

Girls' Education Policy and Practices in Three Selected Countries of Africa: Feminism, Educational Reform and Cultural Inflections in View

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Abstract : One of the major concerns in educational provision and success determination is access to available opportunities. In that, girls' access to education has been a point of concern, and more emphasis has come to be at the forefront regarding success. Researches have mostly been held on extremes such as equal access and success, but only a few works deal with process issues related to home and school interplay, issues of progress from lower to higher levels, and spatial conditions related to girls' education. Hence, this survey assessed experiences in three countries of Africa: Ethiopia, Ghana, and Botswana regarding girls' education in policy and practice as related to contextual matters in girls' education. Contextual discourse analysis of qualitative design was used to materialize the study. From each country, five research works held 2010 onwards were purposively selected through criterion-sampling. On the policy aspect, workable documents were looked into. The findings denoted that educational access was of more stretch and generic nature, and the narration was dominated by institutional expectations, not identifying which group should benefit what. The researches largely dealt with either subject-specific dealings or access alone at large. Success studies, by far, dealt with a comparison of girls with boys rather than determinant-related projections. Moreover, the cultural representation of girls' education had a very minimal part in both policy and researches. From that, it could be found that in-depth scrutiny on the individual, institutional, and leadership determinants of girls' education would be necessary.

Keywords : determinants, girls, education, feminism

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