

WHY WOMEN ARE POORER THAN MEN:THE STUDY OF
SOCIO-ECONOMIC OPPORTUNITIES OF WOMEN AND MEN IN
GOASO, GHANA

Biologisk
Bibliotek/Library
P.O.Box 5003
N-1432 As, Norway

KWASI FREDUA

NORWEGIAN UNIVERSITY OF LIFE SCIENCES
DEPARTMENT OF INTERNATIONAL ENVIRONMENT AND DEVELOPMENT STUDIES
MASTER THESIS 30 CREDITS 2011



**WHY WOMEN ARE POORER THAN MEN: A STUDY OF SOCIO-ECONOMIC
OPPORTUNITIES OF WOMEN AND MEN IN GOASO, GHANA.**

BY

KWASI FREDUA

NORWEGIAN UNIVERSITY OF LIFE SCIENCES, NORWAY

SUPERVISER: DARLEY JOSE KJOSAVIK, Associate Professor

MASTER THESIS

AUTUMN, 2011

Declaration

I, Kwasi Fredua, declare that this thesis is a result of my research investigations and findings. Sources of information other than my own have been acknowledged and reference list has been appended. This work has not been previously submitted to any other institution for award of any type of academic degree.

Signature.....

Date.....

ABSTRACT

This study explores why women are poorer than men. It discusses the socio-economic opportunities of women and men in Goaso, Ghana. Feminist theories - liberal, radical and socialist – form the theoretical background for this study. Qualitative methods such as documentary analysis, articles and review of literature were used for gathering data. Some of the opportunities for both men and women are, educational, agricultural and economic opportunities. The study also discusses the causes of women poverty in Ghana. Some of them are, breakdown of marriages, low literacy rate, rise in general cost of living and unemployment situation in Ghana. Effects of poverty are also highlighted. Obstacles faced by women, men and women's employment pattern, policies of the government, the works women and men do in Goaso and the roles men and women play in these policies are dealt with.

ACKNOWLEDGEMENTS.

I foremost would like to convey my profound appreciation to God, the quintessence of my life, through whose power I was able to finish this thesis making all the difficult challenges I struggled with surmountable. I am also grateful for being a recipient of His plentiful grace.

I acknowledge my family particularly my mother for her efforts in bringing me up in the face of the immense troubles that I faced when growing up. Also my brother Michael Opoku-Agyeman for his assistance.

I passionately thank my assiduous and affable supervisor, Dr. Darley Jose Kjosavik whose knowledge and thoughtful insights led me to write this thesis.

My gratitude extends to the study coordinator of NORAGRIC, Ingunn Bohmann whose direction and influence shown by the information given me has made it possible for me to write this thesis; as well as the administrative staff who helped me immeasurably.

I also acknowledge my mates in NORAGRIC whom I will remember for many reasons. They, by virtue of their different backgrounds have assisted to making my learning experience in Europe stirring.

Sincerely,

Kwasi Fredua.

Spring 2011.

DEDICATION

This work is dedicated to my father (deceased) from whom I draw my academic motivation and encouragement in life.

TABLE OF CONTENTS

ABSTRACT.....	i
ACKNOWLEDGEMENTS.....	ii
DEDICATION.....	iii
CHAPTER 1: Introduction.....	1
1.1 Problem Statement.....	2
1.2 Objectives of the Study.....	3
1.3 Significance of the study.....	4
1.4 Limitations of the Study.....	5
1.5 Organization of the Study.....	6
CHAPTER 2: CONTEXT OF STUDY	
2.1 Introduction.....	7
2.2 Ghana.....	8
2.2.1 Political History of Ghana.....	9
2.2. 2 The Economy of Ghana.....	10
2.2 .3 The Development History of Ghana.....	11
2.2.4 Causes of women’s poverty in Ghana	12
2.2.5 Effects of women’s poverty in Ghana.....	13

2.2.6 Socio-economic opportunities of women in Ghana.	14
2.2.7 Economic opportunities of women in Ghana.....	15
2.2.8 Educational opportunities of women in Ghana.....	16
2.2.9 Agricultural opportunities of women in Ghana.....	17
2.2.9.1 Socio-economic opportunities of men in Ghana.....	18
2.2.9.2 Educational opportunities of men in Ghana.....	19
2.2.9.3 Economic opportunities of men in Ghana.....	20
2.2.9.4 Agricultural opportunities of men in Ghana.....	21
2.2.9.5 Comparative Analysis of women and men.....	22
CHAPTER 3: THEORETICAL FRAMEWORK.....	23
3.1 Introduction.....	24
3.2 Feminism.....	25
3.3 Liberal Feminist Theory.....	26
3.4 Radical Feminist Theory.....	27
3.5 Socialist Feminist Theory.....	28
3.6 Women and poverty: A Review of Literature in Ghana.....	29
3.7 Women and Development.....	30
3.8 Reflections on the theoretical framework.....	31
CHAPTER 4: RESEARCH METHODOLOGY.....	32
4.1 Research Strategy.....	33
4.2 Data Collection Methods.....	34

4.3 Documentary Analysis.....	35
4.4 Ethics, Validity, Reliability.....	36
4.5: Ethics.....	37
4.6 Validity.....	38
4.7 Reliability.....	39
CHAPTER 5: THE RESULTS OF THE STUDY.....	40
5.1: Women and men’s employment pattern.....	41
5.1.1: The obstacles faced by women in Goaso.....	42
5.2: Policies of the government in Ghana.....	43
5.3.1: Why women are poorer than men in Goaso.....	44
CHAPTER 6: DISCUSSION AND INTERPRETATION.....	45
6.1 DISCUSSION.....	46
6.2 The works women and men do in Goaso.....	47
6.3 Central government policies.....	48
6.4 The roles men and women play in these policies.....	49
CHAPTER 7: CONCLUSION.....	50
7.1 Concluding Remarks.....	51
REFERENCES.....	52

LIST OF ACRONYMS AND ABBREVIATIONS

ADP	Accelerated Development Plan
ASF	African Swine Fever
CAADP	Comprehensive Africa Agricultural Development Program
CBPP	Bovine Pleuropneumonia
CIA	Central Intelligence Agency
COCOBOD	Ghana Cocoa Board
CPP	Convention People's Party
DE	Distance Education
ECOWAP	Ecowas Agricultural Policy
EPA	Economic Partnership Agreement
FAO	Food and Agricultural Organization
FCUBE	Free Compulsory Basic Education
GAD	Gender and Development
GDP	Gross Domestic Product
GES	Ghana Education Service
GEU	Girl Education Unit
GEPC	Ghana Export Promotion Council
GRSCDP	Gender Responsive Skills and Community Development Project
GSS	Ghana Statistical Service
HIPC	Highly Indebted Poor Countries

IFC	International Finance Corporation
IMF	International Monetary Fund
MCC	Millennium Challenge Corporation
MDG	Millennium Development Goals
MoWCA	Ministry of Women and Children's Affairs
NCD	New Castle Disease
NDC	National Democratic Congress
NGO	Non-governmental Organization
NPP	New Patriotic Party
NYEP	National Youth Employment Program
NTFPS	Non-Timber Forest Resources
OECD	Organization for Economic Co-operation and Development
PNDC	Provisional National Defence Council
PPR	Pests de Petit Ruminants
SAP	Structural Adjustment Program
TUC	Trade Union Congress
UN	United Nations
UNCED	United Nations forum on Environment and Development
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

UNIFEM	United Nations Development Fund for Women
UNPAC	United Nations Platform for Action Committee
UPE	Universal Primary Education
US	United States
UTAG	University Teachers Association of Ghana
WAD	Women and Development
WED	Women, Environment and Development
WID	Women in Development
WTO	World Tourism Organization

CHAPTER 1: INTRODUCTION

My motive for undertaking this particular topic is to analyze socio-economic opportunities of both women and men and also to discuss the reasons why women seem to be poorer than men. I would also like to enter into the ongoing debate of women's oppression and subordination.

Though women contribute significantly to the economy, women's contributions are not valued in the same way as men. As a result women constantly find themselves at a lower economic status than men. Majority of the poor in the world are women and women make up 70% of the world's 1.5 billion people living in absolute poverty, A Project of UNPAC (2006). Poor rural women are the most deprived people in the world. They are the weaker and illiterate than men and they do not have the opportunities males have to improve their lives. The World Bank's Development Report, (1990). In the same report, it has been concluded that women suffer the effects of poverty far more than men do. The report concludes that available figures on health, nutrition, education and labor force participation illustrate that women are frequently harshly inconvenienced. Women are poorer than men probably because they provide the majority of child care; they may remove themselves from work for some years due to child birth but their male counterparts benefit from wives who take care of the children and home, (The World Bank's Development Report, 1990).

1.1 PROBLEM STATEMENT

The issues of women's poverty and development have triggered debate in the world for some time now. This has brought about women taking different positions as to the causes of women's oppression, domination and other issues and how to explain these issues. If women are not given the opportunity to contribute the way they want, it might have large implication for the whole society. This is one of the reasons why I have chosen to undertake this study.

The commitment of women in economic activities in Ghana is prevalent, varying from the formal to the informal sector; although a greater part of their activities is in the informal sector women carry out a lot of "invisible" activities that may not be taken as economic activities. Women's involvements in the formal sector are enhanced with access to education and therefore

as a lot of women acquire education and obtain the basic skills; they are more and more being affianced in the formal sector with a small amount of of them in administrative positions. Over the years, whilst there has been an improved involvement of women in economic activities in Ghana, there are still more women with small or no income for economic continued existence. International understanding nevertheless shows that help for a bigger task for women in society contributes to economic growth through enhanced child continued existence, better family health, and decreased fertility rates. Nonetheless, women still have a lot of problems in contributing to and profiting from development. These comprise of near to the ground venture in female education and health and limited access to services and assets. It is therefore vital for women and generally, gender matters to be mainstreamed into the economic practices of the country for economic development, (Nora Judith Amu, 2011).

Poverty can be defined as failure to pay for needs (food, shelter, clothes, health care and education). Nonexistence of economic pointers, job, labor, crop farms, livestock, investment opportunities. Failure to meet the subsequent social requirements: Paying development levies, Funeral dues, participating in public gatherings, nonexistence of basic community services and infrastructure such as health, education, water and sanitation, access roads etc, (Nkum and Ghartey, 2000. Cited from Korsi A. and David S. 2001).

Agricultural employment offers a significant source of revenue in Ghana. In 2000, 4.5million people were employed in agriculture, representing just about 54 percent of all employment in the country. Even though 2.1 million women are engaged in agriculture, including unpaid family labor on small household farms, men constituted a larger portion of total agricultural employment. Agricultural activities consist of the majority of male employment, but this was not true for female employment. In contrast, women constituted the majority of all non-agricultural employment. An estimated 2.2 million women were engaged in non-agricultural employment compared to 1.6 million men. However, there is proof of major gender segmentation within non-agricultural employment. Most women working in non-agricultural activities were self-employed. Only about 300,000 women worked in non-agricultural wage employment compared to 800,000 men, (James Heintz, 2005).

Ghanaian women form about 52 percent of the agricultural labor force and produce about 70 percent of the total crop production. They also process and market nearly all grains and starchy

staple foods, and feature importantly in agro-industries such as oil palm processing, oil extraction, and fish preservation. In spite of their importance in agricultural activities, only about 26 percent of women are farm owners or managers, and they face institutional unfairness in their effort to get access to land and credit, mostly as they age, (Manuh, 1989.Cited in Chuks, 2004).

In this research I will study the socio-economic opportunities of women and men based on a study of one village in the Asunafo North District of Ghana. The analysis will then be linked to the larger Ghanaian context and to the global feminist debate of women's oppression and subordination. I will employ qualitative data to understand the issue of women's poverty.

1.2 OBJECTIVES OF THE STUDY

OBJECTIVE 1

To understand the local causes of poverty of women in Goaso.

Research questions

1. What work do most of the women do and why do they do that work?
2. What are the benefits from the work they do?
3. What are the obstacles women face in the village?

OBJECTIVE 2

To understand socio-economic opportunities of women and men.

Research questions

1. What are the policies of the government?
2. What is the role of women in these policies?
3. What role do men play in these policies?

1.3 SIGNIFICANCE OF THE STUDY

Any effort in research is useless if it does not contribute to or has no relevance to the society. We cannot see its importance if it is not going to make a situation better. In this view, it is thus appropriate to bring out the aim and inspiration of the research work. The significance of the study is that it would:

- add to the ongoing world debate about the role of women in society.
- bring new ideas as to how new policies about women could be formulated by countries.
- identify socio-economic opportunities of both men and women.
- introduce new outlook in policy-making and research.
- complement the existing literature on the topic

1.4 LIMITATION OF THE STUDY

The research is restricted to only women and men. It excludes children who are important when one wants to talk about poverty; nevertheless, it is believed that the findings would be of huge source of benefit not only to the people of Goaso but also the people of Ghana as a whole.

1.5 ORGANIZATION OF THE STUDY

The research study is made up of seven chapters. Chapter 1 introduces one to the study by giving the general picture of the study. Chapter 2 gives information about the context of the study- Ghana and its aspects of life including poverty of women in Goaso one of the villages in the country. Chapter 3 discusses the theoretical framework of the study which is relied on in devising of the theoretical constructs from which discerning reflections are made. Research methodology is described in chapter 4. Chapter 5 deals with results of the study, chapter 6 presents interpretation and discussion and chapter 7 concludes the work.

CHAPTER 2: CONTEXT OF STUDY

2.1 Introduction

This chapter describes Ghana as a whole, its political history and its economic progress. The chapter again gives a vivid description of the state Ghana which has a bearing on the development of women in Ghana.

2.2 Ghana

Ghana was formerly called Gold Coast for the reason that the country had a lot of gold deposits. The country gained independence from British in 1957 and Kwame Nkrumah became the first president of Ghana. Ghana was the first sub-Saharan country to attain independence and on July 1st 1960, it became a Republic. Ghana is well endowed with many natural resources. The country exports gold, diamond, bauxite, manganese and cocoa.

Ghana is an ethnically diverse society. Akan 49.3%, Mole- Dagbon 15.2%, Ewe 11.7%, Ga-Dangme 7.3% Guan 4% Gurma 3.6%, Gurunsi 2.6%, Mande- Busanga 1% and other tribes 3.2%, according to the 2000 census, (CIA Factbook, 2009). In terms of religion, the country is predominately Christians with Islam being a minority religion and the traditional religion. Ghana has as many as 47 local languages spoken in Ghana with English is the official language used in schools as a means of teaching and in the official and managerial sphere. According to International Monetary Fund (IMF), Ghana's population stood at 23.11 million people as at 2009. Life expectancy of Ghanaians stands at 60 years, (UNICEF, 2007). Administratively, Ghana is divided into 10 regions and 138 districts. The regions are headed by regional ministers and the districts are headed by District Chief Executives.

2.2.1 The Political History of Ghana

Nkrumah, conscious of his position as the head of the first West African nation to come out from colonialism, envisioned of leading the continent into Marxist ideology. This called for a republic, which Ghana became in 1960 with Nkrumah as president for life. It also required only one political party, the Convention People's Party (CPP). Nevertheless Nkrumah's authoritarian

rule, merged with a fall in the nation's economy, brought about a coup when the president was in China in 1966. He went into exile in Guinea. A general election was held that brought the second republic, in 1969, which brought to power Kofi Busia, a university professor who opposed virtually every policy of Nkrumah. But he could not perk up Ghana's economic performance. He was removed by military officers in 1972. For a few years from 1972 military regime ruled with oppressive cruelty, under the consecutive control of two generals, Ignatius Acheampong and Frederick Akuffo. But by 1979 a group of younger officers has had as much as necessary. Led by Jerry Rawlings, a flight lieutenant in the air force, they took over power. Acheampong and Akuffo were put to death. Arrangements were put in place for early elections.

The third republic, in 1979, lasted only two years before Rawlings and his fellow officers got involved again. After his second coup Rawlings took power, ruling through a Provisional National Defence Council (PNDC). In the current trend for multiparty democracy, Ghana held elections in 1992 in groundwork for its fourth republic. Rawlings changed his ruling council into a political party, the National Democratic Congress (NDC). The NDC won majority of the seats in parliament and Rawlings was elected president. But only 29% of the electorate voted, and most of the opposition parties stayed away from the election. The 1992 result can almost not be taken as a popular consent. After two terms as an elected president, Rawlings stood down for the presidential election of December 2000. It was won by the opposition leader, John Kufuor, (<http://www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=ad43#ixzzlCMrzxxg2>).

On assumption of power in 2000, President Agyekum Kuffuor quickly took Ghana to Highly Indebted Poor Countries (HIPC) initiative which allowed the country's creditors to write-off some of the debts Ghana owed them. Kuffuor set out about five priority areas. These included 1. Vigorous infrastructural development, 2. Modernized agriculture centered on rural development, 3. Enhanced social services with special emphasis on education and health, 4. Good Governance and 5. Private sector development. Kuffuor's government brought Health Insurance Scheme which replaced Cash and Carry System. Kuffuor also established Reconciliation Commission and the objective of the Commission according to President Kuffuor was that: It was a subject of profound disappointment to me that there was such rancor during the debates. Let me affirm here plainly that there is no hidden plan on my part in the matter of this law. Government looks to only offer a prospect for those who have been hurt to air their complaints and for the state to get involved to secure the suitable remedy so the nation will be brought together in order to progress

in one accord and unity. It never aimed, nor does it aim to target any particular group of people for persecution, (Ghana News Agency, 2002). In 2008, another election was held and National Democratic Congress (NDC) which ruled from 1992 to 2000 won and came to power again with Professor Evans Atta Mills as the President.

2.2.2 The Economy of Ghana

Ghana is rich in natural resources. The country exports gold, diamond, bauxite, manganese and cocoa. The country discovered oil in large quantity in 2007 and the production is expected to start in large scale in early 2011. Ghana's economy is still agrarian. The farmers generally produce cocoa, banana, cocoyam, maize, cassava, rice. The two main export revenue earnings are gold and cocoa with the remittances from abroad as the biggest sources of foreign exchange. GDP growth was 4% in 1980s. This increased to about 5% in 2004 and went to 6.2% in 2006, (<http://www.bog.gov.gh>). The World Bank and International Monetary Fund (IMF) cancelled some of the Ghana's debt under the Highly Indebted Poor Countries (HIPC). This program helped to reduce Ghana's foreign debt from 198.3 percent of national income in 2000 to 118.8 percent of national income at the end of December 2003, and reduced further down to 41.9 percent of national income at the end of 2008, (The Centre for Policy Analysis, 2000-2009).

Two years in office, President Mills in spite of many problems, has made important improvement. The economy has proven to be sturdy, buoyant and stable. The GDP growth is 4.1%- 4.5%. The fiscal deficit has reduced drastically from 14.5% of GDP on cash basis at the end of 2008 to 9.7% of GDP in 2010. Inflation has drifted downwards in sixteen (16) successive months, from 20.74% at the end of June 2009 to 9.38%. This is the least inflation at the end of the last two decades. Gross international reserves of US\$ 3,973.0 million in 2010 has gone beyond three months of import cover compared with reserves of US\$ 2,036.2 million at the end of December 2008 which could only just cover 2 months of imports. The Cedi has been made stronger and appreciated by 0.1%, 2.2%, and 5.4% against the US dollar, the pound sterling, and the euro respectively. The volume of the economy has turned out to be better, and according to Ghana Statistical Service, the government has been able to bring the economy to a pathway of sustainable growth, clearly, passing the change from stable economy to increased growth. Ghana has entered the middle-income group of world economies with a gross domestic product (GDP) of GHc 44.8 billion, (Hayford E.K., 2011

2.2.3 Development History of Ghana

Industry

Industry added about 30 percent of the GDP in 1999, when it employed about 15 percent of the working population. A plan of industrialization has resulted in the setting up of a broad variety of manufacturing industries, making food products, beverages, tobacco, textiles, clothes, footwear, timber and wood products, chemicals and pharmaceuticals, and metals, comprising steel and steel products. Nearly all of them started as state-owned enterprises, but now are virtually privatized. Ghana has considerable bauxite deposits, although the production, all of which is sent overseas, is less than half of capability. High-quality sand in the Tarkwa mining area offers the foundation for a small but vital glass industry. Cement factories have been constructed at Tema and Takoradi. The establishment of export zones (parts where raw materials can be brought in without customs duties, if the goods are for export) and industrial estates (parts with good transport links, electricity, and water supplies, for groupings of enterprises that offer services for each). Aside of established industries such as food processing, Ghana also has a great amount of long-developed big and average-sized manufacturing ventures. The large-scale manufacturing sector comprises textiles, drinks, food, plastics, vehicle assembly, and aluminum processing. A great deal of it is in possession of and ran by the Lebanese community, but international companies such as Unilever and Valco also manage factories. A variety of state-owned enterprises also used to be engaged in manufacturing, but with the introduction of economic liberalization the market was introduced to foreign competition in the 1980s, because of that many factories have been shut, resulting in considerable job losses. Gold continues to be the most important commodity to the Ghanaian economy, even though diamonds, manganese, and bauxite are also mined. The privatization of the Ashanti Goldfields Corporation, the biggest producer of gold in the country, has been seen as a great African achievement, as it has been handled by Ghanaians and was one of the first native companies to be listed on the international stock market. From a 15 percent share of export earnings in the mid-1980s, gold now goes with cocoa as the biggest supply of Ghana's export earnings. Ghana's diamond sector is smaller and has managed to stay alive its heritage of fraud. Production is mostly industrial mark. "Structural adjustment" finished the state's power over large-scale mining but the private businesses now engaged in have not been able to reinstate

certified production to even a quarter of the 1970s height. Smuggling is widespread, and the official figures do not replicate the real level of output. Ghana is also one of the world's biggest exporters of manganese. There is substantial prospective for development of bauxite extraction in collaboration with Ghana's comparatively profuse supply of inexpensive hydro-electricity.

<http://www.nationsencyclopedia.com/economies/Africa/Ghana-INDUSTRY.html>

Women of Ghana have developed themselves since independence. In times past, women in the Ghanaian society were seen as people whose functions were in the kitchen, fishmongers and farmers. Currently, fairly a number of women are running large firms and carry on to assert themselves as a power to deal with in terms of industrial activities. The late Dr. Esther Ocloo was an extremely flourishing entrepreneur, industrialist, philanthropist, international leader and the first woman to obtain the Africa Prize for Leadership. Dr. Ocloo's own company concentrated on those vital parts of providing for Africa — food processing and conservation, Modern Ghana (2007).

Forest

Ghana has a lengthy and renowned tradition of formal forest organization going back to 1909. This is apparent by the survival of 241 guarded forest reserves under the Ministry of Lands and Forestry of Ghana. Their survival dates back from the 1930s. The fact that today's "satellite imageries" happen together with the programs of the 1930s, demonstrating no obvious important part of major forest outside these reserves, underlines that without such guarded forests there would almost certainly have been no forests left these days in Ghana. Over the superseding decades, a variety of forest programs have been eloquently said. However, one characteristic of forestry in the high forest zone of Ghana has stayed the same. The definitive heading to lasting forest has stayed among established land owning groups : the stool, clans and isolation owners. Outside forest reserves, "alloidal title" to economic trees relies on land holding business groups. The Ministry of Lands and Forestry has been authorized to run these forest reserve resources for the land holders and the nation. Since the Second World War, progression title guideline structures have moved the focal point of forest management observation towards timber production

and encouraged the repeated desert of other high forest worth and purposes. By the late 1980s, the call to re-establish an equilibrium between the public, “alloidal” and industrial concerns in the forest resources and to set up a more industrious connection with rural communities had turned out to be necessary. Regrettably, although the help of local people and communities in forest resource administration has been fully acknowledged in official spheres (Alder ; Hawthorne & Musah) and was replicated in most up-and-coming programs, yet the local people stay the most disenchanted and often disaffected by the forest protection authorities in most occurrences. The Forest and Wildlife Policy, (1994) and the collaborative Forest Management Framework , (1996) organized by the Ministry of Lands and Forestry show a division in this regard and a revisit to manifold-use forestry in Ghana. The inheritance of past program structures that strengthened the hostile relations among rural communities, foresters have then mainly been recognized. These comprise tree tenure on farms, timber harvesting processes outside reserves, revenue distribution schemes, harvesting rules for non-timber forest resources (NTFPS), reserves planning processes and reward devices. A demonstration of such amendment and procedural re-direction is displayed in the beginning processes for amending rights of access to home produces expanded by the Forestry Department. Current attempts and plans of the Forestry Department to deal with community incorporation into forest resource administration include : fresh processes for harvesting timber trees on farms ; advanced returns from cataloguing to stools and farms ; local discussion in timber exploitation contract allotment ; social task agreement for timber exploitation contract procedures ; Government help to community organization of offered forests such as sacred groves, sacred forests and fetish lands ; possession of planted trees by planters ; and technical help to NTFPS dissemination and organization of trees in farming system. It must be said however that initially, unofficial target of 25 % had been put to stand for the forest area to be preserved in Ghana, and anything below was to be looked upon as insufficient (Foggie). However, forest condition at present sets at in the region of 20 %. In all the forest reserves, two key differences appear : protection reserves for preserving the environment and production reserves to be recorded sustainably. However, many forests cannot actually be cut (due mostly to physiography) and are today placed mainly persuasively as defensive reserves. security reserves or not, national laws and rules defending forests have

concerned mostly to the reserved forests. At the current point of endurance of only 20 % of Ghana's forest , it is clear that the signal of deforestation is now banging on at the doors of existing forest reserves and putting forth utmost stress on the regulatory procedures of forest reserves. For how long such regulatory procedures can oppose the powers of degradation is an issue of time. It has to be acknowledge that these forest reserves were once occupied by native land owners with eternal villages and farms within these forest reserves and that these reserves provided as hunting and interment grounds, and that there are sacred groves in them. These forest reserves have had a lengthy history of human border. It is the pace and level of enormous degradation which is the cause of concern. Series of tree development and death, even of regional disasters and revival are a usual sketch of forests. It is by the degree of trouble and by the balance of disintegration development that a forest can be reviewed as vigorous or not. The state of the existing Ghana forest reserves have consequently been categorized using firm "score-sheets " by the Forestry Department, Boakye, A.A. (1998).

Women have significant duties to play in all stages of a forestry development, either as a split group or as part of the neighborhood. Their participation is essential from the period of problem detection right through to execution and assessment. More than 20 years ago, for example, when the" taungya system of planting" crops between rows of seedlings was being used in Ghana, foresters soon identified that the role of women was vital, for it was they who conventionally grew garden crops. Foresters in Ghana now have an extensive history of successful partnership with women. <http://www.fao.org/DOCREP/006/S5500E/S5500E10.htm>

Fishery Sector

The significance of the fisheries sector in the socio-economic progress of the country cannot be underestimated. With a marine coastline of 550 kilometres extending from Aflao in the East to Half Assini in the West, the fishing industry plays a main function in sustainable living and poverty reduction in quite a lot of homes and communities. The sector is approximated to give about 3.9 per cent of the nation's gross domestic product (GDP) and 11 per cent of the Agriculture GDP (GSS, 2008 Budget). For a long time, fish has stayed the desired and cheapest source of animal protein with about 75 per cent of total annual production being eaten locally In

Ghana the average per capita fish utilization is said to be around 20-25kg which is high than the world average of 13kg. Significantly, as much as 60 per cent of animal protein in the Ghanaian diet country - wide is considered to be from fish, which accounts for 22.4 per cent of household food expenses. As said in an address by the Minister for Fisheries at the 2007 'Meet the Press 1' Series, held on August 28th 2007, the Country has fish production prospect that is dormant. We have high-quality soil and a great area of water bodies, a reserve which requires to be exploited to the best. In fact, 10 per cent of the whole land facade of Ghana is wrapped by water. Also in terms of human capability, we also have a quite high-quality supply of competence and knowledge in the Country. In spite of the obvious prospects of the fishing industry, the sector has witnessed regular turn down in terms of productivity over the years. For example, the input of the fisheries sector to GDP has reduced from around 6 per cent in 1993 to about 3.9 per cent in 2006 even though in an ostensible term, fish production appears to have been rising progressively. In terms of total production, fish hallway was anticipated at about 800,000 metric tons per annum in the past but this has fallen to an annual fish production of 480,000 metric tons at present. Secondly, the knowledge used in fishing in Ghana has not kept pace with progress somewhere else as continuation action still accounts for a great allocation of production. On the side of fishing rules, a lot is being done to help the sector at present with the formation of a separate Ministry to take care of the fishing industry since 2005. The problems of the sector however still mainly unsolved despite the enormous prospects for national production growth. Furthermore, progress such as the beginning of the new economic partnership agreement (EPA) is expected to have unfavorable effects for the industry. This study gives to the discussion on how to level up productivity in the fishing industry from the current 3.9 per cent of GDP to above 7 per cent of GDP that was last seen in 1993. Particularly, the study explains the role of fishing to productivity and employment, and argues for some of the up-and-coming matters in the industry. It also argues for the solution on how to level up the contribution of the sub-sector. The paper recognizes the attempts by government and the Ministry of Fisheries to increase a "regulatory and policy framework" to seize the turn down in the industry. Of particular mention is the passage of the Fisheries Act, Act 625 of 2002 and present attempts to improve its efficient execution through additional legislation. Secondly, the paper perceives the issue for the Ministry for Fisheries to concentrate on aquaculture for the fact that the country has a lot of dams and dugouts as well as rivers, which make aquaculture fishing possible countrywide. Indeed,

aquaculture fishing is making important input to the economies of Kenya, South Africa, Cote d'Ivoire and Burkina-Faso. Ghana has been a regional fishing country with a lengthy tradition of a very vigorous fishing industry stretching back to as early as the 1700s and 1800s when Fante fishermen engaged in ocean fishing along the coast of Ghana. Bounded on the south by the Gulf of Guinea, Ghana has a 550 kilometre coastline and a total continental shelf area of about 24,300 square kilometres to maintain a vibrant marine fishing industry. Ghana also has a system of rivers, lagoons and lakes that shape the foundation of an internal fisheries industry. The significance of fish in the Ghanaian diet cannot be underestimated. It offers the Ghanaian buyer with about 60 per cent of his or her animal protein requirement. According to the 2007 Budget Statement, the country's total annual fish need is approximated at 720,000 metric tons (mt), whereas annual production averages 400,000 mt. This gives an annual shortfall of 320,000 mt which is filled through the importation of US\$200 million value of fish into the country yearly. The fisheries sector supplies considerably to the national economy in terms of food security, job opportunities, and poverty reduction, GDP and foreign exchange earnings. Furthermore, the sector is important for its gender allocations. Men are engaged in fish harvesting, doing the major fishing jobs in the "artisanal, semi-industrial and the industrial sectors", whereas women are the major actors in on-shore post-yield functions, engaging fish processing, storage and trade jobs. Many are also involved in the increasing frozen fish allocation trade as well as marketing fish inside and outside the country. Most important actors in post-harvest fishery functions are the fish "mummies" who easily support "artisanal" fishing and offer monetary help in fish processing and trade. The fishing industry offers employment opportunities for many rural and urban people in Ghana. It has been approximated that about ten per cent of the population is engaged in the fishing industry from both urban and rural areas and women are major actors in post harvest functions (IMM 2004a, 2004b). The sector is also significant from a gender standpoint. Men are engaged in fish harvesting, doing the major fishing jobs in the "artisanal", semi-industrial and the industrial sectors whereas women are the major actors in on-shore post-harvest functions, doing fish processing and storage and trade works. Many are also involved in the frozen fish allocation trade as well as marketing fish within and outside the country. It is approximated that a total of 500,000 fishermen, fish processors, traders and boat designers are involved in the Fisheries Sector. These people, together with their families, account for about 10 per cent of the population (Afful, 1993; Anon, 1995; Quartey et al., 1997). A canoe census

conducted for the marine fisheries in 2001 approximated the number of artisanal fishermen at 120,000, (Bannerman et. al., 2001). (Bank of Ghana, 2008: The Fishing Sub-Sector and Ghana's Economy).

Women are not permitted at sea. According to our beliefs, the sea god will get annoyed and clean her on shore. Women are the main force behind the economic part of the fishing industry. According to the FAO, selling and processing in both the "artisanal and industrial sectors" of the fishing industry in several places of the world are mainly performed by women, Kalyani Thamp (2003).

Tourism Sector

Since the late 1980s tourism has been given a substantial consideration in the economic progress strategy of Ghana. The number of tourist influx and amount of travelers spending has progressively risen, whereas both public and private venture doings in various tourism sub-sectors have increased. The government created a Ministry of Tourism in 1993 to highlight its dedication to tourism growth, and with help from the United Nations Development Program (UNDP) and the World Tourism Organisation (WTO), has put in order a 15-Year Tourism Development Plan for the period 1996 to 2010. Like most African countries, an effort to widen a feasible tourism industry in Ghana can be sketched to the early part of the post independence era. The is tourism growth occurrence in Ghana. It starts with an appraisal of the existing position of the industry, tracked by an indication of the history of tourism development, and an evaluation of future improvement arrangements. The paper ends by arguing that some significant issues that comprise issues that will guarantee achievement or could show the way to breakdown. The first main pace in the formal progress of tourism in Ghana was an assessment of the country's tourism resources in 1970, 13 years after independence in 1957 (Obuarn Committee, 1972). The purpose was to bring and categorize the possible tourism resources for a five- year development plan stretching from the period 1972-1976. As a result of a this study, the government came out with a White Paper on Tourism, which recognized asset parts for foreign contribution, including assorted recognitions and motivation for investors. Between 1972 and 1978, a number of significant reviews were conducted on various facets of Ghana's tourist industry. Owing to

financial restraints as well as local technical limitations, most of these reviews were financed and carried out by foreign agencies and personnel.

(<http://unpan1.un.org/intradoc/groups/public/documents/IDEP/UNPAN002474.pdf>)

Mr Ekwow Sampson, acting Ashanti Regional Manager of the Ghana Tourist Board (GTB), has said 80,604 women were engaged in the tourism sector in the region last year. He said the number stands at 44 % which is 497,129 people engaged in the sector nationwide within the same period. He said women who were provided work for were generally in the arts, craft, and hotel and catering sectors of the tourism industry. (<http://ghana-net.com/accomodation.aspx>).

2.2.4 Causes of Women's Poverty in Ghana

Women are contributing to the various sectors but their contributions are largely invisible. Even though women make remarkable inputs to the wealth of the country, women's contributions are not measured in the same way as men's. As a result women over and over again get themselves at a lower economic position than men, (UNPAC, 2002).

The world over, women are poorer than men and Ghana is of no exception. Poverty is a hard problem and any effort to find its causes is similarly difficult. Some of the causes of poverty of women in Ghana are explained below. Firstly, the breakdown of marriages. There is a soaring rate of marriage breakdown and this has contributed to the increase of poverty of women in Ghana. The emotional complexities the women go through impinge on their health status. A number of women in Ghana constantly go through blood pressure and hypertension making it hard for them to toil to get considerable income to sustain them. According to Tim Smith, a psychology professor at the University of Utah, women who still in injured marriages are likely to feel despair and undergo negative results to their physical condition including obesity, high blood pressure and metabolic syndrome. This is true as most women in Ghana seem to be going through this problem. It also appears that there are no efficient laws in Ghana to defend the women when it comes to such issues. Men appear to get a lot when the marriage breaks down in terms of the possessions the couples have attained. The majority of the women in Ghana are discouraged in life for the reason that their marriages have broken down and they are finding it hard to make any improvement in their lives. The breakdown of marriages has also raised the

number of female-headed household in Ghana and these single mothers with no significant work to get earnings take care of themselves and their children. They have to do this from the scanty revenue they get from their farm products. This has made women in Ghana poorer, (Mariama ,2007).

The second cause of poverty of women in Ghana is that, by tradition girls in Ghana are made to carry out household chores instead of going to school. This has added to the low literacy rate of women in Ghana. Since most of them are unskilled it has become hard for them to get any job. It also appears that there is no effective strategy to give them skills training for them to be competent enough for any meaningful job. Because by tradition, majority of them are made to carry out household chores, it is hard for them to work full-time even if they get .Majority of them are engaged in part-time jobs like cleaning and sweeping of offices etc. Majority of these jobs do not pay much to raise their earnings. Because of this the women in Ghana are becoming poorer and poorer every day. Related to the above cause is gender disparity. This is a huge contributing factor when it comes to poverty of women in Ghana. Women in Ghana are not given equal opportunities as men. As countries like America, Norway, Britain doing everything possible to get rid of gender disparity, Ghana still lags behind. This can be seen through all levels of schooling as parents place much emphasis on boy's education and little on girl's education, (United Nations Development Fund for Women, 2005).

Furthermore, rise in general cost of living in Ghana has made women in Ghana poorer. Prices of goods and services are higher. In Ghana today, inflation is around 9.52% according to Ghana Statistics Service, (Ghana Web, 2010). This has made it hard for women in Ghana to pay for their basic needs like food items, clothing, and shelter etc. External shocks like rise in prices of crude oil on the international market tend to have serious economic consequence on Ghanaians. This decreases the income levels of the people. These increases have an effect on transportation cost, education, electricity bills. From March to September 2009, the government of Ghana had increased crude oil prices by three times because of the increases on the international market since Ghana buys from international market. The economy of Ghana is also not capable to support financially the crude oil prices, so, Ghanaians have to pay for the full cost. The government of Ghana announced fuel increment on the 4th of January, 2011 by 30% and according to Trade Union Congress (TUC) of Ghana, the upward adjustment will have negative

consequences on standards of living and job security as some companies have warned to sack employers to reduce operational cost. “Such an increase will have serious implications for the face values of income, it will have serious implications for industry, and it will have serious implications for cost of living and then serious implications for job security,” (Kofi Asamoah, TUC General Secretary, 2011) (Myjoyonline.com/Ghana,2011).

Last but not the least is the unemployment situation in Ghana. , the high rate of unemployment adds a lot to poverty, as the bulk of the youth always finish school without jobs. A number of them live at home for a long time that they discontinue their search for jobs. , and give attention to unskilled jobs, which is way lower than their ability or their professional qualification, or outside their vocation. The sad story is that occasionally, their disappointment in the hunt for jobs forces them to move both within the country or outside, which when not lucky leads them into” extreme poverty”. That is when they move to diverse places for an improved standard of living, and essentially since they are deficient in employment, accommodation and without anyone for support, they simply plunge themselves into poverty when things don't work correctly. Those who drift to the capital city, opt to survive on the streets, with the men becoming armed robbers and burglars, and the young girls plunge themselves into prostitution, becoming pregnant increasing teenage pregnancy rate in most cases, (Kyei-Afrifa, 2009).

2.2.5 Effects of poverty of women in Ghana.

The soaring heights of poverty amongst women go to the degree of causing maternal mortality as attending hospital for antenatal care all the time poses a big problem to the women. All the time women give up the ghost during child birth because of poverty. According to MDG's report maternal mortality is among the health pointers that confirms the utmost gap between the rich and the poor. Developed regions detail nine maternal deaths per 100,000 live births compared to 450 maternal deaths in the developing region, where 14 countries have maternal mortality ratios of at least 1,000 per 100,000 live births. Half of all maternal death occurs in sub-Saharan regions Africa and another third in southern Asia, (Kyei-Afrifa,ibid).

In the West African country of Ghana poverty is compelling a rising number of people onto the streets to live. With no money or a work majority of these people are in the long run compelled into prostitution. That entry of anxious people is giving Ghana a status on “paedophile websites

as a safe destination for child sex”. Child safety associations are concerned that the country could develop into the next Thailand. Rising poverty has increased the number of children living on the streets of the city of Accra alone to 20,000 in the last ten years. “This class is one aid group's attempt to give them a shot at a different life. When I visited this class last month, I was puzzled to find no girls. That's because of the job they do, the teacher told me. They're all asleep now. They're prostitutes. Men crowd the bar while a dozen girls dance in tight clothes and bright make up. The men look them up and down, then choose one and lead her to the back of the bar”. A projected 6,000 kids live on the streets of Accra. The fortunate ones go to a day care centre managed by aid agencies. They receive a meal and a rest; however at night they go back onto the streets accompanied by their mothers. There they are attacked by mosquitoes ending up getting malaria, they have to combat malnutrition, abuse and violence. Majority of them will die, (Pruce, 2005).

Each year many of women and youthful girls travel from Ghana's deprived, Muslim north to the main cities of the Christian south. Branded as Kayayo, they journey to labor as porters in metropolitan markets, and expend their days carrying weighty consignments for small amount. Owing to a lack of employment prospects and cash for accommodation, majority of them finish up sleeping on the streets or being forced into sexual activity in a swap for accommodation. Whereas a number of them are coerced by their families to go out and lend a hand to raise the household's income, many migrate enthusiastically; expecting to flee “arranged marriages” or the north's brutal short of employment. Majority of them work seasonally, revisiting home yearly to assist in harvesting of crops on family farms, and a lot of them, trying hard to lead a life that suits modern life, settle in the cities and make an effort for a better living. Their explanations for their adventure are different, but the core cause is similar: They are at the middle of a string of poverty, from a region famous for poor education and infrastructure and unproductive land, and they are attempting to flee. Photojournalist Peter DiCampo lived in a village in northern Ghana for nearly two years as a Peace Corps Volunteer. After listening to many and contradictory stories of the Kayayo lifestyle, from Ghanaian friends, aid workers, and the girls themselves, he is now investigating the event and its causes and effects, (Dicampo, 2009).

2.2.6 Socio-economic Opportunities of women

“It is our responsibility as governments and regional bodies to mobilize more resources and ensure that institutions to support women in business exist and work well, asserted the President, adding that “similarly, we must continue to invest in programs that have a direct, positive impact on family livelihoods and women’s economic security”, (President Paul Kagame, Women’s Conference in Kigali, Rwanda, 2011).

2.2.7 Economic Opportunities of Women in Ghana

Data on the gender-growth nexus from corner to corner of countries implies a major prospect for an advanced economic growth if existing obstacles to investment and economic contribution by women, could be dealt with. For example, it is estimated for Kenya that providing women farmers the equal level of agricultural inputs and education as men could raise yields obtained by women more than 20 percent. For Tanzania, it is estimated that decreasing time weights of women could raise household cash incomes for smallholder coffee and banana growers by 10 percent, labor productivity by 15 percent and capital productivity by 44 percent. In the same way, for Burkina Faso, it is estimated that changing existing resources between men’s and women’s plots inside the same household could raise output by 10-20 percent, (IFC, World Bank Group Report, 2007). Studies on gender and economic growth nexus for Ghana implies that a major rise in the female literacy rate may well create a rise in real output growth by about one-half. In other words, a major progress in gender equity, be it in terms of human capital growth, women’s economic contribution or otherwise will have major valuable impacts on economic growth rates amounting to about 2.5 percent a year. This is important for the desire to raise growth rates to 8-10 percent in order to attain a middle income country within 10 years and to meet the Millennium Development Goals (MDGs).(IFC, World Bank Group Report, 2007).

World Bank Group undertook a study in Ghana to see how best the women in Ghana could be helped to set up businesses. According to World Bank Group, Audrey Selormey, one of the women interviewed started her restaurant in 2003; the name of the restaurant was Buka. Buka focuses on African cuisine; purposely Ghanaian, Nigerian and Senegalese. Everything from the chairs to the rugs in the restaurant was devised or made by Audrey. The wish to go into business became a reality after the birth of her first child. In the beginning, she began a baby garments

store before opening Buka five years later. Buka has employees of 22 and is the preferred after-office spend time place for Accra's young professionals. Audrey has a weekly television program that centers on women entrepreneurs. The capriciousness of government policy, together with the lack of access to reasonable credit is most worrying as an entrepreneur, according to Audrey, "If you don't have land or a house, banks will ask you to have a down payment of 50 percent of the loan value. I borrowed money at a rate of 40 percent in order to keep my business running and it took three months to get the loan approved". Nevertheless, this state of affair is now becoming better thanks to the creation of "fast-tracked commercial courts". A fresh credit information law has just been voted for by parliament to offer legal support to the creation of "individual credit data processing". These would help to decrease the trouble of "asymmetric information in credit contracts and thereby facilitate credit flow to businesses such as women owned micro enterprises". A ground-breaking structure that is now being put in place in micro-financing in Ghana is the model called group lending. Under this structure, a number of potential borrowers come together to form a group and present a cooperative borrowing plan for the whole group. They also agree to subject themselves to close supervision and technical support to members where mandatory in order to make sure that the loan is paid back on time. This model is indeed splendid, since it also deals with the collateral obstacle on each potential borrower, and at the same time decreases the burden of "information asymmetry" that is intrinsic in universal credit contracts, (IFC, World Bank Group, 2007, *ibid*). This has created an opportunity for business women to go for loans to open new businesses or expand their already existing business.

The Ministry of Women and Children's Affairs (MoWAC) has come out with a four-year medium-term development plan to perk up the socio-economic status of women for the next four years. Taking her turn at the meet-the-press series in Accra, Mrs. Juliana Azumah-Mensah, Minister of Women and Children's Affairs, said in spite of the fact that women lead both the informal productive and the business sectors, women, compared to their males, continued to meet problems in accessing credit. Statistics at MoWAC show that women make up about 80 per cent of the informal productive sector of the economy and run more than 50 per cent of informal sector businesses. Mrs. Azumah-Mensah observed that the lack of access to finance for women involved in micro and small-scale enterprises particularly in rural communities was, thus, a big obstacle to the country's attempt of reducing poverty by half by 2015.

The minister made mention of the Gender Responsive Skills and Community Development Project (GRSCDP) intended to prop up gender equitable socio-economic development through institutional aptitude training and development in women's profitable employment and entrepreneurship as one of the important achievements of the ministry.

She said the ministry had organized training workshops for women's organizations in the formal sector all over the country, benefiting 23,187 individuals from 464 communities. Mrs. Azumah-Mensah made mention of the passing of the Domestic Violence Act (2007) Act 732 which prohibits violence in all forms, penalizes wrong doers and offers help to liberate and re-establish sufferers are some of the measures to deal with domestic violence in the country, (Ward, 2010).

2.2.8 Educational Opportunities of Women in Ghana

Several studies have revealed that spending on girls' education is almost certainly the "most cost-effective" action a developing country can make to perk up its standard of living (Acheampong 1992). Educating girls creates significant social and welfare benefits, such as lesser infant mortality and fertility rates (Bruce 1997). "In a study of maternal education and child survival in Ghana, Owusu-Darko (1996) found that the higher the education level of the mother, the greater the survival rate of her children". The mother's level of education has also been proven to have a straight influence on economic output and the level of her daughters' education (Swainson 1995; World Bank 1989). In the words of a famous Ghanaian, "No development strategy is better than one that involves women as central players. It has immediate benefits for nutrition, health, savings, and reinvestment at the family, community, and ultimately country level. In order words, educating girls is a social development policy that works. It is a long term investment that yields an exceptionally high return.....We need those with power to change things to come to power in an alliance for girls' education: governments, voluntary progressive groups and above all local communities, schools and families". (Kofi Annan, World Education Forum, 2000). The dedication of the Government of Ghana to make girls' education its main concern has been proven by the establishment of a fresh, important position, the Minister of State for Primary, Secondary and Girl-Child Education, (Acheampong, 1992, Bruce, 1997, Owusu-Darko, 1996, Swainson, 1995; World Bank, 1989. Cited from "A National Vision for Girls' Education in Ghana and a Framework for Action Charting the Way Forward").

Between 1987 and 1995, girls were still holding up behind boys, in spite of the education reform. Thus, the Ministry of Education, the World Bank, and UNICEF planned a National Seminar on Girls' Education in June 1995. The result of the conference was an accord that the education of girls in Ghana should be highlighted. This was made official in the Accra Accord on Girls' Education in Ghana, which was followed by the development of a National Plan for Girls' Education for 1995 to 2005. In 1997, the Girl Education Unit (GEU) was created as a division inside the Basic Education Division in the Ghana Education Service (GES) to offer new prominence to the elimination of obstacles to girls' education, (Atakpa 1995. Cited from "A National Vision for Girls' Education in Ghana and a Framework for Action Charting the Way Forward"). The objectives of the Girls' Education Unit are to raise enrolment, retention, and achievement of girls, principally in the sciences, technology, and mathematics. Under the Free Compulsory Basic Education (FCUBE) Programme, the GEU intends to meet up the following targets by 2005 with 1997 as the base year: Raise national enrolment of girls in primary schools to the same as that of boys and expand and sustain policies intended to make sure there is a continuation of girls into junior secondary. Decrease the dropout rate for girls in primary from 30 to 20 percent, and of girls in secondary from 21 to 15 percent. ("A dropout is someone who has left school and *not* returned".) Raise the transition rate of girls from junior to senior secondary school by 10 percent. Raise the involvement of girls in science, technology and mathematics (STM). (Cited from "A National Vision for Girls' Education in Ghana and a Framework for Action Charting the Way Forward").

Since the GEU was created, its responsibility and goal, the Government of Ghana and development partners have put in more resources and weight into promoting girls' education, with some policies executed at the national, regional, district and community levels. The current selection of a Minister of State exclusively in charge of girls' education attests to the government's dedication to carry on this vital part of the educational reforms. The outcomes are heartening, but there is still a lot to do. Again several people are fretful that devoid of harmonization of policies, we will be in jeopardy to duplicate and throw away important, limited resources. Additionally, except important lessons known are communicated with others, we cannot guarantee the most excellent distribution of resource, (Ghana Education Service, 2001).

Distance education (DE) has come out as a means for broadening access to higher education for women. All over the world, "gender disaggregated data on education" has revealed that compared to men women have achieved little height of formal education. Several causes have ascribed to this low level of formal education among women. The distinctive features of Distance Education as taking education to the door step of people makes it significant for closing the gender slit in education, particularly at the tertiary level. In a study on distance education and women, Plummer (2000) clarifies that distance education refers to learning that takes place outside schools, colleges, and university campuses. Students at any stage and of any age study by themselves through print packages and textbooks, audiotapes or radio, television, satellite and videotape, and teleconference. By its distance character, distance education has been accommodating in providing access to education to people who could otherwise not be able to access an educational program. This could be rural people, women, workers or people who are placed far from the educational institutions, (Tiwaah, 2007).

The public opinion of women and their productive and reproductive functions have an effect on their involvement in formal education. Society sees women as homemakers and child attendant, for this reason any action that makes them absent from home is welcome with disgust. As a result women find it hard to get on on further studies, particularly at their adult stage when they have began making families. Many studies have proven this position (Evans 1995; Compura 2003; Plummer 2004; Przymus 2004. Cited in Olivia T. 2007). As a method of study, distance education is principally suitable for women for the reason that their task as housewives and mothers, who is considered to offer easy time management advantages whereas avoiding classroom turnout. Women have restrictions of time, space, materials and social and economic disabilities. Distance education is seen as possessing a possibly significant input to make in prevailing over obstacles to women's partaking in the developed and developing world. Distance education can assist them with its outreach to their homes. It helps them to study at their own rate and take up profession and talent for economic and individual development. It offers them a second opportunity to walk into the main arrangements of education, including higher education, allowing them at the same time to earn and study as well as to discharge family household tasks, (Olivia T. 2007).

2.2.9 Agricultural Opportunities of Women in Ghana

Agriculture is Ghana's most vital economic sector, providing work for more than half the population on a formal and informal basis and accounting for almost half of GDP and export earnings. The country generates a diversity of crops in various climatic zones which vary from dry savanna to wet forest and which run in east-west bands across the country. Agricultural crops, including yams, grains, cocoa, oil palms, kola nuts, and timber, form the base of Ghana's economy. Agriculture was recognized as the economic sector that could save Ghana from financial wreck. Consequently, since that time, the government has spent important funds in the rehabilitation of agriculture. Principally through the utilization of loans and grants, the government has invested capital in the direction of revamping and humanizing the transportation and distribution infrastructure serving export crops. Additionally, precise projects intended to increase cocoa yields and at improving the timber industry have been instigated. With the exception of particular development programs, however, the government has strived to allow the free market to encourage higher producer prices and to increase efficiency.

<http://countrystudies.us/ghana/77.htm>).

In Ghana access to loans for farming is difficult to come by. The government is therefore doing everything possible to make this available to farmers especially women. Currently there is a bill before Ghanaian parliament by the government which seeks to create a Fund for farmers in Ghana. The bill is called National Agricultural Fund Bill. The draft National Agricultural Fund Bill when passed would be an Act to make available financial resources for the growth and improvement of agricultural activities, establishment of a corporate body to run the Fund and to provide for interrelated matters. The stipulation of resources for the growth and improvement of agriculture in Ghana is its most important objective, and moneys from the Fund shall be useful to offer financial assistance to persons and organizations directly involved in agriculture, providers of particular and personalized services for agricultural production business, together with those operated by family units, particularly in rural areas, (Phyllis, 2009).

In 2010 budget, the government of Ghana made very important statements as to how the government was going to help farmers in general. The government said that it would continue to bring in subsidized fertilizers to help farmers improve upon their yields. T government would supply agriculture machinery and equipment and improve their circulation; and provide resources to repair irrigation schemes, particularly Tono and Veve Irrigation Schemes and

breached dams. There is also a policy to change hoes and cutlasses as the major implements of production with tractors, power tillers, and bullocks ploughs still stay in place. According to the minister of finance Dr. Kwabena Duffuor, government will provide support for fish production by building fishing landing sites and cold stores in the main fishing towns along the coast high-capacity outboard motors will also be provided to fishermen and women. According to the minister the government will also help poultry farmers to obtain equipment, chicken feed, chemicals, and other inputs to enable them carry out large scale chicken production in the country, (Republic of Ghana, Budget Statement, 2009).

2.2.9.1 Socio-economic Opportunities of men.

Over the years, the social and economic opportunities available to men in Ghana cannot be overlooked and below are some of them.

2.2.9.2 Educational opportunities of men in Ghana

The present basic education arrangement and syllabus was inherited from Ghana's colonial masters. Pre-independence education was typified by an effort to bring motivation for all children to attend school, as occurred in Northern Ghana with the beginning of free education to make access very easier. The initial indication of an arrangement to make primary education universal in 1945 when the colonial government put forward a 10-year plan to make primary education universal in 25 years based on cost estimations set within reasonable perimeters. The next important basic education development plan was the 1951 Accelerated Development Plan (ADP) for Education. This initiative also sought to attain universal primary education (UPE) for all by eliminating tuition fees, even though households were to bear the cost of stationary, textbooks etc. After independence, the introduction of the 1961 Education Act carried on the obligation to ensure free basic education. All of these policies assisted in increasing access speedily but they were universally unsuccessful in maintaining increased enrolment and finishing to create access for all children, (Country Analytic Report, 2007).

Numerous researches undertaken in the 1990s and early 2000 proposed that the main difficulty to educational access was financial. The lofty cost of schooling drives children into the labor market to allow them to have enough money for school or drags them away from school as they cannot pay for it (Canagarahaj & Coulombe, 1997. Cited in Country Analytic Report, 2007).

With the current introduction of the capitation grant scheme into basic education, tentatively the problem of costs as an obstacle should be eradicated or decreased to its barest minimum, (Akyeampong K.,Djangmah J.& Oduro A.,Country Analytic Report, 2007).

Ghana has also embarked on vocationalization to equip the youth for job opportunities in Ghana. The program favors the men because of the components of the program. The components include carpentry, mason etc.

Technical and vocational education had been highlighted in the educational system in Ghana from the time of the colonial era. It started with the missionary schools where children were given instruction in different trades, for example, in carpentry, masonry, blacksmithing and others. The sixteen principles of education recommended by Sir Gordon Guggisberg, the then Governor of the Gold Coast (Ghana's name before independence) between 1914-1927 asked for the establishment of trade schools with technical and literacy education that would shape young men to become skilled craftsmen and valuable citizens, (McWilliam & Kwamena-Poh, 1975. Cited from Akyeampon, 2002). This brought about the establishment of four government trade schools in 1922. But these schools were taken over for the period of the Second World War for war reasons. After the war, attempts were made to make vocational and technical education an essential ingredient of the education system but premised upon a different trail system of vocational and universal education. The inclusion of technical and vocational education subjects into the secondary school curriculum began in the mid-1960s but it was not until 1987 that a complete plan was commenced to make 'vocational education' a fundamental component of the secondary education system, (Abert, 2002).

Before the 1987 Education reforms, secondary schools provided mostly general arts and science subjects. An incomplete number of technical and vocational educational subjects were provided by a comparatively little number of schools. In general, universal education subjects were the precondition subjects for further education at the university level. Middle school students who could not make it to secondary school could go into technical establishments after which they could move to further training to the polytechnic level. Allowance was nevertheless made for technical institute graduates to continue to the polytechnic level to take 2-year diploma courses. Those who performed well in the diploma program were given the possibility to offer a bachelor's degree, (Akyeampong K. (2002,ibid).

2.2.9.3 Economic opportunities of men in Ghana.

“We also recognize in this, the need to harness the innate talents and energies of the youth to further enhance the achievement of these important goals, hence my government's emphasis on human resource development as a major pillar in our growth and accelerated development agenda. We remain steadfast in our commitment to deliver in these areas. The objective of providing employment for the youth of Ghana, both to enable them support the national effort, as well as to plan for their own future security, has always remained a central aspect of my government's developmental agenda.” (President John Agyekum Kufuor,2007).

Presently, employment figures confirm that about 26% of the general population which is generally youth are either jobless or underemployed. This state of affairs has been an issue of serious problem for succeeding governments. In reaction to the joblessness setback the NPP Government has initiated a program called the National Youth Employment Program as a plan within a larger national policy to solve the unemployment in general looking to deal with youth unemployment in general. The National Youth and Employment Program (NYEP) intends to offer a blend of ”self-employment opportunities, wage earning jobs and voluntary service activities and are in an effort to prepare them to be absorbed into the mainstream labor market”. The components being executed under the National Youth and Employment Program, (NYEP) presently are: Youth in Agriculture; Community Guard; Waste and Sanitation Management; Community Instruction/Training; Paid Placement; Health Extension and Vacation Works. Statistics show that more than 107,550 youth have been lucratively employed as at August, 2007 under the National Youth Employment Program, (NYEP), (Tetteh , 2007).

The Minister for Manpower, Youth and Employment and MP for Salaga, Hon. Abu- Bakar Boniface has revealed that the National Youth Employment Program (NYEP) in the various components has given employment to 95,000 as at May this year. He additional affirmed that the number of disabled person offered by the program is 123. Hon. Boniface said the Program which started in October 2006, has an objective to give employment opportunities to the unemployed and underemployed youth who listed under the program. The program is also to give required working experience to Post- National Service graduates from any tertiary establishment. It also offers the youth with employable skills for employment. Giving additional details, the Minister said the program gives attention to the youth within the ages of 18- 35 years and also is open to

youth who are literate, illiterate, and able and the disabled. Hon. Saddique Boniface said the authorization for the creation of community Centers is to give skills training for the youth and school drop- outs. He additionally made it clear that illiterates and semi- illiterates can together access instruction given by these centers. He said these centers are generally located in the rural communities in order to curtail the surge of rural – urban migration. He said it was anticipated that trainees would serve as an equipped group of technically and vocationally trained workforce for District industrialization, (Ghana Parliament, Public Affairs, 2007).

2.2.9.4 Agricultural opportunities of men in Ghana.

The agricultural sector is more or less dominated by smallholder farming activities on plots of less than 1.5 hectares. Output is usually less by international standards because of existing traditional low-input, shifting cultivation farming systems. Agriculture is the overriding sector in the Ghanaian economy. It employs about 60% of the labor force. It adds about 40% to GDP. It gives over 57% of foreign exchange earnings. The government has initiated a number of broad macroeconomic restructuring and structural adjustment over the last few decades to shift the country from an organized system to an opened and free market economy. One of them is the amendment of the investment policy to permit expanded investment by the private sector. The government has also taken the initiative in modernizing agriculture through automation, irrigation and use of advanced technologies. Irrigation capacities, developed rural infrastructure, assistance to research growing extension services, delivery growing research-extension-farmer relation. (www.gipc.org/gh/Userfiles/Files/Events/AGRIC.pdf).

“I just completed the Ghana portion of the trip and am very excited about this country’s future. Millennium Challenge Corporation (MCC) is investing \$547 million into making agriculture more productive, building schools, and paving roads. The numbers are impressive enough, but until you see the progress on the ground, it is hard to truly understand how complex, integrated, and successful this compact is” (Daniel W. Yohannes, Chief Executive Officer, MCC, 2010). Agriculture is important to productively moving continued economic growth in Ghana through improved agriculture output. MCC’s five year program, as a result, begins with the training of the smaller farmer, collaborates with banks to make sure he or she has access to credit, gives support to supportive farming, and improves the roads to bring produce to markets. According to Chief Executive Officer of MCC, he was particularly happy to be among a group of people who

approved land title certificates to about 30 people, half men. MCC is building new offices and surveys to offer these official land titles to a total of about 5,000 Ghanaians of which more than half are men. He said several government ministers present said, these titles are an extremely important stride in making sure there is economic growth. If people get title to their land, they would be in a position to make use of that asset to obtain credit and have the security they require in increasing production.,(Daniel W.Yohannes, Chief Executive Officer, MCC, 2010).

Since the colonial period, Ghana's main export crop has been cocoa. In the 2005/06 farming year, Ghana was the world's second-highest producer of cocoa beans. The amount produced was 740 million tonnes. The second most significant export product is gold. Gold and cocoa exports earn Ghana around 50-65 per cent of entire exports; as a result the general performance of Ghana's economy rests at a great deal upon the performance of these two supplies. Côte d'Ivoire continues to be the world's highest cocoa producer, making approximately two times as many cocoa beans as Ghana. On the other hand, Ghanaian cocoa beans can trade at a considerable quality on the London and New York futures marketplaces, due to their soaring value due to the thorough state value management through the Ghana Cocoa Board. In an attempt to support perpendicular modernization, Ghana is striving to raise the sum of cocoa beans processed by up to 50 per cent. Yet as of 2005/06, only 13 per cent of cocoa beans were processed in Ghana. At the same time the Government of Ghana and donors such as the World Bank and the United States are supporting the horticultural sector to decrease Ghana's reliance on cocoa exports (flat diversification). While the worth of horticultural export was \$9.3 million in 1994, it had risen to \$50 million in 2006. Pineapple exports have been the main force behind this improvement. In 2006, the worth of pineapple exports totalled over \$19 million, 38 per cent of entire worth of horticultural exports (GEPC, 2007a). Pineapples have also been one of the produce alongside cocoa where private enterprises of the OECD countries (such as the British company Blue Skies or the Dutch company Togu Fruits) have been progressively more involved in manufacturing, thus adding to perpendicular diversification (Royal Ahold, 2004). On the other hand, Ghana has yet to gain knowledge of how to acclimatize quicker to market events, since the change of buyer favorites to the sugary MD2 pineapple diversity caused a substantial test to producers, (Wolter, 2008).

Ghana's Finance Minister Dr. Kwabena Duffuor, giving the National Democratic Congress (NDC) government's first budget in Parliament said government deemed agriculture as Ghana's strongest potency and significant for the country's manufacturing development. He consequently made known government's programs to guarantee food safety, perk up incomes, preserve land and environmental administration, advance extension service activities and irrigation as well as supplementary segments. Moving on to food safety, Dr Duffuor said the country's main staples specifically maize and rice production were planned to raise by 42.2 per cent and 22.8 per cent correspondingly this year, while the production of groundnuts, cowpea and soya bean were also anticipated to increase by 25.4 per cent, 37.7 per cent and 11.5 per cent in respectively. On the attentiveness for crisis, Dr Duffuor said government would make use of the "pro-cocoon" know-how to stockpile about 900mt of maize as nationwide strategic reserve. He said farmers would also be additionally supported to; in addition to their food crop agricultural broaden their horizons into the growing of cash crops and livestock. The production of domestic poultry for a quick improvement by employing hatchery workers to produce two million chicks for supplying to farmers was been considered by the government. He said guinea fowl farmers in the three Northern regions will also be helped with incubators to generate keets for farmers. Dr. Duffuor said government would also provide advanced breeds of sheep, goats, pigs and cattle from its reproduction locations to sustain the activities of our local varieties of livestock. The Minister also indicated that 1,000 ruminant farmers would be given instructions on grass feed management, usage of forage and urea to take care of crop residue. On animal physical conditions, Dr Duffuor said farmers would be given instructions on how to identify, stop and manage diseases such as African Swine Fever (ASF); Foot and Mouth Disease; infectious Bovine Pleuropneumonia, (CBPP); New Castle Disease (NCD); and Pests de Petit Ruminants (PPR). He indicated that government would also introduce proper strategies to manage the occurrence and increase of Avian Influenza, and said the Pong-Tamale and Accra veterinary laboratories would be improved to raise the production of poultry and livestock drugs locally. The Minister also talked about arrangements to encourage youth in Agriculture, saying that 1,200 youth will be educated in agric-industry, 7,000 would be helped with inputs to grow maize, rice or sorghum in 70 districts and 4,000 others would be helped with contemporary inputs and irrigation capacity to embark on agricultural in the dry season. On sustainable land and environmental administration, Dr Duffuor intimated that an Agricultural Land Management

Strategy would be employed as a means to deal with the untenable utilization of land for farming reasons. Dr Duffuor said the Ministry would also expand new irrigation facilities and revitalize current facilities, saying that, it would repair 41 dams and dugouts that were broken during the 2007 floods in the regions in northern Ghana and finish the reconstruction of the Tono Irrigation Project, (GhanaWeb, 2009).

Dr Duffuor said government would also assist the purchase of aquaculture and confined fisheries inputs at reasonable prices and evaluate all current agreements in Ghana's territorial waters to satisfy the concerns of fishermen and residents on the coast. For the completion of the above events, Duffuor indicated that, an amount of GH ¢202,629,307 has been allotted. Out of this, Government of Ghana has GH ¢60,541,825, generated from within is GH A23, 210,940, Donors' contribution is GH A2138, 876,542. On the cocoa industry, Dr Duffuor promise, government would offer the needed assistance to the cocoa sub-sector to improve its part considerably to the growth of GDP, overseas exchange earnings, job creation and poverty decrease. He said COCOBOD would also go on to give the farmer a reasonable price of not less than 70 per cent of the net for price and disburse the outstanding tranche of additional benefit of GH¢21,214,468.62 for the 2007/2008 Main Crop Season at the end of June. Dr Duffuor went on to say that government would give itself to the local manufacturing of cocoa to offer additional motivational packages for local manufacturing industries involved in the tertiary manufacturing of cocoa to produce chocolate, (GhanaWeb, 2009).

2.2.9.5: Comparative Analysis of Women and Men.

This chapter compares the two sexes in terms of the opportunities available to them and the challenges they face especially women in Ghana in general and in Goaso in particular.

In term of education, the total enrolment ratio for primary and secondary school merged increased from 62% in 1998/99 to 64% in 2001/02 for males, at the same time as for females these were 53% and 57%, respectively, (UNESCO, 2004). This shows that more men were in school than women and as more people are being educated, the more opportunities available to them.

Furthermore, as more people acquire education and attain more expertise, they will expectantly add to their “employability” in the formal labour market, with encouraging effect on their lives and that of their families, all things being equal, (Harry A.Sackey, 2005).

Rathgeber (2003) notes that nearly all African countries; female teaching staffs are not many in terms of numbers and consist of less than 10% of the faculty at the senior “professorial level”. This shows a huge gap between men and women in teaching profession.

Women in Ghana have low literacy levels compared with men, men, 65.8% and 42.3 are women. There is space between urban and rural literacy rates, 69.6 % and 39.8% respectively. Females are more in disadvantageous conditions in rural than in urban areas as female literacy rate is 28.2% in rural areas compared with 58.9% in urban areas, (Ghana Statistical Service, 2003).

In politics, the number of women parliamentarians in Ghana’s parliament is very discouraging. Out of 230 parliamentarians, only 19 are women and this is what one Member of Parliament had to say “Today, in Ghana’s Parliament, we do have 19 women. In the last Parliament, the number was 25, and so we’ve gone down. I shudder to think what is going to happen in post-2012, when we come back, because already, a number of our colleagues will not be seeking re-election,” noted Madam Botchway in her contribution to a statement delivered by the Minister of Foreign Affairs and Regional Integration, on the occasion of the Commonwealth Day celebration. (<http://mycommunityportal.wordpress.com/2011/03/15/mp-sees-danger-in-2012-over-women-representation-in-parliament/>).

Even though 2.1 million women are engaged in agriculture, including unpaid family labor on small household farms, men constituted a larger portion of total agricultural employment. Agricultural activities consist of the majority of male employment, but this was not true for female employment. In contrast, women constituted the majority of all non-agricultural employment. An estimated 2.2 million women were engaged in non-agricultural employment compared to 1.6 million men. However, there is proof of major gender segmentation within non-agricultural employment. Most women working in non-agricultural activities were self-employed. Only about 300,000 women worked in non-agricultural wage employment compared to 800,000 men, (James Heintz, 2005).

CHAPTER 3: THEORITICAL FRAMEWORK

3.1 This chapter presents the theoretical basis of my study. As this study relates to gender relations in terms of poverty outcomes, thus, feminist theories are employed.

3.2 Feminism

The history of feminism thought can be grouped into three waves. First wave of feminism is from the 18th until 20th century. It was a movement to free women legally, politically and economically. Feminists of that period wanted equal rights for women with respect to acquiring property, engaging in labor, protection from violence and voting. The second wave began in 1960s and lasted until 1990s. It focused on increasing economic opportunities for women and ending social discrimination against women, (Amy Baehr, 2007).

Greatly manipulated by European postmodern philosophers, feminists began to relate the thought of social construction to press on their schemes. Distinctions among men and women, with the exception of those in reproductive organs, are not the result of human nature which has its foundation in biology but of civic and cultural training in support of males. Thus, attaining equality became an issue of rebuilding culture and in so doing human deeds. Programs such as affirmative action, generating sexual pestering laws, improving the prosecution of rape, establishing language codes and obligatory variety or sensitivity education on college campuses, and expurgating sexually overt objects. And, contrasting with its first-wave predecessors, Leftism dominated along with the second-wavers, (Baehr, 2007). The third wave is said to have begun in 1990s. This wave continues to be concerned with the issues of the second wave. Attention is focused on reproductive, achieving economic and political equality for women, (Baehr, 2007). The three traditional feminist theories include liberal feminism, radical feminism and social feminism and these are discussed in turns.

3.3 Liberal Feminism

Liberal feminism has been called the mainstream form of feminism of all types. The tenets of liberal feminism are the same legal status for men and women under the law, equal opportunity and outcomes, and legal and social apparatus of redress for oppression due to patriarchal or male

–centred social structures. Liberal feminism explains that men and women are the same with the same capabilities and desires, (Welch, 2002).

Liberal feminism sees the subordination of women in capitalist society as a departure from the universal norms of equality and justice for individuals. It believes that sexual discrimination can be corrected if women who are restricted to home are integrated into public sphere as the equals of men. Liberal feminism emphasizes legal measures such as the vote, affirmative action, and attitudinal strategies such as achievement motivation, assertiveness training, (Bandarage, 2008). The goal of liberal feminism has been the removal of precise legal and institutional barriers to women's participation in society on the same basis with men. Liberal feminism sees men and women as equal, independent individual. Thus, the answer to women's unequal accomplishment is to remove barriers to women's participation particularly in education and employment. The removal of legal barriers allows men and women to be free of charge as individuals, moving forward based on their talents, skills and their enthusiasm to work, (Margaret J. Greer and Patricia G. Greene, 2003). The earliest emphasis of liberal feminist concerned the citizenship right of women; The Married Women's Property Act of the nineteenth century and the Women Suffrage Campaign are useful examples of these attempts. Liberal feminism rests on the principle that biological sex should not prevent the equal rights afforded individual in a democratic society, thus, men and women can be seen as basically the same, (Margaret J. Greer and Patricia G. Greene, 2003). It is believed that liberal feminism is an individualistic form focused on women having the capability to sustain their equality by being in charge of their own dealings and choices. The ideology of liberal feminism is that women will change society through their own individual dealings with the opposed sex. The liberal feminist believes that the equality of men and women can only be achieved through changes that take place in the political and legal reform. They want the abolition of institutional unfairness and realization of fairer laws towards women. Some of the most important issues of liberal feminism include reproductive and abortion rights, sexual harassment, voting rights, education, affordable childcare and affordable healthcare. Other issues that liberal feminists have brought to the fore include disability rights, ecofeminism, family, marriage equality, mother's economic rights, media activism and bringing to the fore domestic violence against women, (Brookes, 2008). Liberal feminists argue for fair inclusion in the liberal class of the independent individual as the fundamental societal unit and that women equally be accorded the individual rights associated with the class. Liberal feminists

argue that women deserve self-representation. According to liberal feminists women must have access to civil participation, work and market activity in the public domain. Liberal feminists go on to argue that the basis reason of women's repression rests in their lack of right of entry into the civil participation enjoyed by men. Equality would be obtained when women have right of entry into jobs and public pursuits, (Musgrave, L. Ryan, 2003). Liberal feminism asserts that coercive state power is right only to the point needed to defend the right to freedom from coercive intrusion. They posit that feminism's political role is to fight to end the laws that hamper women's liberty in particular but also, to laws that give special rights to women. Liberal feminists go on to say that the culture of societies like United States of America is patriarchal and a significant basis of repression of women. They say that patriarchal culture and the state are paired system of oppression. Liberal feminism conceives of independence as personal autonomy living life of one's own choice and political self-rule, (Baehr, 2007). Liberal feminism asserts the value of men and women through political and legal transformation. Liberal feminism tends to have an unbiased mental picture towards different gender; it requires women to shape themselves to match a citizenship that is supposed to have already been constructed in the wellbeing of men. According to liberal feminists, all women have the capability of asserting their ability to attain equality; therefore, it is possible for a change to take place without varying the arrangement of society. Liberal feminism generally advocates for the abolition of institutional unfairness and execution of better law, Baehr, (ibid). According to Susan Wendell modern liberal feminism is advocating for the most important economic restructuring and substantial reorganization of capital, since one of the contemporary political objectives most directly connected to liberal feminism is equal opportunity which could certainly entail and lead to both.

Critics of liberal feminism say individual supposition makes it difficult to see ways in which fundamental social arrangements and assessments make it difficult for women. They go on to say that even if a woman is not reliant on an individual man, they will still be existing in a patriarchal state, thus institutional changes along are inadequate to give women equality in society. The liberal feminists have also been criticized for being based on white, middle class women's issues. It has been argued that they have overlooked the predicament of other women of other races, cultures and class, Lucy Brookes, (ibid).

3.4 Radical Feminism

With the passing of the 19th Amendment by US Congress authorizing all American women the power to vote, radical feminism became a basis in women's rights groups that go on today, and continues to be separated on a lot of concerns, (Zieber, 2008).The 19th Amendment, which was passed in 1920, is seen as the foundation of the separation between liberal feminists and radical feminists. There is a specific appraisal when defining radical feminism and how it takes its instruction from Marxism is just as essential to know. Radical feminism is seen to be a dynamic figure of feminism, where supporters are leaving the dormant liberal feminists groups to go underwater into the trenches of radical feminism. To appreciate the movement is to appreciate the values. Those values are: Women were in the past the first repressed group, and most prevalent. It exists in everywhere. Women's repression cannot be removed by social changes. Women's domination is above class repression. It has high levels of sexist prejudices, and causes the most pain to sufferers. Women's repression brings a level of appreciation to other types of domination. Radical feminism is said to draw from several ideas of Marxism. The key idea being used from Marxist theory is the theory of the "oppressors and the oppressed". Therefore, radical feminists want to tear down the whole conception of the sex/gender as a class system, and want to end the concept of differences between men and women, (Zieber, 2008).

Radical feminism states that the crucial trait of women's repression is the society's sexist and capitalist chain of command. The movement posits that only the removal of our patriarchal society will give women true equal opportunity. The radical feminists recognize that the only means to do away with society of patriarchy is to address the causes of the problems and also to address the fundamental parts of society that sustain them. The radical feminists' ideology is a male-dominated authority and power arrangement and that it is responsible for repression and equal opportunity, and that as long as the structure and its significance are in place, the society will not be able to develop in any significant way. The feminist acknowledged other oppression that is marked in a male-dominated society. The oppression is also based on gender uniqueness, race, and social class, recognized pleasant appearance, sexual direction and capacity. The radicals' theory of patriarchy acknowledges the significant component is an association of superiority and abuses others for their own advantage, (Brookes, 2008).

Appreciation of women's dignity, as women, was a movement supported, largely, by conservatives, and repudiated by the left. Marxism's five basic points must be stated and then

applied to the feminist project. One, it says that society can only be understood as an opponent, or fight back, between 'oppressors' and 'victims'. In its unique formulation, this referred to 'landowners' and 'factory owners' exploiting (i.e. oppressing) the countryside peasants and industrial unit workers. Two, institutions standardize the oppression, in the shape of those institutions that operate the economy (capitalism), political room ('the state'), education (universities), and protection of the nation (the military), etc. Three, other institutions exist which wear down people's will to oppose the oppressor, i.e. the Christian religion ('opium of the masses'). Four, a citizen's job is to embark on class confrontation against the oppressor, i.e. resistance. Five, political revolution and transcendence happen through the means of 'revolution', (Carter, 2002).

Radical feminists often argue that women's reproductive capacity and sexual duties and tasks give out to repress them in a patriarchal society, and reduce their capability to be complete human beings. They wish for 'androgyny' and hence clinch to reproductive technologies as they can help women break away from the shackles of maternity and childbirth. "As we shall see, radical-libertarian feminists are convinced the fewer women are involved in the reproductive process, the more time and energy they will have to engage in society's productive processes," (Tong, p.71. Cited in Amy Saracino, 2010).

Radical feminism views patriarchy as the core cause of women's repression. This stance sees patriarchy as the traditional and most widespread type of repression and oppression, (Willis, 1992, p. 123. Cited in Chong Wu Ling, 2008). As a social group, women are repressed by men. Patriarchy is made feasible by the unpaid household works of women in the house and by the misuse of women's bodies in the course of marriage, sexual slavery, pornographic materials, reproduction and rape cases. Thus radical feminists say that the thinking of gender should be altered to end patriarchy. The method to do away with patriarchy is through the construction of a society for women where they can redesign their lives outside of patriarchal meanings. In terms of actual measures, radical feminists have been working hard to build women's centres to combat rape, household violence and women's wellbeing. At the world level they have networked quite productively on issues concerning global sexual slavery and human trafficking, (Ng, Maznah and tan, 2006, p. 5. Cited in Chong Wu Ling, 2008), (Chong Wu Ling, 2008).

According to Betty Friedan's book "The Feminine Mystique". This book affirmed that being a housewife and mother was the most humiliating and cruel work a woman would do. For women to attain "self-realization", Friedan said, they had to liberate themselves from the "burden" of motherhood and seek their completion outside the house. Radical feminism had embarked on the sensitization of contraception, sterilization and abortion --and eventually of lesbianism, too, all of which have been acknowledged by a great section of our society, (Llaguno, 2005).

One of the critiques of this viewpoint is that it presupposes that motherliness is at the core of a woman's life, it is a position where she finds her uniqueness as a woman. We recognize this is not the story of all women, not all women wish to be genetic mothers and not all women have the substantial aptitude to bear children. Are women who are incapable of reproducing therefore not women at all? This type of radical feminism thinking can be evidently connected to ecofeminism which puts women's identities in their genetic bodies, (Saracino, 2010).

Radical feminism argues that women's repression cannot be condensed to group repression and the financial and societal structures of the capitalist method of production. Education in radical feminism is a method of revealing the ways in which patriarchal bodies alongside schools, universities, and conventional scholarship has occupied women's minds in the benefit of patriarchy. According to Mary Daly the most important method of male dominance of women is not in male possession of the means of production but in male dominance of women's minds and bodies, especially their sexuality and their reproductive ability. Where women break away from such dominance, they are annihilated as, for example, widows and spinsters who are set ablaze as witches or Indian brides who live longer than their husbands and then are treated as sati. A great male power and energy, however, go into stopping women from increasingly causing a danger, and patriarchal tutoring plays an important role here. Radical feminism conceives patriarchy as an all-inclusive set of control dealings intended to get male control of women's minds and bodies. The emancipation of women from patriarchal authority demands education to see these areas of women's know-how in a different way. In radical feminist discussion, traditional female persona and ideals are given a new and encouraging standing, which confronts the dominance of traditionally male persona such as rationale and impartiality, (Admin Published, 2011).

3.5 Socialist Feminism

Feminist social theories give us a philosophically colored image of society, says Helen Lindberg. It is important to note that socialist feminism has its root from Marxism. The theory of social feminism has greatly touched two decades of history, particularly determining handling of women's politics in the continuous time. Social feminists made the concession of supporting conservative female, motherly, or household uniqueness such as consideration, nurturance, and baby-centeredness. The theory of social feminism made some progress on the way to expressing the manner that women raise their individual public figure and household tasks by declaring themselves on behalf of others, on behalf of change reason. Social feminism as presently used, bumps jointly nearly all the public actions of development era woman in social wellbeing, education, and employment improvement, (Cott, 1989).

Socialist feminism (materialist feminism) crams the repression and discrimination of women by men, culture, its structure and institutes, overriding culture and even the past. This theory says that the causes of women's domination should be seen from the past, Cultural and social viewpoint all of which are on the whole subjugated by patriarchal custom. However, socialist feminist theory is professed as necessary to the fight for the freedom of all women and the demolition of capitalism. Socialist-feminism, according to Charlotte Perkins Gilman, progress ahead of an effort to generate parity of women inside the system to a struggle for equal opportunity within a new structure that is independent on male control or any mistreatment of one group by another, (Gilman in Jaggar & Rothenberg, 1984:153.Cited in Yasemin, 2000). What Gilman is saying is that in order for feminism to accomplish such goals as the abolition of sex roles and women be in command of their own distinctiveness and physical bodies, they must not only fight to create a powerful Women's pressure group but also work together with other exploited groups. This advancement presents socialist feminism within a bigger radical perspective. Socialist-feminist argues that sexism is a chief worry of feminism which has stayed alive right through the past in all economic system and capitalism as the main worry of socialism establishes the structure of sexism in a capitalist society. In short, socialist-feminists are dedicated to the chronological and materialist technique of Marx and Engels. Engels' division of production in *The Origin of the Family, Private Property and the State* maintains the socialist-feminist methods to the problem, (Yasemin, 2000). Socialist-feminism has immense worry for the issue of family. Inside the society the family is a solitary component with a particular set of

attention and roles, (Sommerville, 2000:48.Cited in Yasemin, 2000). However, this explanation makes it unclear the fact that the wellbeing of some family members may clash with those of others; for example, the wellbeing of wives may clash with the wellbeing of husbands. Yet, in spite of the class, race or even whether they work outside the house, women are still mainly in charge of housework. The household work of wives brings sufficient free time for their husbands and this condition becomes a proof according to Jennifer Somerville that nuclear families, even those in which the wives labor outside the house, perform to carry on patriarchy or male supremacy as well as capitalism, (Somerville, 2000:42. Cited in Yasemin, 2000). Socialist-feminists maintain that modern sexuality is formed both by capitalism and male domination. According to socialist-feminism, sexuality and the sexual lives of women are so strictly shaped and restricted by culture that there is very small option or autonomy of variety opened to them. However, in the modern society, a radical change appears to take place in the symbol of women. This change consists of the move in the picture of woman from the conventionally subservient, inert and repressed type into the modern defiant, energetic, independent individual, (Yasemin, 2000).

The feminist critics argue that drastic revolution based on social course of action may be hampering other autonomy and may not support the view of giving up democracy or right to possession, (Juliette Frette, 2009).

3.6 Women and Poverty: A Review of Literature in Ghana

From a drift viewpoint, the educational standing of Ghanaians emerges to be getting better. The gender space in education, both primary and junior secondary school stages, has usually been getting lesser over the years. Like the characteristic prototype in sub-Saharan Africa, dropout rates further than the primary stage of schooling has a tendency to be comparatively higher for females than for males, a drift that has been attributed to a variety of financial and social factors, among others. The effect has been a comparatively bigger gender space ahead of the primary schooling level. In 1975, there was a gender slit of about 13% for primary but 18% for junior secondary school level. By 1996, the gaps had come down to 8% and 14%, respectively. The total enrolment ratio for primary and secondary school merged increased from 62% in 1998/99 to

64% in 2001/02 for males, at the same time as for females these were 53% and 57%, respectively, (UNESCO, 2004).

Among the variety of causes for the decrease in the gender gap were the Government's program of Free Compulsory Universal Basic Education (FCUBE), the encouraging overflows from educated mothers to their daughters and female education consciousness crusades. This studied trend, given that it is maintained a period of time, implies that more females are going to have growth in their educational standing. Furthermore, as more females acquire education and attain more expertise, they will expectantly add to their "employability" in the formal labor market, with encouraging effect on their lives and that of their families, all things being equal. Productiveness inclination is also expected to be influenced, with a pattern of child- gapping, comparatively smaller family sizes and child value, (Harry A.Sackey, 2005).

In Ghana, the rate of moving from primary to tertiary education reduces as students progress to the academic ranking. Without a doubt, Ghana's educational structure bears a resemblance to a pyramid. As one climbs the academic ladder, the numbers reduce. Free Compulsory Universal Basic Education (fCUBE) set up by the government of Ghana makes sure that the majority of Ghanaian children go to school. At the primary stage, most children go to school and there is small difference between males and females. Like the usual trend in sub-Saharan Africa, dropout rates further than the primary level of schooling have a tendency to be higher for females than for males, a pattern that has been attributed to a variety of financial and social factors, (Sackey, 2005).

In clearing up low female involvement in education, Manuh (2002) argues that this is the outcome of the mentality regarding educating females, who are generally thought to need only the essential skills to get them for marriage and childbearing. The total enrollment rate, which is the amount of pupils taken in a given level of education in spite of of age, stated as a percentage of the populace in the academic age grouping for that level of education. In 2002-2003, 39% of males and 32% of females were enrolled in secondary education. 5 % of males were enrolled in tertiary education and 2% of females were enrolled in tertiary education. Those who have obtained small primary or secondary education are obviously far less expected to continue to higher education. A study carried out by Dubgazah (2002) disclosed that the mixed impact of

“socioeconomic and cultural variables” lent a hand to disallow girls’ admission into the universities and other establishments of advanced education.

In the same way, Luke (2001) points out that the preliminary engagement of women to lesser categorization stages places them at a “structural disadvantage” by escalating the time needed to climb educational ladders and by decreasing their access to dominant committees, to senior examiners with whom they might join and work together, and to other women who could act as role models or support and guide them.

The Independent Review of Higher Education Pay Conditions, a government commission evaluating university staff, made mention of the fact that women scholars continue to be” underrepresented and underpaid in British universities” (Bagihole, 2002). Bagihole (2002) notes that a 1999 report by the Association of University Teachers confirmed that disparities are present between women and men in initial salaries, salary at restitution of fixed-term contracts, process of sponsorship practices, trial prerequisites, admittance to pension assistance, and allotment of optional pay and part-time and hourly pay rates. Interestingly enough, in Africa there are no differences in salary between men and women. However, pay systems in universities in Ghana continue to be contentious and the University Teachers Association of Ghana (UTAG) has gone on numerous strike actions against the government in an effort to ask for salary enhancement. It is worth mentioning that in Ghana, advanced education is mainly financed by the government. Research shows that women’s access to education has generally risen in Africa. However, there seems to be a decrease in the “transition rates” of women from primary through higher education, particularly in Ghana.

Snyder and Tedesse (1995) note that colonial officials wanted to envision women in terms of a “Victorian image” of what a woman would become, instead of monitoring women’s real roles, From this viewpoint they envisaged women’s functions as mainly confined to taking care of and preserving society, while men involved in political and economic actions. Colonials associated ‘male’ with “breadwinner” and as a result, brought in technologies to men and employed men for paying jobs. (p.23)

Tamale and Olako-Onyango (2000) note that women in Africa under colonial rule in general went into academic circles later than their male counterparts. “A systematic and deliberate colonial policy ensured that African women were excluded from the various “ivory towers” that dotted the continent” (p. 2). In stating the effect of colonization

on African women, Staudt (1981) points out that not only did missionary education unequally bring educational prospects to males, but men's education was also treated as the most important than that of women.

Tamale and Olako-Onyango (2000) make known that a diversity of reasons, including the highlighting of household chores, widespread situations of poverty, and the impact of patriarchy, merged to make access to academic establishments for women very difficult for much of the colonial period.

The 1993 Women in Higher Education Management study, carried out by UNESCO and the Commonwealth Secretariat, disclosed that serious obstacles to women involvement in the decision-making field are lack of access to higher education, the pressure of dual family and professional roles, family thoughts, and cultural typecasting.

Mbow (2000) reveals that, colonialism brought out the marginalization of women. When colonial companies initiated cash farming and export farming, technical training to boost production was given to men; men were engaged in cash crops and women in subsistence farming.

Rathgeber (2003) notes that nearly all African countries; female teaching staffs are not many in terms of numbers and consist of less than 10% of the faculty at the senior "professorial level". According to Mabokela and Mawila (2004), a report of the National Commission on Higher Education proved that in 1993, women had 32% of the total research and teaching positions. The report further revealed that the majority of these women were occupied the lowest academic positions as junior lecturers or lecturers.

To better appreciate the state of affairs of women in higher education in Ghana, it is significant to give some backdrop information of the status of women in Ghana. According to the 2000 population census given by the Ghana Statistical Service (2003), women make up 51% of the Ghanaian population of 18.8 million. The greater part of Ghanaians, about 66% live in the rural areas and are involved in either agriculture, fishing. About 70% of the rural inhabitants are women, and about 52% of these women are engaged in the agriculture sector. Manuh (1995) clarifies that women engage in useful activities, such as farming, processing and marketing produce, and trading in local and imported goods. Women are very much engaged in the most essential areas of the economy, food making and distribution, and this is conventional. A 2003

demographic health survey made known that most Ghanaian women are married once upon a time or another in their lives. Between ages 25 and 29 years, less than 5% of women have never been married. One in four women has never been married; 52% are married and 13% are in informal unions, (Ghana Statistical Service, 2004).

Women in Ghana have low literacy levels compared with men, men, 65.8% and 42.3 are women. There is space between urban and rural literacy rates, 69.6 % and 39.8% respectively. Females are more in disadvantageous conditions in rural than in urban areas as female literacy rate is 28.2% in rural areas compared with 58.9% in urban areas (Ghana Statistical Service, 2003). Ghanaian women are supposed to work to give to families and house needs and to meet their requirements to relatives. In this way, they can make to shape and expand social systems to raise their independence and it is inside the informal sector that a lot of rural women unearth work and try to meet up the requirements of their families. Manuh (1995), notes that the prevalence of women in the intermediary is a division of a manifestation of the sexual division of labor with family functions and chores to women. Thus, many women see it comparatively easier inside the informal sector to take care of children, carry out family chores, and involve in economic activities. Due to the fact that many Ghanaian women are short of education and skills, they stay in trading and agriculture.

In June 2007, the government of Ghana selected the first ever female chief of justice. Even though this action has been approved by many, Ghana still has a lengthy way to go. In politics, women in Ghana have fought hard to keep representation. In the year 2007, there were 25 parliamentarians among 230 members and only 4 females out of the 48 ambassadors and high commissioners, (Government of Ghana, 2007).

Manuh (1995) notes that to study women in Ghana involves focusing on the situations, opportunities, and limitations those different women deal with in daily living, generally, relative to sex and social distinction.

3.7 Women and Development

It is exactly twenty five years on ever since the term gender came into existence in the mid 1970s. Ever since that period the objectives of the “new wave generation of feminists”, who discovered their approach hooked into global development organizations and groups as well as discovering a way to maintain in order for women be incorporated into the development issues, ended in a progressively lofty view given to women’s concerns and gender matters contained in development strategies, plan and schemes. Those women have been united by the fresh groups of knowledgeable and advocate women from Southern nations for whom development actions, whether in government sectors, NGOs or public associations, over and over again externally funded by the development organizations in the North has turned out to be at one point both their work bazaar and their field of political activities. It is broadly believed in these periods that development should be transformed by gender studies and that keen consideration should be paid to the desires of unfortunate women so a great deal that such stands have developed into common routine rather than drastic,(Tim Allen & Alan Thomas, 2000).

Since development assistance has gained grounds over the years, so has the believe that women must be important and active partakers and recipients of plans, agenda and schemes concerned with both poverty elimination and the attainment of political and public growth in people’s lives. “The last few decades have seen four UN conferences on women (in Mexico City in 1975, in Copenhagen in 1980, in Nairobi in 1985 and in Beijing in 1995). Far-reaching blueprints have been produced for eliminating discrimination against women and for ensuring that women’s interests and needs are reflected across the whole gamut of the development issues”. Other international fora including the UN forum on Environment and Development (UNCED) in Rio (1992). The International Human Rights forum in Vienna (1993). The population and Development forum in Cairo in (1994). The Social meeting in Copenhagen in (1995). These fora have been turning point conferences in terms of how far women’s agitations have been acknowledge and integrated into the ultimate results of these all-important experiences, (Tim Allen & Alan Thomas, 2000).

The name Women in Development (WID) came into view in a Washington-based group of women development experts, which started to confront dripped assumptions of development, making an argument that “modernization” gave in a different ways on men and women. As an alternative of contributing to the improvement of women’s rights and privileges, the

development method was avoiding them and at most terrible way causing the worsening of women's status in "developing countries", for this reason, WID porched for the 1973 Percy Amendment to the US Foreign Assistance Act which demanded development assistance from the USA to assist incorporate women into the national financial system of overseas countries, thus advancing their standing and supporting the development endeavor. Nevertheless, WID method has received criticisms and widened. Women and Development (WAD) had questioned the WID concept that it was the prevention of women from the development mainstream rather than the method which was the obstacle. The difference involving "sex and gender" was more and more being positioned into working to confront the obtainable social standards and placing of women and men. This has brought a problem to gender associations and the means in which they make differences on development projects and the sexual issues of development initiatives themselves. This method called as GAD (Gender and Development) has been promoted and relevant to a variety of development programs and activities, (Tim Allen & Alan Thomas, 2000).

There was also an acknowledgement of the function of "trees and forest products in the household economy", the function of women in their gathering and the precise understanding they have and a good progress on women's full responsibility in forestry works. The WED (Women, Environment and Development) method draws attention to the exact connection women "have with the environment" as the chief consumers and handlers of natural resources at the community stage. It began with recognition of gender functions and gender allotment of labor and centers on women who are cutters of fuel wood and drawers of water and who engages a key function as growers, (Green et al., p.271). WED centers on women, more willingly than on gender relationships and men gendered resource-allied actions. It gives no consideration to category and other distinctions involving women. The WED method has been given priority by the World Bank and others and incorporated into the writings on the public-based methods to sustainable development which is extensively promoted by NGOs and supporters, (Tim Allen & Alan Thomas, 2000).

A GAD (Gender and Development) study, however, illustrates support from the essentialist observation that women have a meticulous and fixed connection with environment or a stable gendered duty for natural ecological and resource management. As an alternative it places emphasis on the methods in which women's and men's affiliations with the environment are

perceived to come out from the changeable social environment of gender dealings. A GAD study also positions itself towards the problem for women of programs which switches women's endeavor with no payment to "community environmental conservation activities" which can decrease their own right of entry to income and production and aggravate obtainable gendered distinctions in time and work models inside the house. The GAD strategy began from a gendered assessment of the theory behind the economic forms underpinning structural adjustment strategies (SAP), saying that away from being gender unbiased they are in fact "male biased", because of the sexed character of the hypothesis in the models, and the approach in which gender affairs are entrenched in the economic development which reacts from the guidelines. Three types of forms are employed: male favoritism relating to sexual division of work, male unfairness regarding the not paid household work essential for bring into being and sustaining individual resources and male predisposition regarding the social establishments which is the foundation for the provision of labor-the household (Elson, 1995, p.168.Cited from Poverty and Development into 21st Century by Tim Allen and Alan Thomas).

The GAD strategy went on to recommend that the reaction to these three types of male bias must be to confront the distinction between the rewarded (productive) economy and the unrewarded (reproductive) economy and to maintain that the economic forms must consider the dealings involving them. Detailed public spending assessments must be made in the understanding of how modifications in public spending would have an effect on men and women in terms of employment and admittance to services and the repercussions for the reproductive problem of women and their capacity and that of men to go into or expand their prolific roles, (Tim Allen & Alan Thomas, 2000).

3.8 Reflections on the theoretical framework.

In throwing one's mind on the theoretical framework of the study, it turns out to be very important to amalgamate them. The amalgamation of the theories as pictured would be a crucial means of connecting the research problem to the analysis and interpretation of data, keeping the research in focus accordingly.

In the work, the liberal feminism theory, the socialist feminism and radical feminism theory are linked to the poverty of women and how to eradicate the poverty. Indeed, the Liberal feminist theory epitomizes the equal legal position of men and women under the law, the same opportunities must be given to men and women, and legal and social machinery of remedy for subjugation due to patriarchal or men –dominated social structures and the fact that the removal of these legal barriers allows women to utilize their full potential meant that there is a visible relationship between the theory and the poverty of women, (Daniel Welch, 2002, *ibid*).

The radical theory believes that only the elimination of the patriarchal society will offer women the same opportunity as men. The radical argues that the only way to do away with society of patriarchy is to tackle the causes of the problems and also to deal with the fundamental parts of society that sustain them and the poverty of women. If the women are given the same opportunity as men in a male-dominated society, then, they would be in a position to seize every opportunity societies offer them for their benefit. In this case there a clear connection between the theory and the opportunities available to women, (Lucy Brookes, 2008, *ibid*).

There is a relationship between poverty and opportunities of women and socialist feminism theory in the sense that the theory posits that the causes of women’s domination should be observed from the past, cultural and social standpoint all of which are on the whole subdued by patriarchal custom. However, socialist feminist theory is recognized as necessary to the fight for the freedom of all women and the eradication of capitalism, (Yasemin, 2000, *ibid*).

- Linking the theories to the analysis

The three theories namely liberal, radical and socialist feminism would be used to analyze and understand women’s poverty situation in Ghana. This comes under the data analysis.

CHAPTER 4: RESEARCH METHODOLOGY

4.1 Research Strategy

There are two major approaches in social research-qualitative and quantitative. While it is accepted that in quantitative research the importance is on deductive orientation (testing of theories) and in qualitative research the focal point is on the development of theories from data, (inductive orientation) of late, qualitative researchers have become more and more involved in the testing of theories and that is an indication of rising development of the qualitative strategy. This depends on the gathering of additional data to test theories, (Silverman, 1993).

The qualitative research methodology was chosen for this research study for the reason that the objective of the writer is to explain and make known the why women seem to be poorer than men and the opportunities available to both women and men in Goaso, Ghana. Apart from the fact that qualitative research is suitable for exploratory studies, it is also suitable to use in studying human behavior and actions. Governments are institutions made up of human beings and their actions can contribute to the development of human beings so their association integrating their activities would be of greatest significance exciting one to use qualitative research to please one's interest. With qualitative research one can appreciate the sentiment, morals and discernments that inspire and control the behavior of human beings, (Bryman, 2008).

Also, documentary analysis of national and the ministry's reports, handbooks, other literature on opportunities of women and men in Ghana, some of them accessed from the internet. These were the main data collection methods used. The use of a number of diverse research methods to test the same findings is sometimes called triangulation, (Babbie, 2007 113).

In my research, my intention is to test a theory or build a theory but theory is used to understand and analyse data collected. With the limited time I had, I could not collect relevant data for the study. Nevertheless, I had some of the point reflected in the chapters.

4.2 Data Collection Method

As was discussed before, the use of different methods under the qualitative research methodology was focused on Ministry of Women and Children's Affairs (MoWCF) as the units of analysis. Very aware that the time to write the thesis and collection of data more often than not takes four months for master programs, (from January to May), it was necessary to start early to make sure the thesis would be submitted on time. Data collection began in summer 2011, when the provisional proposal was approved. The data collection method used was documentary analysis, which was the main method adopted.

4.3 Document Analysis

The research method that was used to supplement the methods was documentary analysis. The inadequacy of the methods used by the researcher called for the use of the documentary analysis. First of all, the Ministry of Women and Children's Affairs Executives gave the researcher the ministry's policy document and handbook. Other documents such as a National Vision for Girl's Education in Ghana and a Framework for Action, one about Budget Statement and Economic Policy of the Government of Ghana for 2010. One about Voices of Women Entrepreneurs in Ghana by International Finance Corporation which was a World Bank Group report, (2007). Another one was a presentation by then minister for agriculture on Investment Opportunities in Ghana's Agriculture Sector at National Investment Forum. One about Approaches for Advancing Girls' Education in Ghana by Ghana Education Service (GES). All these handbooks and policy documents revealed the opportunities available to both men and women in Ghana. The other parts of the research work namely the history of Ghana's politics, the economy and the rest were obtained from documents and internet sources.

The use of documents as sources of data is imperative and does this by referring to other writers on documentary sources and elucidates that it is undoubtedly appealing to presume that documents disclose something concerning a fundamental truth, so that the documents that a group produces are seen as demonstration of the truth of that group somewhat than seen as means of obtaining access, (Bryman, 2008, p.526). Authors like Atkinson and Coffey (2004) argue that documents must be seen as different models of truth in their individual rights (Bryman 2008 p.526). Atkinson and Coffey argue further that documents must be studied in terms of the medium in which they are constructed and their indirect distribution, that is they are written to express a thought positively to the writers and those they stand for, (Bryman, 2008, p.527).

4.4 Ethics, Validity, Reliability

4.5 Ethics

In collecting data for research, the researcher was obliged to be led by the ethics that are connected with it. Ethical considerations certainly impose a responsibility on every researcher to produce a very proficient and precise interview in accordance with the rules that govern interviews. As the main research method would be qualitative research through the use of an interview guide, when it comes to ethical considerations the main emphasis lies within two areas: informed consent, and confidentiality. By informed consent, the researcher would inform all participants what the research was about and for what purpose the research was being conducted. The researcher would also make it clear that the participation is completely voluntary, and give out would be used solely for the purpose of this research, and that their individual anonymity would be protected. The respondents would be informed before the interview was conducted. The researcher would not give out names where the respondents seemed to see the information as private. Also, the proper quoting of writers using the appropriate punctuations, thus the prevention of plagiarism was carefully considered.

4.6 Validity

Validity is a word explaining a notion that precisely replicates the idea it is meant to measure, (Barbie 2007 p.146) In other words, it is the extent to which an assessment computes what it is presumed to measure that is to substantiate how true the data gathered is. For a research work, there are two types of validity. We have content validity and face validity, (Barbie, 2007). The dependence on documents written by competent authors and writers attested to the fact that the method of measurement is valid.

4.7 Reliability

This is the value of measurement method that implies that the similar data must have been gathered every time in reiterated observations or applications of the same observable fact, (Barbie 2007) for this reason, it indicates stability of quantity. The description of types into subjects outline the different processes were clear but relevant to what they were presumed to explain. Reading, rereading and checking and rechecking documents painstakingly, were means

of making sure of the reliability of the data. A number of questions were asked frequently and in other means in the entire three methods too, therefore triangulation is a way to attain reliability of data, (Barbie, 2007).

CHAPTER 5: Results of the Study

The subsequent action following the gathering of data was to deal with the data collected from the different qualitative research methods to analyze the data. The arrangement for the data analysis was made in sub-topics. Topics (or sub-topics) made were painstakingly evaluated and there would also be reevaluation of the records and observations from texts that make up the structure of the data were also done, (Bryman, 2008 p.554).

This chapter brings out the key findings of the research on why women are poorer than men and the socio-economic opportunities of both men and women in Goaso, Ghana. Issues such as the work they do, the benefits of the work they do, the obstacles they face, the policies of the government and the role both women and men play in the government policies would all be analyzed and all other key issues in line with the objectives of the research would be dealt with.

5.1 Women and men`s employment pattern.

Labour market products in Ghana, like somewhere else, have a huge effect on the value of life of employees in common and women in particular as well as their relatives. It is general information that gender disparities have a tendency to happen in the degree, structures and approaches for involvement in the labor market. Undeniably, the formal sector of Ghana`s labour market can possibly be described as male-dominated for the reason that employment in that segment is dependent on employees` education and expertise attainment, among others, conditions that are met mostly by males than females for many factors especially monetary, institutional and educational. The allotment of the labour force in the formal sector of the Ghanaian economy gives you an idea about women commonly engage in lower and middle divisions at their work places, (Harry A. Sackey,2005).

Working groupings in the 1980s were such that in the executive and decision-making positions only 9% were women, at the same time among clerical, sales and service workers, as much as 75% were women. As a result women form more than two-thirds of workers in the lower division of the public sector and less than one-tenth of employees in the upper division. With structural adjustment, the redeployment exercises embarked upon as part of the civil service

reform program were first and foremost aimed at employees at the lower stratum (i.e., the untrained or semi-literate), the greater part of who were women. This and other factors have made females a susceptible group. Female labor force involvement, even though persistent in the informal sector, has a propensity to demonstrate on the whole rising tendency in recent times. In all geographical places (i.e., urban and rural), women are seen in vigorous involvement in the labor market. To partake or not to partake emerges to be a matter of continued existence, an episode that appears to be necessitated first and foremost by such factors as education and cost of living. Similar to this development has been a propensity in the direction of fertility decline. Collectively, these trends emerge to be intensifying up till now flimsy and income lacking class of Ghanaian women, (Harry A. Sackey,2005)

Fosu (1999) brings to a close that cost of living is important within the labor force membership model and that it puts forth a constructive impact on the latter. Furthermore, the obvious readiness of married women to partake in the labor force comes from a craving to give their families with a higher standard of living. This finding is significant because it highlights the wellbeing enhancement rationale for female labor market involvement.

The World Bank (1995a), writing on demographics and labor supply, points out that even though no straight connection stays involving economic development and women's labor force involvement, fast improvement is often come with higher female involvement, higher ranks of education for girls and lower fertility rates. In this perspective labor market conditions are also important. For example, immigration decreases the domestic supply of male labor, encouraging the admission of women into the labor force. Also, the economic recession of the 1980s had a blow on women's involvement, which has a tendency to rise with downturns in low-income countries.

On women's involvement in the labor market, the World Bank (1995b) notes that the choice not to partake in the labor force does not essentially echo a woman's own preference, nor does it always match up to the best utilization of family resources. In addition, the market earnings do not recognise the public advantages of educating and employing women. Unfairness in families and in the market brings not only personal costs for individuals and families, but public costs for society as well.

Addison (1993), on his part, recognizes that female labor force involvement is, on average, lesser than that of males for the reason that women have lesser opportunity costs of non-involvement when their earnings are small. Unemployment rates are over and over again higher among women for the reason that their prospects of job hunt are near to the ground and unfairness in hiring leads to a lesser job opportunity rate for them.

The formal sector of Ghana's labor market could be defined as encompassing every single lawfully registered and arranged or formed production units that provide work for ten or more workers. It includes both wage and salary workers and encompasses both public and private sectors. This sector has seen much variation in terms of its ability to attract labor market partakers. A fairly encouraging employment movement happened for the second half of the 1970s; follow by a dilapidated trend throughout the early 1980s. This was the era of economic turn down in the Ghanaian economy that ultimately let the way for the economic recovery program beginning in 1983. The progress towards economic recovery was connected to some kind of job creation so to speak, particularly in the private earnings sector. The second half of the 1980s throughout t early 1990s was typified by decline in the formal salaried sector. Among a variety of factors for this pattern particularly in the public sector are slimming down of the public sector (as reflected in the redeployment program), divestiture program and opening up the economy to competition. In spite of the decreasing movement of job opportunities in the formal sector, it must be noted that the private formal sector emerges to offer a comparatively better opportunity for formal job creation, as seen by the rising pattern in its contribution to employment. Even though, the informal sector is the most significant basis of labor market involvement. It has been observed that the society and public services subsector has a tendency to be the most significant starting place for job creation for the social formal sector, while the manufacturing subsector offers the largeness of job creation for the private formal sector, (Harry A. Sackey,2005).

These models of sectoral employment are reasonably comparable to those in other sub-Saharan African economies. Due to the inaccessibility of gender cumulative data for these employment patterns, we cannot go further than the study above. On the other hand, we can count on house survey data to study the existing gender trend of involvement in the informal sector. Facts from the 1991 and 1998 household data indicate that salaried employment for females is nowhere near

10% of total employment. Without a doubt, agriculture is the leading industry taking in the female labor force. This is not shocking since Ghana is to a large extent a mainly agricultural economy and the mass of its population lives in rural areas. In addition, in the light of our sample size by locality, with 59% being rural inhabitants, there is a propensity for agricultural employment to be predominant. This tendency notwithstanding, it is detected that agriculture's contribute to the female labor force declined from about 59% in 1991 to 51% in 1998. More and more females are at present are involved in the manufacturing and trading industries. The steady development of micro enterprises and the availability of "appropriate technology" and useful literacy expertise to both rural and urban groupings have in some way unlocked an opportunity for women's involvement in manufacturing and food processing ventures. The increase in involvement in trading is expected, given that nearly anyone with a modest start-up capital can take on one variety of transaction or another. Educational requirements are not too high, and at the same time there seem to be less harsh "entry barriers", if any. Women's conjugal position is extensively and absolutely related to their prospect of taking part, no matter where they live whether in rural or urban areas. This is not astonishing given that it is general to see married women in Ghana being supported in money-wise by their husbands to take on different economic actions. Some kind of household budget division takes place in the long run, with such married women taking on economic duty for some explicit household requirements. Our survey shows that about 40% of married women in urban areas are involved in "wholesale and retail activities". An extra 20% are in small-scale manufacturing works mostly food processing. In rural areas, on the other hand, about 73% of married women are involved in agriculture and livestock activities. The urban effect of being married on female involvement goes beyond the rural by three times. "For both urban and rural married women, the husband's post-primary schooling" has the tendency to have a considerable encouraging consequence on the prospect of their involvement, (Harry A.Sackey,2005).

Having small number of children in urban areas has a propensity to promote involvement, at the same time more children does otherwise. This means that urban women with small number of children are to some extent free from an otherwise prolonged sequence of childbirth and concern for a quite greater time of their mature prospect. With small number of younger children to look after, women are able to partake in labor market activities, given the good permitting environment. Nevertheless, the existence of children is not seen to matter much in so far as rural

women's involvement is concerned. It must be noted that in rural areas there seems to be comparatively fewer disagreement between women's responsibility as caretaker and that of labor market activity partaker for the reason that some structures of rural job permit control of children. For example, it is not infrequent to see rural women getting their children to the farm. The function of women in the growth and management of the Ghanaian economy cannot be downplayed. In almost all fields of life, women are seen contribute to the general productivity of the economy. Without a doubt, their aptitude to combine family requirements with labor market activities has been an extraordinary experience, one that has drawn the interest of an up-and-coming literature on gender issues. Our study indicates that female labor force involvement rates are relatively lofty in the Ghanaian economy. The kind of sector women get themselves in is connected to be related to their level of education, but the greater part is in self-employment. Facts from the 1991 and 1998 household living standards surveys indicate that wage jobs for females is not near 10% of total employment. By far, agriculture is the leading industry employing the female labor force. This is not shocking since Ghana is a mostly agricultural economy with the majority of the population in rural areas, (Harry A.Sackey,2005).

From radical feminists point of view women's oppression is due to male dominance and women's reproductive roles. These roles consign them to the household to take care of men and children, and to do some cleaning jobs. This seems not to be the only jobs of women as the table depicts that women are also office workers and farmers.

Socialist feminism also asserts that differences in men and women's material existence as the main source of oppression. Patriarchy has a material support that is articulated in men's control over women's labor power. According them their reproductive roles in the household reduce them to be dependent on men. Again, this seems not to be only the case as some women are also farmers.

5.1.1 The obstacles faced by women in Goaso.

The study of World Bank Group shows that despite the fact that less than half of the women studied possessed or leased their most important business structure, less than a quarter really are the owners of the land and only 5 percent wanted to pay for land in the last ten years. The small number of women owning land as detailed in the study is undoubtedly an indication of the lack

of suitable lawful conditions to care for women's land privileges. Additionally, "customary law" is the starting point for most land possessing in the country and so land issues are undoubtedly connected to conventional and cultural standards that frequently have a tendency to go against women. The result on access to money is also relatively instructive. In all, less than a third of respondent firms had an unpaid loan from a financial establishment, a good number of them were short-term loans. It was also stated that guarantee such as land and houses, and also personal properties, were needed by the financial organizations. These results emphasize vital matters concerning universal credit giving in Ghana, which need a all-encompassing answer. In the first place, the earlier period of comparatively lofty interest rates on "government securities" had made financial organizations to support "safe investments" rather than credit giving with the related hazards. Thus, until the last couple of years when interest rates began to come down, financial establishments constantly stated excellent profits even though businesses barely got sufficient funding to develop their businesses. The credit structure in Ghana is still undeveloped. For example, there is no credit account statistics or ranking for borrowers which will facilitate finance suppliers to assess possibilities of non-payment and also deal with the problem of "asymmetric information" intrinsic in providing contracts. Also, the enforcement of profit-making contracts in Ghana is pretty hard because it takes a long time for the courts to get rid of such cases. The analyzed outcomes on levies and permits emphasize the subject of the uninformed conduct by tax officials who pester and often terrorize women. This state of affairs is due to the fact that for unlisted firms, the Internal Revenue Service has to approximate the tax bill on the basis of yield. However, with the current introduction of the "flat tax" for small companies, there is the probability of a decrease in the number of pestering cases. About 50 percent of the women studied affirmed that they did not have enough information on taxes, mainly concerning rate adjustments. As is usually right for most firms in Ghana, a considerable percentage of women entrepreneurs do not play a part in global trade. Survey answers on access to international trade confirm that the majority of women-owned companies are not taking chances or are not conscious of advantages in outside markets. One cause mentioned for this is the inadequate information on global markets. There is therefore the need for Ministry of Trade and Industry (MOTI) to sufficiently circulate information on up-and-coming prospects in global market,

International Financial Corporation (IFC), World Bank Group (2007), *Voices of Women Entrepreneurs in Ghana*.

Liberal feminists believe that gender bias robs women the same rights as men to pursue their lucid objectives and goals. They argue that while men are assessed on their individual advantages women are assessed as female. The solution to women's poverty is to remove legal barriers but it seems from figure 2 that not only the removal of legal barriers that could solve women's problem but addressing unemployment situation and giving women decent jobs could go a long way to help women develop. Thus, the main obstacle women face in Goaso is not only legal barriers but also unavailability of jobs.

5.1.2. Policies of the government.

The Comprehensive Africa Agriculture Development Program, (CAADP) is at the centre of attempts by African governments under the AU/NEPAD project to speed up development and eradicate poverty and famine among African countries. The most important objective of CAADP is to assist African countries attain a superior trail of economic development through agriculturally-led growth which eradicates hunger, decreases poverty and food and diet problems, and facilitates extension of exports. As a project of the African Union, it originates from and is entirely held and led by African governments. It offers a split structure for tactical preparation and execution, and for corporation and development support in the sector. Further, CAADP presents the vision for governance, scientific and monetary help for countries with programs and visions that side with the CAADP principles and structure. In siding with CAADP, countries assume the Maputo Declaration of: (i) attaining a yearly agricultural growth rate of at least 6 percent and (ii) assigning at least 10 percent of the national budget to agriculture. The CAADP also echoes wider standards of joint appraisal and discussion, shared responsibility, and corporation. In the West Africa region, the Economic Community of West African States (ECOWAS) has been obliged to help and organize the execution of the program. In this context, ECOWAS planned the regional agricultural policy (ECOWAP). The ECOWAP is the structure of orientation that offers the standards and goals allocated to the agricultural sector and direct involvements in agricultural growth in the region. During 2005, ECOWAS and the NEPAD Secretariat came up with a joint ECOWAP/CAADP achievement plan for the period 2005-2010 for the growth of the agricultural sector. Even though regional and continental in context, the

ECOWAP/CAADP program is an essential part of national attempts to encourage agricultural sector increase and economic progress. Therefore, it is recommended to put together and execute tangible business plans at national and regional stages to perk up the livelihoods of the inhabitants. (Republic of Ghana: (Ecowas Agricultural Policy (ECOWAP)/Comprehensive African Agriculture Development Program (CAADP), 2009).

In the case of Ghana, the focal point of the CAADP progression is to reinforce and include worth to the Food and Agriculture Sector Development Policy II and the Sector Plan under the National Development Program. The present program of the Government of Ghana (GoG) emphasizes the vital character of tough programs in all sectors and calls for the development of present programs and designed plans. Also, the need for shared strategies for efficient growth of the agricultural sector has turned out to be supreme in the face of global problems with the prospect to dent development attempts aimed at fighting food problems and poverty decline. The national dream for the expansion of the food and agriculture sector is a structurally changed Ghanaian economy where updated agriculture has brought about advanced food security, employment prospects and considerably reduced poverty, mainly in rural areas. FASDEP II aspires to update agriculture in a way that offers significant connection between agriculture and industry, and is based on relevance of science and technology and sustainable land administration and environmental observations. The agricultural sector is aimed to grow at 6-8% per year to help the national production growth and the accomplishment of a middle income status by 2015, (Republic of Ghana: Ecowas Agricultural Policy (ECOWAP)/Comprehensive African Agriculture Development Program (CAADP), 2009).

Education and skills teaching are vital to the growth of a young person's fruitful and responsible life. The central objective of the policy is therefore to guarantee the growth of a well-informed, independent, trained, regimented, and a fit population with the ability to make and carry on the socio-economic development of the nation.

- make progress and giving of education and skills instruction more receptive to the labour market. This can be attained through the regular evaluation of the Training and Education curricula;
- raise access to basic education skills instruction;

- deal with the problem of school dropouts by coming up with strategies that will keep pupils and students in school until they complete important stages of education;
- make education a good profession;
- utilize education to close the space between young persons and their surroundings;
- offer apprenticeship instruction for drop.

The objective of this policy is to offer well prepared society-based system of ICT resource centers in all districts to assist the youth obtain skills in IT and make them dynamic people in the information and facts based economy.

The difficulty of youth joblessness and “underemployment” is a most important developmental confrontation. Employment opportunities linger on as a key concern in the country’s development program and it is the objective of Government to offer the youth with opportunities for employment and labor market knowledge. In this relation, the policy intends to;

- creating the capability of the youth to find out wealth-building opportunities in their surroundings and environment;
- allowing the youth to have access to dependable and sufficient labor market information;
- building prospects for young people to take advantage of obtainable employment opportunities; and
- teaching and getting the youth for the worldwide market” Volunteerism” is employed worldwide as a means for building energetic citizens, encouraging national unity, and creating prospects for skills improvement and application for young people. There is a need to make “volunteerism” eye-catching to young people and instigate nationalism. To achieve this goal, Government in association with other “stakeholders” will take the following measures;
- apportion resources to youth volunteerism
- assist private sector help for youth volunteerism
- incorporate youth volunteerism in all stages of the educational programs; and

- instill the spirit of patriotism and volunteerism
- build leadership possibilities among the youth through volunteerism.

(National Youth Policy of Ghana: Towards an Empowered Youth Imparting Positively on National Development,2010).

According to liberal feminist theory, women should have the same opportunity to develop their cogent capabilities as men. They believe that states should put into effect women’s rights. They believe that the state has the capacity to become an impartial arbitrator. This assertion is in consonance with what the respondents of Goaso said as 42% of the respondents answered that the central government has a responsibility to pass laws that support women’s rights.

5.2.1 Why women are poorer than men.

Several studies have shown that expending on girls’ education is almost unquestionably the “most cost-effective” action a developing country can make to improve its standard of living (Acheampong 1992). Educating girls creates significant social and welfare benefits, such as lesser infant mortality and fertility rates, (Bruce 1997).

According to Sackey, Undeniably, the formal sector of Ghana’s labor market can possible be described as male-dominated for the reason that employment in that segment is dependent on employees’ education and expertise attainment, among others, conditions that are met mostly by males than females for many factors especially monetary, institutional and educational. The allotment of the labor force in the formal sector of the Ghanaian economy gives you an idea about women commonly engage in lower and middle divisions at their work places, (Harry A. Sackey,2005).

According the World Bank (1995b) notes that the choice not to partake in the labor force does not essentially echo a woman’s own preference, nor does it always match up to the best utilization of family resources. In addition, the market earnings do not recognize the public advantages of educating and employing women.

Liberal feminists believe that gender bias robs women the same rights as men to pursue their lucid objectives and goals. They argue that while men are assessed on their individual advantages women are assessed as female.

CHAPTER 6: INTERPRETATION AND DISCUSSION

6.1 Discussion

This chapter throws light on the study in relation with the theoretical framework and evaluates the literature. The chapter also takes into account the research questions formulated for this research work. The objective of the researcher is to highlight the main findings of the work and discuss it in relation to literature.

6.2 The works women and men do in Goaso.

According to a survey done by Aduse-Poku et al (2003). They found that the work most people were doing was farming. They concluded that the most important livelihood alternatives in the two studied rural communities were farming and trading with farming being the highest followed by trading. Taking into account the fact that most people get their living from their immediate environment, farming unavoidably, becomes the pressing livelihood alternative that is consistently taken on by the rural folks. This factor adds to the soaring number of people engaged in farming. They further argued that the survey made known that agriculture employed the highest amount of people with a percentage of 66.4%, (Adu-Poku et al , 2003).

. From Adu-Poku et al (2003). They concluded that unemployment, however, was at the lowest minimum of (0.9%) and fundamentally an immaterial component in the rural communities. According to them, this is in line with earlier work (GLSS 4, 2000) that argued that unemployment is an urban trend. However, bringing together this outcome and results from the survey, it could be inferred that the majority of the rural people particularly the vibrant youth class generally between 18-35) do not consider or recognize farming as an employment. This presumption is due to the fact that, although most people (particularly the youth) nag that they are not employed, strictly speaking they were not jobless; they were, actually farmers, (Aduse-Poku et al, 2003).

Farming along with the recognized occupation choices in the surveyed communities, is the most well-known, carried out by far-off more than half of the populace. This implies that farming still continues to be an essential foundation of employment for the rural people. The common kinds

of farming recognized were crop production and animal rearing with more persons engaged in the production of crops than in animal rearing. Farmers in the studied communities cultivated crops such as cocoa, oil palm vegetables, sporadically and intercropped/mixed with food crops such as cassava, maize, plantain and cocoyam. In general gender was understood not to have an effect on farming as a employment choice in the rural community, as both male and female were vigorously engaged in no major distinction in percentage involvement. On the other hand some factors like age and education was recognized to considerably have an effect on the option of farming as a chief or major occupation, (Aduse-Poku et al (2003).

6.3 Central government policies.

. This assertion is corroborated by Mrs. Rebecca E. Dadzie then the Western Regional Director of Education, on Tuesday 23th Febuary asked the government and other partners in Education to come out with a wide-ranging “national education policy” that would last for a long time and tackle the needs of people in Ghana. She said education represents an important asset in individuals so it was very vital to come out with policies for all to provide a secured future for the citizenry. Mrs. Dadzie made these revelations when she took her turn at the Regional launch of the 2010 Ghana National Association of Private Schools' Week at Takoradi in Ghana. The week, dubbed: "A Non-Partisan State Policy on Education - A Must for Ghana" is to increase consciousness on the necessity for a tangible policy that could help in the quest to build a better and to assist in the nation’s development, (GhanaWeb, 2010). The government of Ghana has already started to empower women through education. Free Compulsory Universal Basic Education (FCUBE) has been introduced in Ghana and countrywide policies that put the desires or concerns of girls and women at the centre of education programs have been put into operation. Steady progress is apparent: gross enrolment rates have risen to 104 per cent in 2008 and “gender parity” has been attained mostly in early access to primary education. But, boys are still mostly likely to continue in school long, particularly at the secondary and tertiary school stages. The enrolment rate of girls aged 11-16 is less than that of boys by nearly eight per cent. Five per cent higher boys than girls on average finished junior high in the last five years. In spite of the National Government’s most excellent attempts to do away with obstacles for girls, unrelenting gender parity in education involvement continues to exist and the Government of Ghana’s Millennium education objectives are far away from being attained, (Grzybowski, 2010).

6.4 The roles women and men play in these policies.

According to the statements made by the current president of the republic of Ghana President John Evans Atta Mills on Sunday addressed the 54th Independence Day Parade in Accra and emphasized discipline and hard work as necessary ingredients for the nation's development and growth and the individual progress of the youth. “He said it was only through discipline and hard work that the youth would be able to take over from the present leaders and become leaders of the future”, (President Mills, 2010). The President advised the youth to maintain their focus on their objectives and priorities and seize opportunities that appear their way, (GhanaWeb, 2010).

6.5 The situation of Ghana and other countries in Africa

Agricultural

Agricultural markets in the greater part of the countries in the region are now free up. A previous review by the UNCTAD secretariat brought awareness to the dangers entailed in such a fast “liberalization” without setting in place the establishments needed (UNCTAD, 1998, Part Two, chap. III). Without a doubt, lots of of the prospects continue to be unanswered, and a re-evaluation of these programs emerges to be happening, in acknowledgment of the fact that” liberalization” has not thrived in dipping business costs and bringing about progress in the performance of input and result markets. Farmers have undergone not only from reducing production prices but also from increasing input prices for food crops and the elimination of fertilizer subsidies (World Bank, 2000b, pp. 184–189). As said in a more current World Bank report, in some countries, such as Zambia, agricultural loan and promotion by the private sector happened to be unequal and erratic, and once market strengths had eradicated the inherent subsidies to distant and small farmers, many farmers were left poor. In Cameroon repair of rural roads embarked before by the marketing boards failed after the reforms.

Verification from field research and previous study by the UNCTAD secretariat confirm that the conventional establishments in African agriculture, together with the much condemned public organizations, have achieved many duties with positive results for the poor, in spite of worldly turn down of productivity as well as vicious short-term instabilities in international prices of agricultural goods. The management of agricultural programs in PRSPs is usually in compliance with traditional policy proposals: detachment of public groups from agricultural markets and

“liberalization” of both advanced and rearward markets is a general obligation (Benin, Burkina Faso, Cameroon, Ethiopia, Malawi and Mozambique). These developments are to be taken in through sustaining private agencies at all stages (Benin and Burkina Faso). There are clear positions to “liberalization” of markets for cotton (Benin, Burkina Faso and Cameroon), coffee and cocoa (Cameroon and Ghana). There is some pledge to the development of land tenure schemes so as to safe individual assets rights (Cameroon, Guinea, Madagascar and Rwanda), which in some cases is deemed to be component of a procedure of appealing to big investors into large-scale farming in agriculture (Madagascar, Malawi and Sierra Leone). The worry that such modifications could weaken conventional, collective property systems and change land into a product is an ordinary subject. The mutual staff evaluations have in some cases, such as Ethiopia and Mozambique, drawn notice to the breakdown to highlight the requirements of rules on farming land (including rights to use land as guarantee) or to reflect on improbability in excess of land rights. These procedural advantages do not forever get help amongst the Africans who are deprived. Study of the World Bank (Narayan et al., 2000) hints that the desire of the African poor is not the growth of “private property rights” per se, but to a certain extent land management. There are common orientations by deprived African peasants on the privation they experience on account of the importance placed on market apparatus with respect to land tenure systems, and particularly the increased prices or rents they are compelled to pay.

Education

Primary education and health care are the key issues focal points in PRSPs. The motivation is derived not only by ethical reflections but also by the action to perk up good organization and revenue allocation and hence to decrease poverty through increasing individuals’ assets. Undoubtedly, good schooling and healthiness on their own cannot accomplish much on these but jobs with sufficient pay have to be built. Asked to recognize the issues permitting people to get away from poverty, nearly 70 per cent of African respondents pointed out “self-employment and business”, while less than 5 per cent revealed “education” (Narayan et al., 2000, pp. 56–57). In other words, if asked about the connection between poverty and education, the distinctive response of a poor African is expected to be “I am uneducated because I am poor”, rather than “I am poor because I am uneducated”, again proving that education does not lessen poverty if there are no new employment prospects.

United Nations Conference on Trade and Development, Geneva. From Adjustment to Poverty Reduction: What is New?(2002).

Since the United Nations Conference on Environment and Development, sustainable development has continued to be elusive for a lot of African countries. Poverty continues to be the most important confrontation and the majority of the countries on the continent have not gained entirely from the prospects of “globalization”, further aggravating the continent’s “marginalization”. Africa’s attempts to attain sustainable development have been held back by conflicts, inadequate investment, small market access prospects and supply side limitations,” unsustainable debt burdens”, traditionally reducing heights of official development support and the effects of HIV/AIDS. United Nations, (2004). Sustainable Development for Africa. (http://www.un.org/esa/sustdev/documents/WSSD_POI_PD/English/POIChapter8.htm)

6.5 Feminist theories and women in Goaso.

According to liberal feminists women must have access to civil participation, work and market activity in the public domain. Liberal feminists go on to argue that the basic reason of women’s repression rests in their lack of right of entry into the civil participation enjoyed by men. Equality would be obtained when women have right of entry into jobs and public pursuits, (Musgrave, L. Ryan, 2003). This is the reason why women in Goaso according to the findings of the researcher are calling on the government of Ghana to pass laws that will help women to have access to credit facilities easily.

Education in radical feminism is a method of revealing the ways in which patriarchal institutions such as schools, universities, and conventional scholarship has occupied women’s minds in the benefit of patriarchy. The emancipation of women from patriarchal authority demands education to see these areas of women’s know-how in a different way. In radical feminist discussion, traditional female persona and ideals are given a new and encouraging standing, which confronts the dominance of traditionally male persona such as rationale and impartiality, (Admin Published, 2011). This assertion of the radical feminist if taken will go a long way to alleviate poverty of women.

Socialist feminism (materialist feminism) understands the repression and discrimination of women by men, culture, its structure and institutions, overriding culture and even the past. This

theory says that the causes of women's domination should be seen from the past, cultural and socio-economic viewpoint all of which are on the whole subjugated by patriarchal custom. However, socialist feminist theory is professed as necessary to the fight for the freedom of all women and the demolition of capitalism. Socialist-feminism, according to Charlotte Perkins Gilman, progressed ahead of an effort to generate parity of women inside the system to a struggle for equal opportunity within a new structure that is independent on male control or any mistreatment of one group by another, (Gilman in Jaggar & Rothenberg, 1984:153.Cited in Yasemin, 2000). However, this assertion of the socialist feminist was not captured of the studies of the researcher but by the observation of the researcher, culture seems to have played a very significant role in the lives of women in Goaso as most of them are still very conservative.

CHAPTER 7: CONCLUSION

7.2: Concluding Remarks.

The and analysis, interpretation and discussion have revealed some important problems and challenges in the development of women in Ghana in general and women in Goaso in particular which must be dealt with urgently. The researcher, therefore, proposes the following measures to counter the numerous problems women face.

- The findings of the study brought to the fore the unavailability of jobs for women to do in order to make any meaningful living. It is, therefore, imperative that the government of Ghana regardless of the limited resources must work assiduously to provide jobs for the women to work. In addition, farming seems to be the main occupation of women in Goaso. Therefore, the government must make agriculture one of its priorities by providing enough equipment, constructing irrigations and also streamlining the laws concerning land accessibility and acquisition.
- This study also found that women face a lot of obstacles in the pursuit of their individual objectives. One of them was unavailability of credit facilities for women to undertake meaningful ventures. Therefore, the government of the day must come out with rules and regulations that would help women secure loans on flexible terms.
- This research discovered that women are very much interested in the passage of laws that support women's rights. The researcher would like to urge the Ministry of Women and Children Affairs (MWCA) to educate Ghanaians in general on the rights and responsibilities of women.
- It was also found that education and trading are the main opportunities available to women in Goaso. It is, therefore, incumbent upon the government to improve education and make education free for women so that as many women as possible can have access to education to acquire the necessary skills and training for their future.

Finally, the researcher believes that it will be useful if this government removes all the laws that serve as a barrier to the development of women in Ghana and Goaso in particular. This will facilitate women's participation in socio-economic activities, thereby, improving their status in society as well as decreasing their poverty situation.

REFERENCES

- Academy for Educational Development, (2002). A National Vision for Girls' Education in Ghana and a Framework for Action: Charting the Way Forward. Washington DC: Academy for Educational Development.
- Addison,T. (1993). Employment and Earnings: In L. Demery, M.Ferroni, C. Grootaert and J.Wong-Valle. Understanding the Social Effects of Policy Reform. Washington, D.C: The World Bank.
- Admin Published, (2011). Radical Feminsm. Article
- Akyeampong, K., Djangmah, J., Oduro, A. (2007). Access to Basic Education in Ghana: The Evidence and Issues. Consortium for Research on Educational Access, Transitions and Equity.
- Albert, K.A. (2002). Vocationalization of Secondary Education in Ghana. A Case Study prepared for Regional Development Review, Human Development, Africa Region, World Bank.
- Amy, B. (2007). History of Feminism and Feminist Thought: Liberal Feminism
- Amy, S. (2010). Radical-Libertarian Feminism (article).
- Angie, D. (2007).Climate Change and Poverty in Ghana.
- .Ashley, G. (2010). Breaking Down Barriers to Girls' Education in Ghana. A Comment in Articles, Ghana, Uncategorized, University Intership.
- Asoka, B. (2008). Women in Development: Liberalism, Marxism and Marxist-Feminism
- Atta-Mills, J.,Alder.,Jackie.,Sumaila.,Rashid.(2004). The Decline of Regional Fishing Nation: The Case of Ghana and West Africa. National Resource Forum 28(2004) 13-21.
- Augustina, A.,K. (2008). Experiences of Women in Higher Education: A Study of Women Faculty and Administrators in Selected Public Universities in Ghana.A dissertation presented to the faculty of the College of Education of Ohio University. In partial fulfillment of the requirements for the degree Doctor of Philosophy.

Bagihole, B.(2002). Against the Odds: Women Academics' Research Opportunities. In G. Howie & A. Tauchert: Gender, Teaching and Research in Higher Education: Challenges for the 21st century (pp46-58), Burlington,VT: Ashgate.

Bank of Ghana. (2008). The Fishing Sub-sector and Ghana's Economy.

Bannerman, P.O.,Cowx, I.G.(2002). Stock Assessment of the Big-Eye Grunt Fishery in Ghanaian Coastal Waters, Fisheries Research 59(2002) 197-207.

Barbie, E.R.(2006). The Practice of Social Research. Wadsworth Publishing Corporation. Congage Learning. 11th edition Belmont, CA

Boakye, A.A.(1998). Preservation of Sacred Groves in Ghana: Esukwakwa Forest Reserve and its Anweam Sacred Groves, working papers, No 26.

Bryman, A. (2008). Social Research Methods. Oxford University Press, Oxford, 3rd edition.

Chong, W.L. (2008). Radical Feminism. (article).

Chuks, J. (2004). Population Ageing and Survival Challenges in Rural Ghana. Journal of Social Development in Africa, Vol.19,No 2,PP 90-112.

Citifmonline, (2011). Discipline and Hard Work would Progress Ghana-President.

Daniel, W. (2002). What is Liberal Feminism-article.

Daniel, W.Y. (2010). Seeing Firsthand the Impact of Millennium Challenge Account is Having on People's Lives in Ghana.

Denise, W. (2008). Business for Development: Ghana, Agriculture is becoming a Business. Organization for Economic Co-operation and Development.

Dubgazah, A.K. (2002). Gender Inequality in Higher Education: The Case of University of Ghana.1980-2000.Unpublished doctoral dissertation, Howard University, District of Colombia.

Ernest, A.D. Minister for Food and Agriculture Presents Investment Opportunities in Ghana's Agricultural Sector at the National Investment Forum.

www.gipc.org/gh/userfiles/files/Events/AGRIC.pdf

Fosu, A.K. (1999). Cost of Living and Labour Force Participation: Married Women in Urban Labour Markets. *Journal of Labour Research*, XX(2), 219-32.

Fred, T.A.A. (2007). National Youth Employment Programme: Addressing the Sustainability of the Youth Employment in Ghana. *The Statesman News Paper*.

Gerald, L.A. (2005). *Radical Feminism and Political Correctness*.

Ghana Education Service, (2001). *Approaches for Advancing Girls' Education in Ghana. A Symposium to Examine Current Practices and Identify Future Directions*.

Ghana Parliament, (2007). *95000 Employed in Various Modules*. Published by Public Affairs.

GhanaWeb, (2010). *Ghana Needs a Long-Lasting Education Policy*.

GhanaWeb, (2009). *Agriculture is Strength of Ghana's Industrial Growth: Duffuor*.

Ghana Statistical Service (2003). *Core welfare indicators questionnaire survey:*

National survey. Accra, Ghana: Ghana Statistical Service.

Ghana Statistical Service (2004). *Ghana demographic health survey, 2003*. Accra,

Ghana: Ghana Statistical Service.

Government of Ghana (2007). *Women urged to stand up, work hard*. Retrieved September 18, 2007, from

http://www.ghana.gov.gh/ghana/women_urged_stand_work_hard.jsp

International Finance Corporation's Report, (2007). *Voice of Women Entrepreneurs in Ghana*. World Bank Group.

Harry, A.S. (2005). *Female Labour Force Participation in Ghana: The Effects of Education*. AERC Research Paper 150. African Economic Research Consortium, Nairobi, Kenya.

Heckman, J. (1974). *Shadow Prices, Market Wages and Labour Supply*. *Econometrica*, 42(4): 679-94.

International Financial Corporation (IFC) World Bank Group (2007). *Voices of Women Entrepreneurs in Ghana*.

(www.publicprivatedialogue.org/workshop/0202008/ghana_voices_final_06082007).

James, H. (2005). Employment, Poverty, and Gender in Ghana. Working Paper Series, No 92, University of Massachusetts, Amherst.

Juliet, F. (2009). Socialist Feminism. Article.

Kalyani, T. (2003). Searching for a Voice: An Examination of the Fishing Industry in Ghana.

Korsi, A., David, R.S. (2001). Livelihoods of the Poor in Ghana: A Contextual Review of Ghana-Wide Definitions and Trends of Poverty and the Poor with Those of Peri-Urban Kumasi.

Kwaku, A.P. et al (2003). Improving Rural Livelihoods within the Context of Sustainable Development: A Case Study of Goaso Forest District. Tropenbos International Ghana.

Kyei, A. (2009). Poverty, its Effects and Eradication in Ghana. Article

Lucy, B. (2008). What is Liberal Feminism?

<http://ezinearticles.com/?What-is-Liberal-Feminism?&id=1083380>

Lucy, B. (2008). What is Radical Feminism?

<http://ezinearticles.com/?What-is-Radical-Feminism?&id=1083377>

Luke, C. (2001). Globalization and Women in Academia: North/West, South/East. Mahwah, NJ: Lawrence Erlbaum Associates.

Mabokela, R. O. & Mawila, K. F. (2004). The impact of race, gender and culture in

South African higher education. Comparative Education Review, 48(4), 396-416

Manuh, T. (2002). Higher Education, Condition of Scholars and the Future of development in Africa, CODESRIA Bulletin, 3& 4, 42-48.

Manuh, T. (1995). The Status of Research on Women in Ghana. In Prah. M. (ed), Women's Studies with a focus on Ghana: Selected Readings (pp.95-115). Sschriesheim, Germany: Books on African Studies.

Margaret, J.G., Patricia, G.G. (2003). Feminist Theory and the Study of Entrepreneurship.

Mariama, A. (2007). *Gender Equality and Poverty in Ghana: Implications for Poverty Reduction Strategies*. Springer Science Business Media B.V.

Maureen, Z. (2008). *Definition of Radical Feminism: A Look within the History and Understanding of the Movement*.

Mbow, P. (2000). *Academic Freedom and the Gender Issues: A report from Senegal*. In Sall, E. *Women in Academia: Gender and Academic Freedom in Africa*, (pp.64-78), Dakar, Senegal: CODESRIA.

Modern Ghana, (2007). *Women in Economic Development*

Musgrave, L.R. (2003). *Liberal Feminism, from Law to Art: The Impact of Feminist Jurisprudence on Feminist Aesthetics*. Vol. 18, No 4, PP 214-235.

Myjoyonline.com/Ghana, (2011). *Fuel Price Increase will Affect Job Security by Trade Union Congress*.

Nancy, F.C. (1989). *What's in the Name? The Limits of Social Feminism: Or Expanding the Vocabulary of Women's History*. *The Journal of American History*, Vol. 76. No. 3, PP 809-829.

Nora, J.A. (2011). *The Role of Women in Ghana's Economy*. Friedrich Ebert Foundation.

Olivia, A.T. F.K. (2007). *Widening Access to Tertiary Education for Women in Ghana through Distance Education*. *Turkish Online Journal of Distance Education*, Vol. 8, No. 4.

Peter, D. (2009). *Ghana's Kayayo: Reaching for a Better Life*

Republic of Ghana, (2009). *Budget Speech: Budget Statement and Economic Policy of the Government of Ghana for 2010*.

Phylis, D.O. (2009). *Salvaging the Agricultural Industry through a National Fund*.

President Obama, B. (2009). *Importance of Education*. <http://www.upi.com/TopNews/2009/09/08/Obama-Speech-on-importance-of-education/UPI-21501252429738/#ixzzIJ9XT60jQ>.

Pruce, C. (2005). Poverty in Ghana Driving Children into Prostitution. Mark Colvin Presentation on Radio National and ABC Local Radio.

Rathgeber, E. M. (2003). Women universities and university-educated women: The current situation in Africa. In D. Teferra & P. G. Altbach (Eds.), African higher education: An international reference handbook (pp. 82-92). Bloomington, IN:Indiana University Press.

Stephen, C. (2002). What is Radical Feminism?

Synder, M., Tadesse, M. (1995). African Women and Development: A History. Johannesburg, South Africa: Witwatersrand University press.

Tamale, S., Oloka-Onyango, J. (2000). "Bitches" at the academy: Gender and Academic Freedom in Africa. In E. Sall: Women in Academia: Agenda and Academic Freedom in Africa, pp. 1-23. Dakar, Senegal: CODESRIA

Tim, A., Alan, T. (2000). Poverty and Development into the 21st Century. Open University and Oxford University Press, PP 383-395

UNESCO/Commonwealth Secretariat (1999). Women in Higher Education Management. Paris France, UNESCO.

UNESCO (2005). Education in Ghana: Statistics in Brief.
(www.uis.unesco.org/profiles/EN/EDU/countryprofile_en.aspx?code=2880).

United Nations Development Fund for Women, (2005). Women, work, and Poverty.

William, A.W. (2010). Efforts to Improve Socio-Economic Status of Women.

World Bank (1995a). Regional Perspectives on World Development Report, 1995: Labour and Economic Reforms in Latin America and the Caribbean. Washington, D.C. The World Bank.

World Bank (2005b). Towards Gender Equality: The Role of Public Policy. Washington D.C.:The World Bank.

Yasmin, G.Z. (2000). The Position of Women in Socialist-Feminist Theory.

www.countrystudies.us/Ghana/77.htm.

www.lifestyle.ilovindia.com/lounge/importance-of-education-5523.html

www.nationsencyclopedia.com/economies/Africa/Ghana-INDUSTRY.html

<http://www.fao.org/DOCREP/006/S5500E/S5500E10.htm>

<http://ghana-net.com/accomodation.aspx>).

