to female education in this district and region. It further gives an analysis base on their various views about female education and what has been done so far within their district in that respect. Table 4.1 indicates the demographic characteristics of the respondents.

Table 1.5. Demographic Characteristics of respondents

Level of education of respondents	Number of respondents
Tertiary Education	9
Secondary(JHS/SHS)	0
Primary education	3
No Education	2
Total	14
Gender	
Male	8
Female	6
Total	14
Area Of Survey Dwellers	
Residence	8
Non-Residence	3
Outside survey area	3
Total	14
Marital Status	
Single	4
Married	10
Divorced	0
Separated	0
Total	14
Religious Affiliation	
Muslim	10
Christian	4

Traditional practitioners	0
Total	14

Source: Interviews 2017

The above table indicates the number of people that were interviewed and their various locations. Fourteen people were interviewed all together. Senior officers of world vision, senior officers of the Ghana Education Service, representative of traditional authorities, teachers within the communities, parents and two female from the community. Amongst these people, 10 were married and 4 singles.

4.3. Information analysis

For better understanding and consideration of the views from the various respondents regarding this study, it will be best to illustrate this on sub-topics.

4.4. Parental Neglect: The effects on girl child education and women development.

Even in the age where a lot has been done by the government of Ghana to improve and bridge the gap in female education in the country, many parents in Savelugu-Nanton district still hold conflicting views about female education.¹⁹⁰ As stated in the UNESCO global initiative report, children’s participation and enrollment in school depend largely on parents influence and decision making. Therefore, if parents have no understanding of the importance of education, there cannot in anyway influence the educational progress of their wards which is one of the greatest challenges on children’s education.¹⁹¹ Talking with some parents within the study area, including the chief’s representative, all parties hold different views in respect to girl child education. The chief representative holds a very strong conviction that, educated women tend to be arrogant and show no respect to their husbands, disrespecting the cultural values of a man being the head of the house. He said I quote “the girl child is supposed to support her mother in the farm and take care of her younger ones. The male child is supposed to take care of the family by our tradition and the few girls who have been sent to school have only brought shame to our tradition and values by bringing home unwanted pregnancies to burden us the more”. The above expression and strong values still attached to some cultural

¹⁹⁰ Ghana Education Strategic Plan(2010-2020) Education for All(online) Available at: www.moe.gov.gh/ [Accessed 02.07.2017]

¹⁹¹ Melaniece Nicole Bardley (May 2000) Barriers to female education in Ghana.Honoured thesis paper 98.(online) Available at: http://opensiuc.lib.siu.edu/cgi/viewcontent.cgi?article=1102&context=uhp_theses [Accessed 26.06.2017]

norms by the chief spokesperson continue to pose a barrier to female education within the district(Interviewee-Chief spokesperson)

I. Common Views By interviewed parents

- By our customs, girls are meant to take care of the homes, get married and be good wives and make their own families,
- Sending girls to school is waste of resources and time because none of them that went has yield any good result. They all come back home with pregnancies and bring more burden to the family,
- Lack of resources to finance children’s education and as a result priority is given to the male child who will come back and take care of the family.
- Continuous sensitization by NGOs is giving us hope for the future. Even though the parents disregard female education in the district, they still admit to the fact that, the continuous sensitization about female education by NGOs is gradually shaping the minds of parents to embrace change and view female educating differently.
- In adequate schools in the district and some communities without schools with children sitting under trees is also a problem

II. Different views

- **The girl child should be sent to school with scholarship from government**

Whereas the man advocated for female education, the woman felt there is no need because the girl child will only get pregnant and bring back another burden to the family. It is evident that a section of the people still hold strongly to their traditional values and customs about female education. However, both parents assert to the fact that, there has been a tremendous improvement in the area of female education thanks to private support from NGOs and continuous sensitisation about female education that has motivate most parents to send their girls to school.

4.5. Government Employees

Talking to representatives of the Ghana education service and the Municipal Assembly representative, they both admit that, government is doing its best to provide the necessary facilities needed for the district to support education. The entire district is said to have 515 classrooms representing about 82% at the primary level and 125 classrooms for junior high school representing 77%. Both the Planning officer of GES and Front Desk officer in charge of NGOs at the GES Savelugu-Nanton, and the Assemble woman contacted, were of the

opinion that, government is doing its very best to provide the necessary infrastructures needed in the district to promote education but the parents are the major hindrances to their children's education. They all made mentioned separately that, the many cultural festivals within the northern region and the value attached to things like funerals and out-dooring, encourage parents to easily give out their children into early marriages. The more funerals and other festive activities in the district, the more children stay away from school especially the female child for the purpose of helping with cooking or fetching of water and so on. They said, the whole community is interrelated in one way or the other and as such involve in every funeral. However, they also added that, the introduction of the school feeding program by the government of Ghana has helped many parents to enrol their children in school since many will have something to eat at school. That notwithstanding, inadequate infrastructure is still a major challenge in the district which is also a hindrance to female education as they move from distance communities to another. Government tries to partner with development agents to provide more help to the people but the lack of will by most parent is a major hindrance to their children's education they reported. However, some are of the view that, elected government officials who are supposed to represent their district and people are failing to do their job which also leads to continuous underdevelopment of their district leading to economic hardship and consequently affecting girl education over male education. If the assemblyman or assemblywoman fails to present her community needs well, there is nothing the government can do about it if he knows nothing about it. Elected members of the district assembly present the people's needs to the government at the district level, move to the regional and then to the national level. People with little or no qualification who are elected at the district levels either due to their popularity within the community, personal relationship with the chiefs or simply by affluence base on their personally riches, find it difficult to communicate the people's need and grievances to the government at the district or regional level. Communication and writing also hinders these leaders to present their cases and as a results, the ordinary people in the communities suffers the consequences. District representation and assembly serves as the voice of the people.

4.6. School Teachers Representatives: Traditional Values and their influence on women and girl child development

The aspect of prioritising male education to the detriment of the female child for the simple reason that he is male has in many ways reduced women and the girl child within this district to a mere home keeper and a caregiver. Traditional values continue to work strongly in disfavour of the girl child while derailing their development and contributions toward societal growth. The two female who were interviewed were of the opinion that, they love to being in school but their parents often withdraw them either because their mom newly gave birth and wanted someone to take care of the home or have been sent home from their fostered

family. Talking to the teachers within the community, they both agree that harmful traditional practices such as early marriages, fosterage, teenage pregnancy and betrothal are some of the practices that truly hinder female education in the district. Teenage pregnancy is an alarming issue within the communities and lack of parental control often results to such. The interviewee a primary five teacher with Government primary school Nyoglo is of the view that, inadequate parental control of their wards is a major cause of female drop-out within the district which result to teenage pregnancy. Fosterage and economic situation of most parents were also some of the major problems she highlighted that affect female education. Not limited to parents and the female child, she was of the opinion that, inadequate schools infrastructures in the districts were also factors affecting female education. Many communities within the districts are still without schools and considering the scattered nature of community's settlement, children have to travel long distances to attend school. Long distances and constant harassment of students on the way at times discourage parents to send he wards to school. She also added that, the district suffers shortage of female teachers which in her experience serves as a motivating factor to female education. She explained that girls find it easier most often to table their concerns to their female teacher than the male teachers or even their parents at home. There the lack of female teacher in the district also hinders female education.

Speaking to the Head teacher of the English and Arabic primary in Mogla community. He admitted that female education is still a major problem within the district despite the increasing sensitisation of parents about the importance of female education. He said he was only fortunate to go to school in his family because he was a boy and also added that family sizes is also a contributing factor to female education. The larger the family, the less chances for a female to be sent to school. He further stated that, fosterage is a major problem to children's education even though some of the female children who have ever gone to primary school did so in their foster homes. After being asked of what he meant by that statement, he further explained that, fosterage has its positive and negative effect depending on the foster home a child finds herself in. He was of the view that, few girls who have made it through school to the JHS level were able to get there because they foster parents sent them and many of the teenage girls in the communities with pregnancies also return with such from their foster homes. Some get pushed into early marriages while in their foster homes. He concluded that part by saying that, fosterage is not a good practice because it has done more harm than good to young girl's future and education. He also was of the view that, parents are naturally unwilling to send their female children to school especially children from a home where both parents are uneducated. He also insisted that, if the government doesn't do something to completely eradicate Kayayo and early marriage, more girls will continue to drop school to migrate to the south for kayayo. To conclude he added that, government unequal distribution of teachers in the district is also a major problem as his school has only four teachers to handle the whole school with hundreds of children amongst which is one community

volunteer teacher. The government doesn't sponsor or pay volunteer teachers. Any teacher volunteering is doing it either out of good will to promote education in their communities or receives little support from parents either in cash or kind. (Interviewed Teachers)

4.7. Pupils-Out-of-school girl and in school girl

Speaking to the selected girls from the community, the out of school girl narrated her story why she dropped out of school in the first place. She told me on video that she was sent to live with her mother's relative living in Tamale the metropolitan capital of the north region who just put to birth. While at her aunt or family relative home, she was asked to stay at home and help with house chores and look after the younger kids at home. Year-in year-out, she was left at home to look after the children and the next thing her relative did was send her to the market to sell pour water (sachet purified water). It was in course of selling pour water as they call it that she got pregnant after staying with her relative for more than ten years. The other children in the house went to school though not all but she never sent me to school from the day I came to Tamale. She added that, she was very excited when she was told that she will be moving to Tamale to live with her mother's relative. Since Tamale was a bigger city, it was an opportunity for to see more people and experienced a different life from the one she had at home. When she was asked if she regrets ever going to her aunt, she nodding in affirmation and later said, maybe it would have been different if her dad and mom didn't send her to Tamale. Out of curiosity I asked her if she have any regrets having a baby at her early age, she said children come from Allah and she is happy for her baby and will try to give her a different life. (Interviewee-out of school girl)

Also talking to the other girl who is currently a primary five pupil with Mogla primary, she told her story that her mother lives in Accra and sends money to her grand-mother to send her to school. She had nothing much to say in terms of the various barriers to female education. She feels most parents don't send their children to school because they don't have money. She also acknowledged the fact that most of her friends who are not in school like to go to school but she wants to move to Accra and meet her mother. Asking her about what she wants to become in the future, she said she will want to become a nurse working in Accra.(Interviewee-in school girl)

4.8 Unequal Distribution of Resources and its effects on the poor woman and the girl child development in Northern Ghana

The unequal distribution of wealth between the south and Northern parts of Ghana can trace its roots from their colonial past. Northerners during the colonial era were mostly considered as potters, hewers of wood, and drawers of water for their southern brothers, workers in the coco farms and the mines as well as policemen.¹⁹². This also goes to confirm what Francis and Mustapha (2015) said, the poverty and under education level of the northern region can strongly be attributed to the colonial developmental policies which favoured the south to the detriment of the north. Due to the naturally resource endowed in the south and the scarcity of resources in the north, northerners continue to migrate to the south many years after independence to secure a better life for themselves and families.¹⁹³ The increase poverty in the region, remains one of the main sources of girl child education challenge in the whole region and the district in particular. Both parents, Teachers, NGOs representatives all pointed to the fact that lack of economic generating activities or industries in the region and district leads to poverty and hardship which in tend is a major barrier to female education. Parents continue to prioritise male education over female education for financial reasons.

4.9. NGOs Workers

Talking to NGOs representatives working within the district especially world vision that has been working in the country since 1979, they were of the opinion that following their experience in the district, girl's education has been a major problem. Religion, culture and economic hardship has contributed greatly to the challenges to female education in the district. Cultural norms and practices such as fosterage and early marriage, betrothal have severe negative effects on the girl child and their education. They however stated that, their continuous work in the communities has been very effective as most parents today have interest to send their female children to school as compare to when they just arrived. They further stated that, despite their long stay in the district, much still has to be done in terms of educational infrastructure, water and sanitation as well as family planning. Families with larger numbers have the tendency of not educating their children due to their economic situation

4.10. Agreement between Key Actors

Government employees, teachers, pupil and NGOs workers are all of the view that, female education is a major problem in the district. All parties also commonly agree that, fosterage, early marriage, teenage pregnancy, shortage of teachers, inadequate infrastructures, continuous exposure of children to bad weather conditions to attend classes under trees, lack

¹⁹² S.K.Mort(May 9th 2009) Unveiling the secret of north-South Development Gap of Ghana.University of Ghana (online) Available at: <http://www.ghanaweb.com/GhanaHomePage/NewsArchive/Unveiling-the-Secrets-of-the-North-South-Development-Gap-of-Ghana-161705> [Accessed 01.07.2017]

¹⁹³ Francis Zemwara, Mustafpha Braimah(2015) Islam,poverty and the Media portrayal of the North-South Divide. A social Science Journal. Vol 8, No 1

of female teachers as role models to female children, under-development and economic hardships are some of the main factors affecting female education. Also agreeable amongst the actors is the acknowledgement that, continuous sensitisation of parents by NGOs on the importance of female education in the district is an encouraging practice as it motivates and continues to change parents' mentality on the values placed on the girl child and their education.

4.11. Disagreement between Key Actors

Whereas parents see poverty as a contributing factor to female education in the district, government employees are of the opinion that, parents lack the willingness to send their children to school. The value attached to female child and female education by customs and traditional beliefs have more devastating consequences on the girl child than poverty. Parents who have been brainwashed by their cultural practices cannot blame poverty as a major problem to female education in the district but customs, religion and beliefs.

Whereas development workers, government employees and teachers hold strongly to the view that fosterage is a major hindrance to female education, some parents still hold very strongly to it as a means of strengthening family ties. Whereas development workers and government advocates for education for the female child, traditionalists hold the view that, education only makes the woman arrogant and disrespectful both to her husband and their customs.

4.12. Conclusion

From the above, it can be observed that there are many factors affecting female education and women development in general. The low economic development of the north has been attributed as a major contributing factor towards children's education due to poverty on the side of parents. Poverty and underdevelopment has also been attributed as a generational burden inherited from the colonial era where the northern part of the country was neglected and treated as hewers of wood and drawers of water in the southern cocoa farms and mines. The North-South movement that rendered the south economically empowered, economically exploited the north through supply labour. The underdevelopment of the north has resulted not just to the high illiteracy rate of its people, but has rendered the future of many youths to be stagnant. The limited opportunities in the region automatically translate in the minds of the youths who have also limited themselves to the available resources they have or promote migration to the south in search of a better life. The ability of the young girls or youths to dream big and think proactively only depends on the values and empowerment instilled in them in their infancy. If there is no education at the very early stage of their lives and no importance attached to it, it becomes difficult for young people to think innovatively. Youths drop-out of school because parents have no money to sponsor them in school. Girls migrate to the south for *kayayo* because the north lacks economic empowering activities or

opportunities that can better their lives and make them become responsible citizens working for the development of their country. According to Francis and Mustapha (2015) Northerners are also the cause of the under development of their region and continuous poverty. Self-abandonment by people of the region who have occupy prominent positions in government and in the business sector is also a determinant factor for the endless poverty in the region. Citing the of the former president of Ghana John Dramani Mahama and the late Vice President Alhaji Aliu Mohammed, who all emanated from the northern regions, they said have invested in the south rather than return such investments in the northern region to free it from poverty and empower its people. Serving in prominent positions as president and vice president of the country, was a golden opportunity to channel and move most industries in the north to close the economic disparity gap between the regions. They further explained that, if the government takes no interest in investing in the north, northerners who are financially buoyant should invest in their regions and attract investors. If northerners will invest in the vast landscape of the region, foreign investors will eventually step in even if it is through individuals endeavours.

Continuous sensitisation of both parents and the female children on importance of female education, sexual and reproductive rights will also reduce the increase teenage pregnancies and reduce large families' sizes within district. Since it is evident through the interviews that development agencies and their activities in the region and district is helping to change parents mind set about female education, a close collaboration by government with these bodies will also be of tremendous help to female education. Female sponsorship by government will also go a long way to motivate female children to stay in school and increase female enrolment. The adoption of an educational policies to promote and encourage female education in school drop-out prone areas like Savelugu-Nanton will be a great step by policy makes to improve female education in the district.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS.

5.0. Chapter Overview.

The chapter specifically subdivided in to three parts. The first part deals with the findings of the study, while the second deals with the summary and conclusion. The chapter is rounded by recommendations base on the study.

5.1 Summary

Children's rights to education is a fundamental human right for every child across the universal and this right is guaranteed in the UDHR and many other international and regional documents. The Northern part of Ghana which was picked for this studies, has been earmarked for its high illiteracy rate and under development in the country. The North including Savelugu-Nanton district faces a lot of challenges in terms of economic growth, women empowerment and most especially female education which has led to increase teenage pregnancies, early marriages, increase migration to the south, less contribution to national development, non-development of children's potential and self-esteem. Therefore, the main objective of the study was to underline the main factors or barriers affecting female education in the northern region and Savelugu-Nanton district in particular. The study also seek to address some of the factors affecting the socioeconomic development of the district and possibly suggest measures that can be used to tackle the existing problems.

5.2. Conclusion

Since the World Declaration on Education for All 1990, and the UDHR and subsequent international agreement and most especially the Convention on the rights of the Child, children and female education has been a top agenda for world leaders. This can be seen by

the swift adopting and rectification of the CRC which is often referred to as the magna carta of our time. One of the major aim of this study was to highlight the challenges that the girl child in the northern region of Ghana faces in terms of her education and the effects on her growth and development.

The concept of children's right to education is a trending phenomenon that has gained attention towards the development and empowerment of children to grow and realized their true potential and build their self-esteem.¹⁹⁴ The research central questions that focuses on what can be done to encourage female education and discourages female drop-out from schools, stems from the uncountable socio-cultural and socio-economically barriers hindering female education in the northern part of Ghana especially within the Savelugu-Nanton District. The underlying idea of this research is to buttress government's role in implementing its international obligation to bridge the gender gap in female educational system and discard disparities and inequality in education.

The outcome of the research only go to confirm the hypothesis although with minor clauses which to my opinion makes it more illustrative and less bias. It further underscore the fact that, female education in this district is not completely influenced by primary factor but secondary as well. According to actors like NGOs and Government workers operating in this district, the major factors hindering female education lies with their traditional beliefs customs and practices which devalue the female child and female education and never poverty per se. Parents lack of will due to traditional practices have little or nothing to do with poverty being a major hindrance to female education in the district.

There is a lamplight showing the call by the people for government to draw up long term strategic plans that will be implemented for the improvement of the educational difficulties with leading NGOs working in this district. World Vision, Camfed, Pan-African

¹⁹⁴ UN Convention on the rights of the Child(CRC) (17th April 2001) General comment no 1: article 19(1). (online) Available at: https://www.childrensrights.ie/sites/default/files/information_sheets/files/CRC-GC1_Education01_0.pdf [Accessed 29.06.2017]

organization, ActionAid, Associate for Change and many more, are all developing partners working in the region to buttress female education and empower parents to take up responsibilities for the education of their children especially within the Savelugu-Nanton district.

The study has also revealed the call by non-governmental organizations working in this area to change parents mindset on harmful traditional practices hindering development in general and the girl child education in particular, for government's continuous engagement in this sector.

Against all the backdrops, this study can affirmatively assert that, female education has a very important role to play, not just in the development of the child's potential, development and self-esteem, but play a contributive role in national development, decision making and political strengthening. The importance of female education and women empowerment has been emphasized not just in Article 10 of CEDAW (1979) but also in article 28 of CRC (1989). The UDHR (1946), World Declaration on Education(1990) UNESCO Convention Against Discrimination in Education (1960), Dakar Framework for Action (2000), (1989) and many more. They all stress the need and the importance of children's education especially the girl child and women who for a long time have been relegated to the back.

In conclusion therefore, the challenges the girl child faces in accomplishing her educational goals are both primary and secondary. As religion, harmful traditional practices, unwillingness, cultures and customs play a major part as primary factors and barriers to female education, poverty and the government on the other hand serves as secondary factors. The government has to play its role as a guarantor to provide for the necessary facilities and opportunities for children to attain their educational dreams.

5.3. Policy Framework to Combat Challenges to Female Education in Ghana

Having identified many factors hindering female education in Ghana especially within the Savelugu-Nanton district of the northern region the following policies are recommended to

be used both by government and individuals to combat barriers affecting female education in the district. However, these policies can only be realized if they are backed by political will and commitment, leaderships support from all players engaged in the realization of education for all children.

Policies and Legislations should be properly implemented to translate good governance into concrete measures within the country's educational system. There is a need by African Leaders and especially the government of Ghana to enact legislations that are aimed at bridging the gender gap in female education and promoting girls in the area of their education, health and economic empowerment. There is need to effectively enforced and implement already existing policies targeting female education in the entire country especially within rural communities. There is also need to review current legislations that are presently not serving the purpose of empowering women and promoting female education in all regions of the country especially if traditional norms are overriding national legislations

Good governance and leadership to promote, improve and invest in female education should also be of priority to the government to enforce children's rights to education in Ghana. Since the central government receives and review districts and regional strategic plans for all regions, government officials at the district and regional levels should prioritized female education and women empowerment issues in to their strategic plans for national development and political agenda of the districts. They should also ensure that these plans are reviewed and resources allocated for their proper implementation. The government should also promote and support the designated institutions in charge of these project with the necessary funds required for successful implementation of all policies.

There is need to empower girls and women to become effective agents of their own interest by the government. Since the northern part of Ghana is Muslim dominated and open dialogue between men and woman is a religious and traditional issue, women tend to listen to fellow woman address them. In effect, government should ensure that, there is at least 50% of women representation at the regional and district levels by introducing policies and

legislations which encourage women representation in decision making and implementation. This will only be realized if women's needs and opinions are fully taken into account by developing protocol that take women issues seriously .

Government should also develop policies that enables young mothers to go back to school. This could be through alternative education for girls who after having babies still desires to acquire education. Girls who have dropped out of school and other group of working children will be given the opportunity to develop themselves. Cameroon has successfully ran the adult schools program called "evening schools" which has given a lot of people who never enter secondary schools to start from scratch or those who dropped out of school for one reason or another to give education another chance in their lives and a vivid example is myself. If well implemented, this will give many young girls whose educational lives have been cut short to redirect their lives once again

The need to reach out to the disadvantaged girls in remote and rural communities by government will also help improve on female education. It is clear that Savelugu-Nanton districts still suffers infrastructural development in schools and many others. More access to incentives and promoting inclusion in schools will also welcome improvement in girl's education. The government should enact policies that offers school fee free in poorer communities and especially to girls to promote girls education in such communities

Providing early childhood program to develop children at the very early age will help empower children to develop interest in education. This can be achieved through the creation of special units within the ministry of education to handle the provisions of pre-school and early childhood education in the district.

5.4. Specific Recommendations

Base on the present literature, the questionnaires administered and its analysis, I can strongly bring forth the following recommendation. As highlighted earlier, the study reveals the high illiteracy rate within the region especially in the study area which is as a result of harmful

traditional practices, cultures and customs, religion, poverty and many more. I therefore recommend the urgent need for the government to stamp out and discourage early child marriage especially in the northern region of the Country and the study area. The government has to promote the value of girls' education, eradicate harmful traditional practices that continue to hinder girls' education, sensitize parents on the importance of female education and also enforce national and international laws that promote female education. The need to create legal frameworks to combat gender gap, inequality and promote girls education in the country. Ghana was amongst the first countries to ratify the United Nations Convention on the rights of the child. Therefore, government should fulfill its legal responsibility to fulfil, provide and protect children's rights to education as spelled out in the convention. This convention called on members states to abolished traditional practices that prejudiced children's health and protect them from all forms of abuses.

Furthermore, government should encourage female education within the Northern region through full scholarships, continue with the school feeding program launched by the World Food Program through the support of international bodies in the rural communities to motivate parents to send their wards to school. The school feed program has been a major milestone to children enrollment in the rural areas and communities like the Savelugu-Nanton district. Since most parents now send their children to school not for the sake of studying but to give them an opportunity to eat while to go about their daily chores, this could as well be used by the government to encourage children's education in the district. Therefore, the extension of this program will further pave the way for children's enrollment and stay in school.

Continuous sexual harassment of female children by teachers is also a major hindrance. It is recommended that government should introduced and train qualified teachers on child friendly techniques and gender bias free programs to effectively create a child friendly environment for studies within and out of school. Child protection policies should be adopted and implemented in schools especially in region and districts prone to corporal punishment

of children in schools. With this implemented, children will be protected from corporal punishment, child labour, physical, sexual or mental harassment.

Some of the major problem within the study area that also increased female drop-out from school and non-enrolment of the girl was the lack of female teachers as role models to encourage female education. The government should therefore encourage and support female teachers who can always serve as role models to motivate and encourage young girl within rural areas to develop interest in schools.

The study also revealed that, unqualified teachers with little teaching experience also discouraged many youngsters from attending school for lack of interesting topics. It is therefore recommended that, posting of qualified teachers to community's schools should also be a priority to the government to motivate and encourage rural communities to develop interest in education. Government should also be able to provide teachers with the basic social amenities needed in the rural areas for their full comfort to encourage and motivate them to stay since most of them prefer to commute from the city to their rural schools for lack of basic social amenities in the communities

Creating the legal framework means that Government and the legislature should ratify relevant international human rights instruments, pass appropriate domestic legislation and enforce the law so every woman and girl is protected from being married against their will. Ghana was the first country to ratify the UN Convention on the Rights of the Child which called for the abolishment of traditional practices prejudicial to the health of children. It states further that children have the right to express their views freely, the right to protection from all forms of abuse and the right to be protected from harmful traditional practices.

Language has been seen as a major barrier to children's education in this district. It is also recommended that, government should adopt new policies that allow pupils to be thought in both English and the language they best understand to encourage enrollment and education within the districts.

NGOs that work on the ground within the rural communities of the northern region of Ghana have the potential to change lives of girls within this districts through their projects if implemented properly. There is need for state and civil society collaboration to enforce projects geared at changing the mindset of people who still hold strongly to their traditional practices to change and embrace development and growth in the communities. Continuous advocacy and sensitization within such communities will go a long way to instill new values into parents to take up responsibilities for their children's education especially the girl child. Government grants and subsidies will serve as an emblem of collaboration between government and civil society for common national development.

Considering that critics have often pointed to the under-development of the north as a major hindrance towards children's education and the continuous cause of increase school drop-out in research of better life in the south, it is recommended that government should extend developmental projects within the region. The Northern part of the country covers the largest land-space area within the country with little or no development. The country will progress more in its global trading if the northern part is also given the opportunity to produce exportable goods or invest in agriculture or setting up industries that will increase jobs and employment opportunities for the youths in the region. The more industries in the north, the more parents will get involve with work and less time spend handing on cultural beliefs and norms.

Furthermore, government should enhance vocational and skill training programmes in the region to give girls more skills to earn a living and curb down the north south migration of kayayo girls. This will also enable grown up girls who will not want to return to a former education center to receive skill training that will empower them to become self-reliance and independent.

In conclusion, all the above mentioned strategies will require a good role of law, strong political will and of course, large budget. Therefore, it is in the best interest of the government

to solicit for international support, maximum collaboration with civil societies and NGOs to achieve the above.

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Appendix:

Designed Questionnaires for selected representatives within Savelugu-Nanton District

1) Ghana Education Service (GES)

(Kindly provide me information to the best of your knowledge in the following areas

- 1) What is the school infrastructural level in Savelugu Municipality?
- 2) Are there communities where there are no classroom blocks?
- 3) How many communities?
- 4) How many Primary and JHS?
- 5) Do you have enough teachers in the Municipality?
- 6) Do you use volunteers to teach?

- 7) What is the level of involvement of parents in school management and what are the contributions of parents toward access, quality and continuity of their wards in School?
- 8) What programmes has government (GES) put in place to improve girl child education and what are the successes and challenges of those programmes in Savelugu Municipality?
- 9) Do you have children that travel from long distance to Schools? How long? And how do government, parents and development partners support these vulnerable children especially girls?
- 10) Does Ghana Education Service policies aligned to Education For All?
- 11) Are they children in the communities that are not enrolled into Schools?
- 12) What is the rate?
- 13) How does government support the pupils most especially from the rural communities that are unable to pass their JHS or SHS exams most especially girl children?
- 14) What are the plans to reduce the dropout rate in the Municipality?
- 15) Are there many teenage pregnancies and early childhood marriages in the communities?
- 16) Is there any support to these affect by this? Who supports them on their basic rights issues? How do parents and government support girl children to attain their fundamental human right to education?
- 17) Does the district and community members adequately supporting community volunteers teacher to adequately encourage female education within this district through financial contributions
- 18) What is the effort or the general plan of government to improve girl child education in the Savelugu Municipality?

2) Parents

1. Name? Male/Female? How long have you been in this community? Do you belong to any religion?
2. Do you have family? How many wives/husbands/children and wards?
3. How many children do you have in total?
4. How old are your children?
5. Are your children in school? At what levels?
6. Did she or he successfully complete primary school and junior high?

7. How do you support your children (both boys and girls) to complete their education? if your child happens to fail; will you support them to re-write or do vocational/technical education?
8. Do you experience dropouts in your community most especially girl child? What are the causes? What can be done to mitigate the situation?
9. Do you experience early pregnancies and child marriages? What are the causes and how does it affect their future?
10. What are the benefits of girl child education to the family and the community at large?
11. Do some parents favour male education to female education? If yes why?
12. What do you think could be done by government, NGOs and the parents themselves to support the education and development of their children most especially the girl child?

3) Representative of NGOs and community members

13. What is the value attached to female education within the Savelugu-Nanton District?
14. What programs do you have in promoting girl child education in Savelugu Municipality?
15. With your experience, what are some of the traditional and religious beliefs and systems that affect girl child education in the Municipality?
16. Do parents understand the value of female education?
17. What support do you have for the dropouts in the community?
18. How do you support the attainment of child rights most especially the rights of a girl child?
19. What are some of the traditional beliefs or assumptions place on female education within the Savelugu-Nanton district
20. How do parents, understand the importance of female education within the Savelugu-Nanton district
21. What are the specific challenges and barriers that promote female drop-out-within the Savelugu-Nanton district
22. What are the major hindrances to female enrollment in schools within the Savelugu-Nanton district?
23. What are some of the success stories you can share with me regarding the progress of girl child education in the community?
24. What are the economic and developmental effects of hindrances to female education in northern Ghana?

25. With your experience, what can be done to improve the situation in the Savelugu Community and the Northern Ghana at large?
26. Answer: More incentives from the government and continuous sensitization of parents on the importance of children's education.