





education. In African continent, at the beginning were faced with the greatest challenges of poverty and illiteracy. The solution to this problems requires both the mobilization of additional resources and the better use of existing ones. As Late Kofi Annan, former United Nations Secretary – General (2000) stated that to educate a girl is to reduce poverty in a particular country. Forum for African Women Educationalist (FAWE) Programmes aimed at helping members to analysis, plan, guide and efficiently implement external investment in the educational sector to redress in a balance and stimulate broad policy reform and advocacy for girl child education. The members of Forum for African Women Educationalist (FAWE) Sierra Leone chapter contribute annually towards the running of the organization including annual scholarship programme for the needy girls in educational institutions. Funding and sponsorship is solicited from partners and donors both national and international level. The Kortugbuma FAWE Primary School started as a result of the desire and relentless effort of Dr. Christiana Thorpe (Former Secretary of State Education and later became Sierra Leone Electoral Commissioner. In a Community Development meeting by the Kortugbuma Community people, they resulted to detect a high challenge of poverty and illiteracy among females in Bo city which affected a quarter of the population. Therefore, they need education that brings together females children in their community to redress gender imbalances (FAWE Reports, 2003). The Kortugbuma Forum for African Women Educationalist (FAWE) Primary School started with 65 children (38 for class I to 7) and four (4) teachers (2 female and 2 male) . Two of these teachers were trained and qualified, but unemployed while the two others were untrained and qualified (FAWE Reports, 2003).

The teachers were given incentives at the end of every month. After a year observation by the organization (FAWE) they realized that the school need more trained and qualified teachers if ever they want to achieve their goal set. The Forum for African Women Educationalist (FAWE) organization designed a scholarship for training of the teachers into the teacher training institution for good service delivery. Four (4), years later the enrolment of the Kortugbuma FAWE Primary School gradually increased to 85 (FAWE Reports, 2003). The Kortugbuma FAWE Primary School started to send pupils for National Primary School Examination (NPSE) in 2010. The first set of pupils were fourteen (14) in number and twelve (12) were abled to passed with the above government passing number. During the subsequent years, several set of pupils were also sent for the National Primary School Examination (NPSE) and excellently did well (FAWE Reports, 2003). The Forum for African Women Educationalist (FAWE) Kortugbuma Primary School has done so

good to be proud of, so as their products are found in almost all the Junior Secondary Schools in and out of Bo city, such as Methodist Girls High Secondary.

The Forum for African Women Educationalist (FAWE) organization did an analysis of assistance to Kortugbuma (FAWE) Primary School pupils for excellent performances in the National Primary School Examination (NPSE) per child over the years. Most of the pupils who were traumatized because of the Ebola incursion, are now gradually becoming self – reliant due to the levels of education they acquired (FAWE Reports, 2003).

### **STATEMENT OF THE PROBLEM:**

In Sierra Leone, Girl Child Education constitutes major challenges for the country. The high levels of female youth unemployment, with many female youth engaged in unskilled jobs that provide only enough for basic survival. The biggest impact of child exploitation is girl dropping out of school due to either being sent to work or being made to undertake a heavy load of domestic work. Also, girl being exploited often face stigmatization and psychological issues due to not being able to form normal friendships or engage in children's activities further, many girls run away from their home and living on the street as a bid to escape the situation of exploitation or being sent to school. Girls child being exploited are also victims of other forms of violence such as being deprived of food or facing physical and humiliating punishment. This justifies the need for the study.

### **AIMS AND OBJECTIVES OF THE STUDY:**

#### **AIM:**

The aim of this study is to investigate the roles of Forum for African Women Educationalist in the education of the Girl Child.

#### **OBJECTIVES:**

The objectives of the study are:

- To investigate some of the contributions of FAWE in the education of the girl child;
- To evaluate the numerous problems faced by the girl child;
- To identify some problems encountered by the Administration; and
- To make recommendations for future assistance given by government, NGOs and individual in helping the girl child.

### **RELEVANCE OF THE STUDY:**

The study is useful to girl child and parent as it is widely recognized that girls are often not aware of their rights and how they are protected in international and national legislation. However, this study will help parents and girl child understand their rights, as they often face challenges when trying to access justice. It will help create awareness among educational administrators as some of the constrains face by pupils will be address. The study will also be relevant to organization as an instrument or materials for sensitizing the communities for a community to be empowered to take actions on Early Child Education. Over all, the study will serve as a body of knowledge or reference for people interested in girl child education.

### **LIMITATION:**

This research is on the roles of the Forum for African Women Educationalist Sierra Leone chapter in the education of the girl child education in Bo city 2015/16 academic year. The study was narrowed down to Forum for African Women Educationalist (FAWE) Primary School Kortugbuma, Bo City. The success of this study is quite dependent on whatever information given. It is equally important to establish that the purpose of this study was academic and served as a requirement for the award of the Degree of Bachelor of Education in Community development Studies. Alie (2011) opined that literature review helps determine the extent of research and reveals whether or not serious work has been done on the subject matter to permit adequate research. Literature review serves varied purposes including the following:

- Helps develop a thorough understanding and insight of previous studies.
- Literature reviews helps in specifying and choosing problems; and
- It can assist the researcher evaluating and comparing his/her research efforts.

### **DEFINITION OF THE CHILD (ARTICLE 3):**

The convention defines a 'child' as a person below the age of 18, unless the laws of a particular county set the legal age for adulthood younger. The committee on the Rights of the Child, the monitoring body for the convention, has encouraged states to review the age of majority if it is set below 18 and to increase the level of protection for all children under eighteen (18) (Search for Common Ground, 2016).

### **CHILD PROTECTION:**

UNICEF (2016) argued that the term “Child Protection” refers to any action that aims to prevent, protect and respond to violence exploitation and abuse against children. The organization further said that the child protection frame work may include legislation and policies that provide specific rights for children, services that support the protection of children within communities. Child protection work also responds to violence including giving medical treatment, and processes to ensure victims can access justice.

### **RIGHT TO EDUCATION:**

Education Act (2004) expressed that the Sierra Leone Education Act 2004 guarantee the right to basic education, defined as six (6) years of primary school education, three (3) years of junior secondary school and three (3) years for senior secondary education and four (4) years of tertiary education. United Nation Convention on the Rights of Girl Child Education (2000) expressed that Child Right Act and Violence against children (Article 26) stated that parents have duty and responsibility to NOT deprive a child of their welfare, regardless of the status of their relationship. This includes protecting the child from neglect, discrimination, violence, abuse, exposure to physical and moral hazards and oppression, providing good education and maintenance for the child and assurance of the child survival and development, ensuring that in the temporary absence of a parent, they shall be cared for by a competent person and that a child under eighteen months age shall only be cared for by a person of fifteen years and above.

### **THEORETICAL CONCEPTS OF THE GIRLS CHILD EDUCATION:**

In a consultative meeting held on schools drop out and adolescent pregnancy, Honourable Dr. P. Nababsing, Deputy Prime Minister of Economic Planning and Development Stated that “ Primary Education is minimum requirement to improve female status empowerment and productivity: Education for girls and women is clearly a factor which has bearing on the quality of human life, infant and child survival, as well as economic productivity”. He further argued that “most urgent priority is to ensure access to improve the quality of girl child education and to remove every obstacle that hampers their participation”. Gender Stereotyping in education must be eliminated (Makudu, 2001).

Carison (2016) citing Azefar (2017) averred that “women and girls child education is the corner stone and turnkey on which all other development efforts are predicated”. According to him

people need to work more effectively and strategically to increase girl child participation in education (pp.119).

Forum for African Women Educationalist (2018) observed in a conference held on girls education in Africa, Ghana between February 6<sup>th</sup> and 16<sup>th</sup>, Professor Grace Abele Williams, African Women Secretariat in Uganda opening speech declares that “As we enter a new millennium we come with renewed hopes that we shall contribute to the challenges of the past centuries particularly in girl child education in Africa, and a major emphasis should be placed on the empowerment of girls themselves. The education of girls should remain a priority area not only for advocacy but for specific action to promote development” (pp.8). Convention for the Elimination of all Forms of Discrimination Against Women (CEDAW) Article 10 (2010) identified that “government must end discrimination against girls in education”. This includes removing all barriers that may prevent girls from attending school such as violence at school. Girls and women should have access on an equal footing with boys and men at all levels and forms of education.

The acquisition of basic literacy and numeracy is essential to achieve the empowerment of all citizens and especially to strengthen the capacities of girls' child. The Forum of African Women Educationalist Education in Sierra Leone has among its objectives mutual assistance and collaboration in developing girls and women in education both formal, non-formal at all levels in line with the education for all rights and to create sustainable partnership with government, donors, universities and other key stakeholders in education for effective implementation of programmes to improve girls' child education (FAWE Annual Report, 2015). FAWE Annual Report (2003) pinpointed that girls living in poverty are often vulnerable to sexual violence due to a range of factors. Economic vulnerability and lack of support from parents (due to parents not having the economic capacity to support their daughters) can put girls in situations where they are having to ask men for financial support, making them vulnerable either to rape or to being forced to have transactional sex in exchange for financial support. Girls are not able to negotiate safe sex due to needing the financial support, and parents in poverty are often unable to protect their daughters from these situations.

### **IMPACT OF VIOLENCE ON CHILD:**

“Pupils who are victims of violence and exploitation are often not able to participate in school at the same level as other pupils”. This can involve the psychological trauma that results from violence or

exploitation. For others, there are practical reasons such as girls getting pregnant as a result of sexual exploitation, or pupils dropping out of school due to not being able to afford the bribe needed to be promoted to the next class (Search for Common Ground, 2016).

Bruce (2013) argued that a committee should be developed for community protection structures and these pupils committees are made up of school children. They act as the liaison between the Parent and Teachers Association and the pupils. Due to the high levels of violence that children experience in schools including sex, labour and work for grades, the forced buying of expensive pamphlets and the use of physical and humiliating punishment, pupil committees have an important role to play protecting children especially the girl child from violence within the school environment.

### **THE BENEFITS OF FAWE:**

FAWE Report (2013) stated that a twelve (12) year old girl was taken to Freetown by a family relative with the agreement that she would send her to school. Upon arriving in Freetown, the girl was made to sell water on the street. This continued for a period of two (2) years when the girl's parent realized after this period that the girl has not been attending school and she was sent to live with her elder brother in Pujehun. The girl's brother did not have the funding to support the girl to go to school. FAWE interviewed the brother and decided to support the girl to attend school providing school fees, learning materials and the school uniform. Guidance and counseling services were also provided and on-going monitoring of her schooling. Search for Common Ground (2014) observed that a twelve (12) year – old pupil attending primary school in Port Loko was to be given in marriage to a forty – seven (47) year old man, four (4) days before her NPSE exam. Information about the marriage was given to the resident councilor who reported the matter to FAWE. An emergency meeting was held with parents. The partnership team summoned the township, the parents, the school authorities and the accused man. Using the rights given in the relevant legislation including the Child Rights Act, the marriage was dissolved with the agreement that the child should continue to attend school. In the NPSE exam, the girl got the best result and she is now continuing with her schooling and is closely monitored by FAWE and Civil Society Organizations in the area (pp.42).

Conclusively, girl child education is one of the most important undertaken by Forum For African Women Educationalist in Sierra Leone. The Organization has helped many girls around the country



aware of their rights. This can be attributed to high levels of illiteracy and not listening to or having access to information sources where information may be provided around rights to girl child education. Organizational efficiency can seriously impair if girls are not educated and more pressure would be on the male if the man is the only source of income in supporting the home. Invariably systematic approach to girl child education provides the vehicle for better tomorrow to enhance the efficiency of the employees and ultimately the organization.

## METHODOLOGY

### INTRODUCTION:

This chapter deals with the sample size of the study, research instruments, method of collecting data, method of analyzing data, ethics consideration and lessons learnt.

### SAMPLE OF THE STUDY:

A sample is a collection of an item or sets of items (including people and institution) from a population to give information about the population (Alie, 2011). The sample of the study was randomly selected among the administrators, teachers and pupils of the Forum of Africa Women Educationalist (FAWE) primary school at Kortugbuma in Bo city and were presented in the form of tables and percentages below.

RESPONSE	POPULATION SIZE	PARTICIPANTS	RATINGS (%)
Administrators	9	5	55.6
Teachers	30	20	66.7
Pupils	270	30	11.1

The table dealt with sample size of the study. It is clear from the table that Administrators selected were 5 (55.6%) from a population size of nine 9, Teachers 20 (66.7%) from a population size of thirty 30 and pupils 30 (11.1%) from a population size of two hundred and seventy (270) members of Forum for Africa Women Educationalist (FAWE) primary school at Kortugbuma in Bo city. The Administrators and Teachers were selected because interms of management practice, they render the services to the pupils and nation. The pupils were also selected from the upper classes because they are mature and can give appropriate answers that will enable the researcher know some of the problems that are directly affecting the pupils.

## **RESEARCH INSTRUMENT:**

In this study the main research instrument used was a questionnaire. According to Hacker (2008) questionnaires were designed to enable the researcher bring out the objectives of the study. He further argued that in preparing a questionnaire, the researcher should clarify in their minds the exact information needed and to determine the target group. With great conviction, the questionnaire method used as a research instrument is an effective way to obtaining data about people through direct questions than employing the method of observation. The questionnaire was first pilot tested to ten (10) respondents (two (2) administrators, three (3) teachers and five (5) pupils) at the Forum for Africa Women Educationalist Primary School at Kortugbuma in Bo city to determine its ease of use and participants understanding of the questions noted, and areas covered by the study. However, few problems arose from the pilot – tested questionnaire such as the nature of questions asked, their length and what each question required of participants.

However, the pilot – tested questionnaire was refined and arranged into sections which include:

Section ‘B’: questionnaire for Administrators;

Section ‘C’: questionnaire for Teacher; and

Section ‘D’: questionnaire for Pupils. The questionnaire had both structured and unstructured questions using the Likert and Guttman scales.

In addition to the questionnaire, the researcher also conducted an interview with the Head teacher, one Senior Teacher, School Senior Prefect and five pupils to complement the response to the questionnaires. The observation method was used by the researcher to detect what was done by participants and relevant literature was reviewed from records generated by FAWE, internet was browsed to retrieve relevant information.

## **METHOD OF DATA COLLECTION**

Data for the study were collected between 7<sup>th</sup> – 10<sup>th</sup> August, two weeks after the questionnaires were sent. Before the data collection exercise, a letter was sent to the head teacher of the School for a period of one (1) week to notify members of the sample about the intended research and to ensure their cooperation. The researcher also conducted a face – to – face interview with the participants to determine whether the questions are straight forward; unclear or incomplete answers were being followed up and to establish rapport between the researcher and participants- in order to place fewer burdens on the reading and writing skills of the participants, more especially the pupils. The researcher administered three (3) sets of questionnaires to the sample concerned. The first sets of

five questionnaires were distributed amongst the administrators of the Forum for Africa Women Educationalist Primary School, Bo.

The second set of twenty (20) were also distributed to teachers in the sample school and finally thirty(30) questionnaires were given to the Head Teacher for the pupils of the sample school. The total of the self – administered questionnaires distributed were fifty – five (55). The time frame for completion of the questionnaires was two (2) weeks along side interview conducted on the participants using interview guide. The interview schedule was said verbally by the researcher. However, fifty (50) questionnaires were returned in useable form.

### **METHOD OF ANALYSING DATA:**

A discipline design such as personal interviews and questionnaires were used as a major technique for primary data collection. The data were analyzed using both quantitative and qualitative methods. The descriptive statistics used were presented in the form of tables and percentages.

### **3ETHICS CONSIDERATION:**

Ogango (2002) wrote that ethics is a system of moral values or way people distinguish right from wrong.

**Confidentiality:** Participants were assured that all the information given were strictly confidential and that data were analyzed holistically not for one person and would be used only for academic purpose.

**Integrity:** The researcher had the ethical obligation to prevent physical and mental harm to participants. The researcher also allowed participants to withdraw from the study at any time they wished to. Finally, the researcher did not copy, wholesale, or in part, other peoples work without attributions and/or consents.

### **LESSONS LEARNT:**

The Forum for Africa Women Educationalist is an educational institution that ensures quality education for girls and to remove every obstacle that hampers their active participations in any economic productivity in the country. The researcher observed that girl child; a good number would have been dropout at a tender age if not for Forum for Africa Women Educationalist program. Also, some girls acquired basic skills in technical and vocational studies that would help them be functional literate. Further, the researcher also observed that majority of the girls are been prevented from being mature mothers. Furthermore, the researcher found it difficult to ascertain what was

achievable within a short possible time. Gaining access to information was a challenging one as the research was on several occasion denied access to the records because of confidentiality is one of the major policies of the institution. Also, relevant literature for the research was not easy to get as the college has limited internet facilities to student. Most of the publications in the library are obsolete. Conclusively, getting the attention of some Senior Teacher's was a challenging one as the researcher went through the Head Teacher for approval and asked series of questions.

## **DATA ANALYSIS**

This chapter is the analysis of response obtained from participants to the questionnaires. However, the focused of this study is on the roles of Forum for Africa Women Educationalist in the education of the girl child in Bo city for 2015/16 academic year. To recap the objectives of the study are to:

- i. To investigate some of the contributions of Forum for African Women Educationalist (FAWE) in the education of the girls child.
- ii. To evaluate the numerous problems faced by the girl child.
- iii. To identify some problems encountered by administrators and teachers.
- iv. To make recommendation for any future assistance giving by government, NGO's and individuals in helping the girl child. In the course of collecting data, the researcher issued out self – administered questionnaires to fifty five (55) participants of which fifty (50) were returned in useable form.

Data were analyzed using the tabular forms of representation. The information derived from such presentation was carefully computerized and presented on percentages. Each section of the questionnaire represented a table section A of the questionnaire was not analyzed because it sought background information relating to participants. That is, gender, age, level of pupil and designation for teachers.

Table I illustrates the number of participants that took part in the study and number of questionnaires returned in useable form.

**TABLE I: THE NUMBER OF QUESTIONNAIRES ADMINISTERED AND RETURNED IN USEABLE FORM:**

<b>QUESTIONNAIRES</b>	<b>PARTICIPANTS</b>	<b>RATINGS (%)</b>
No of questionnaires used and returned	50	90.9
Outstanding questionnaires	5	9.1
<b>Total</b>	<b>55</b>	<b>100</b>

**SOURCE: FIELD DATA**

**TABLE II: EDUCATIONAL ACTIVITIES UNDERTAKEN:**

<b>EDUCATIONAL ACTIVITIES</b>	<b>RESPONSES</b>	<b>PARTICIPANTS</b>	<b>RATINGS (%)</b>
Formal education	Affirmed	45	90
Non-formal education	Not – Affirmed	5	10
<b>Total</b>		<b>50</b>	<b>100</b>

**SOURCE: FIELD DATA**

Table II (two) dealt with the educational activities undertaken by the institution. It is clear from the table that 90% of participants were in conformity with formal education undertaken by the institution whilst a relative minority of 10% indicated that there is also non-formal educational system. Participant were further asked what formal educational activities done at Forum for Africa Women Educationalist (FAWE). According to them cognitive and functional literacy are the major educational activities. The disparity could be attributed to either because note were giving and examinations were conducted for promotion to the next level.

**TABLE III: THE PROBLEMS ENCOUNTERED BY THE INSTITUTION:**

<b>PROBLEMS ENCOUNTERED</b>	<b>RESPONSES</b>	<b>PARTICIPANTS</b>	<b>RATINGS (%)</b>
Financial constrains	Agree	11	22
Poor condition of service	Agree	15	30
Lack of adequate teaching and learning materials	Agree	7	34
Facilities provided not enough	Agree	7	4
<b>Total</b>		<b>50</b>	<b>100</b>

**SOURCE: FIELD DATA**

Table III (three) sought information on the problems encountered by the institution from the Table 3, it is evident that 22% indicated that there are financial constrains, 30% of participants also said that poor condition of service is another problem facing by the administration whilst 34% of participants agreed that lack of adequate teaching and learning materials are the major problems faced by the administration with relative minority of 14% of provided are not enough. Therefore,

lack of adequate teaching and learning materials are the major constrains facing by the school authorities.

**TABLE IV: TEACHERS WHO LIKE WORKING WITH THE SCHOOLS ADMINISTRATION:**

<b>RESPONSE</b>	<b>PARTICIPANTS</b>	<b>RATINGS (%)</b>
Agree	50	100
Disagree	00	00
<b>Total</b>	<b>50</b>	<b>100</b>

**SOURCE: FIELD DATA**

The fourth table of the study investigated the teachers who like working with the school administration. It is evident from the table 4 that 100% of the participants indicated that they like working with the school administration. Participants were further asked why they like working with the school administration. According to them, the human relationship and infrastructural development taken by the school administrators influence them to work with the school authorities.

**TABLE V: CAPACITY BUILDING OF TEACHERS:**

<b>RESPONSE</b>	<b>PARTICIPANTS</b>	<b>RATINGS (%)</b>
Agree	35	70
Disagree	5	30
<b>Total</b>	<b>50</b>	<b>100</b>

**SOURCE: FIELD DATA**

Table V of the study investigated the capacity building of teachers. Seventy percentages (70%) indicated that they had study leave to continue their professional education and had requisite training and competencies in the various subject whilst 30% did not have requisite training because they are not having certificate in education. Participants were further asked if they conduct workshop and in-services training. According to them, majority had workshop and in- service training on a terminal bases.

**TABLE VI: PROBLEMS AFFECTING THE EDUCATION OF THE GIRL CHILD IN BO CITY:**

<b>PROBLEM AFFECTING THE EDUCATION OF THE GIRL</b>	<b>RESPONDENTS</b>	<b>RATINGS (%)</b>

<b>CHILD</b>		
Unemployment of parents	11	22
Illiterate parents	7	34
Financial constrains	10	20
Sexual abuse	7	14
Child exploitation	5	10
<b>Total</b>	<b>50</b>	<b>100</b>

**SOURCE: FIELD DATA**

Table VI sought information on problems affecting the education of the girl child. The table reveals that 22% of respondents indicated that unemployment of parents is a contributing factor affecting the education of the girl child, 34% of respondents also expressed that illiteracy of the parents is also contributing whilst 20% of respondents argued for sexual abuse and a relative minority of 10% indicated that child exploitation is one of the major problem affecting the education of the girl child.

**TABLE VII: REASONS WHY PUPILS LIKE FAWE:**

<b>RESPONSE</b>	<b>PARTICIPANTS</b>	<b>RATINGS (%)</b>
Agree	45	90
Disagree	5	10
<b>Total</b>	<b>50</b>	<b>100</b>

**SOURCE: FIELD DATA**

Table VII dealt with reasons why pupils like FAWE. It is evident from table 7 that 90% indicated that they like FAWE whilst relative minority of 10% respondents disagreed. According to respondents, they like FAWE because the school is doing very well in public examination and some said the location of the school is not too far from their dwelling houses. Whilst those who said they disagreed because of favouritism among the teachers and exploitation for grades are some of the reasons they dislike the school.

**TABLE VIII: WHO IS TAKEN CARE OF YOUR EDUCATION:**

<b>PROBLEMS ENCOUNTERED</b>	<b>RESPONSES</b>	<b>PARTICIPANTS</b>	<b>RATINGS (%)</b>
Parents	Agree	15	30
Guardians	Agree	10	20
FAWE	Agree	25	50
Others	Disagree	0	0
<b>Total</b>		<b>50</b>	<b>100</b>

**SOURCE: FIELD DATA**

Table 8 looked at those who are taking care of the pupils. From the table 8, it is evident that significant majority of 50% respondents indicated that they are taking care of by FAWE whilst 30% of respondents are being taking care of by their parents, 20% being taking care of by their guardians and 0% for others to be specified.

**TABLE IX: DO YOU HAVE ENOUGH TIME TO STUDY AT HOME?**

<b>RESPONSE</b>	<b>PARTICIPANTS</b>	<b>RATINGS (%)</b>
Agree	38	76
Disagree	12	24
<b>Total</b>	<b>50</b>	<b>100</b>

**SOURCE: FIELD DATA**

Table 9 of the study investigated on the time available for study at home. It is clear from the table 9 that significant majority of 76% were in conformity that they have enough time to study at home whilst relative minority of 24% disagreed. Respondents were further asked why they do not have enough time to study at home. According to them, they have too much work at home, other said they take part in petty trading with their parents and some said they don't have conclusive learning environment at home.

**SUMMARY, CONCLUSION AND RECOMMENDATIONS**

**INTRODUCTION:**

This chapter entails a logical analysis and interpretation of the findings and endeavours to proffer suggestions and recommendations in line with all the responses provided to the research questions which had helped the researcher to achieve the research objectives.

**FINDINGS:**

Significant majority of the respondents dwell in homes that are over populated and not conducive for study. High levels of pupils are coming from illiterate families and so does not value girl child education. They believed that girl should get married at an early age. This inevitably impedes their academic career. Also, most respondents are living with single parents. Children in such homes cannot afford to have basic facilities such as text books, exercise book and other learning materials for use in the classroom. The study reveals that since its inception in 2005, FAWE has made



remarkable strides in developing the girl child but have not undertaken a progressive study and review of the Right to Education of the girl child of the best interest of the child with a view to advising Government and other state institution about the application of the Right to Education of the girl child. The study also investigated that poverty is significantly high and parents cannot control their children and often unable to protect their daughter from asking men for financial support, making them vulnerable to either rape, or being force to have transactional sex in exchange for financial support. It was also revealed from the investigation that child beating and physical and humiliating punishment remain normal practices within many families in the sample concern.

The study further investigated that abuse or neglect at home may lead to children dropping out of school. This could be related to parents not supporting the girl child by neglecting to pay school fees or buying school uniforms. The study further reveals that funds provided by donors such as the non-government organizations, the central government and other international bodies are inadequate in meeting the huge demands of the administration. This has virtually limited the ambitious plans of FAWE. Furthermore, the table reveals that poor conditions of service which have plagued most institutions in Sierra Leone is also prevalent in the institution under study. From data it was observed that teachers are not well paid and are poorly motivated these problems in accordance with a threat that confronts the organization in its determination to succeed.

### **RECOMMENDATIONS:**

Having considered the various constraints and difficulties faced by FAWE in the fight to reduce the girl child illiteracy rate, a number of suggestions have been put forward in consideration amongst which are:-

- i. Non- governmental Organization's (NGO's), individual and the government should assist FAWE so that it can broaden its programme. This implies that donor agencies should continue to provide adequate funds for their organization to be able to meet the day to day demands and be able to operate country wide.
- ii. The public must be sensitized on the need for educating the girl child. They should be made to know that keeping girls in school helps to break in the vicious circle of under development. They should also be made to understand that girls and boys should be given equal access in every area of life including education.

- iii. Steps should be taken by the authorities to raise the status of teachers and administrators by providing attractive conditions of service that will make teachers and administrators love their job.
- iv. Other Non-governmental Organization's should follow the unique examples of FAWE in promoting the interest of girl's education in Sierra Leone.

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