Analysing Barriers to Girls' Education Outcomes in South Sudan

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Abstract

The study was conducted to analyzed barriers to girl education South Sudan programme. With literacy rate for the country at 47%, female literacy is worse within the region with 42% of the overall enrolment were girls which was lower by 16% to that of boys. The outcome of the results might be used to scale up cash transfers and other initiatives for girls as keys barriers are identified and analyzed for girls' education outcomes. The study has used pareto analysis, tables and graphs to demonstrate the effects of those barriers to girl's education outcome. The findings indicated that: For instance, girls are more likely to dropout due to pregnancy at 7%, and early marriage at 9% than boys who are more likely to dropout due to recruitment into military and insecurity on the road to school. The research found that girls are more likely to drop out of school (7.4%) as they go to higher level of education compared to male counter dropout rate. 85% of girls are likely to miss school due to long distance from school and fees related issues. While 79% are more likely to drop out of schools due to displacement, 70% are likely to miss due to personal and cultural issues at home, 59z% due to marriage and pregnancy having score 40%. Therefore, partners and the national ministry of general education and instructions should prioritize those factors in their strategy to improve girls' education outcomes.

Keywords: Dropout, Enrolment, Education Outcome, Factors, Female Teachers & Cultures, Term.

Introduction

South Sudan has been in protracted civil war and cycle of inter-communal violence which resulted to huge displacement within the country and neighboring countries. The war has affected communities' livelihoods, capacity to produce goods and services with basic infrastructure vandalized [1]. Though the peace was signed in 2018, there is still active community violence and insecurity caused by armed group that affect access to basic social services and movement goods to key towns within South Sudan. According to UNOCHA (United Nations office of Coordination of Humanitarian Affairs) South Sudan humanitarian needs overview, 8.9 million South Sudanese will need humanitarian services with 1.7 billion US dollars funding requires to provide lifesaving and protection interventions [2]. The situation has been compounded by flooding which resulted in little harvest, limited access to basic services such as education & health services and poor road infrastructure in most parts of the country become main hurdle [3]. Education as basic service and human right was much affected as many classrooms were destroyed, some occupied by armed forces, learning materials looted and over twenty teachers were killed, and some ran for their safety. According to East Africa education history, over million children are out of school due to war, and other socio-economic factors such as culture of keeping children for family chores and to look after the cattle [4].

Despite free general education being affected in the Country due to multiple and protracted emergencies, girl's education is worse affected, there are many girls out of schools than boys and those in schools are having more chances of dropping out than boys [5]. In 2018 literacy assessment girls performed less, for instance their performance was at 47.1% and boys performed better at 52.9% this show how girl's education has been hampered by decades of war and natural disasters and require quick attention to bridge the gap [6]. For instance, there is great disparity in girls' and boys' enrolment across the country in primary and secondary schools. Apart from low enrolment for girls in school their retention and performance like their boys' counter

has been challenged by many factors as parents are unable to cater for the girls' needs due to poverty. As girls get to a higher level of education, the chances of continuing their education become slim. This study contribution will be on improvement of girl education programme, provide useful information for donors and government to scale up girl education programme in the country.

According to world bank report, girls' education is a human right and must be addressed by all parties including development partners and the state. The same report indicated that girls' education should go beyond getting girls to school but addressing barriers such safe learning environment, addressing socio-economic factors, and social norms which usually hinders girls progress at schools [7]. Despite several attempts since independence little progress seem to be realized, girl education outcomes are still the worse in South Sudan compared to other East African Community Members Countries, girls are unable to complete basic education cycle due to early marriage and unsafe environmental for learning.

According to Arif, cash transfers has improved effectiveness of humanitarian aids especially in education, livelihoods and health in Africa countries like Malawi, Kenya, South Sudan [8]. It is against those evidence that South Sudan and many partners' initiatives targeting girls' education in South Sudan through delivering cash to matured girls in Primary and secondary to address some barriers. South Sudan Lacks social welfare systems and agrees to benefit from the expertise and experience of international non-governmental organisations to implement girls' education programmes.

The purpose of this study was to analyse the barriers to girls' education outcome in primary and secondary schools. Despite the need for the country to improve on literacy rate, the disparity between male education has been big concern for many years. This big gap between male education level and female education which has been prevailing for years prompted the researcher to investigate how barriers to girls in schools affects their education outcomes and come up with possible ways to bridge the gap. Prompted by disparity between boys' and girls' education in the country due to protracted civil wars. This study will aid policymakers, international organizations, managers of education projects and state government to support girl education programmes at their various locations.

The specific objectives were to:

1. Analyse key barriers impacting the girls' performance at basic schools in South Sudan.
2. Determine causes of disparities between males and females' education at basic schools in South Sudan.
3. Investigate the effects of specific barriers on girls' retention in primary and secondary schools.

Methodology

This study used descriptive techniques to analyze factors impacting girls' education in South Sudan using secondary data obtained on the ministry of general education and instructions domain especially annual education reports. Simple techniques such tables, Charts, histogram, graphs and simple regression were used to depicted key parameters affecting girls' education in South Sudan.

Statistical Model Used

$$GE\_gt = \beta0 + \beta1PT\_gt + B1\,MT\,〖\_gt^〗 \quad (1)$$

Where GE is girls' education outcome overtime (increased enrolment, retention & performance).

$\beta0$ is constant which is official enrolment rate of 0.03 %.

B1PT is girl pregnancy as key barrier over time.
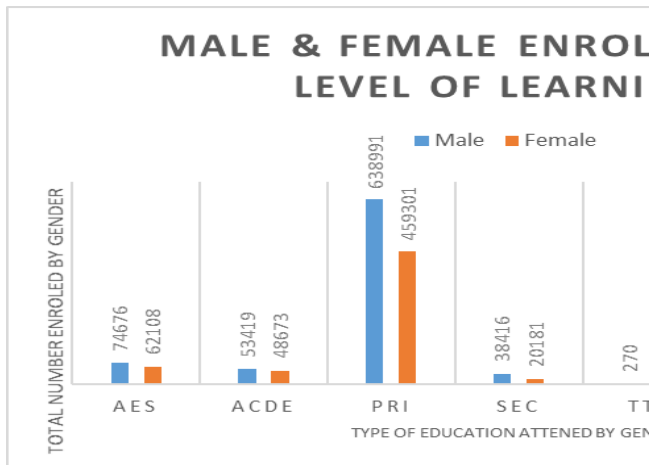
B2MT is girl marriage as key barrier over time.

Figure 1. Enrolment per school type and gender.

Findings And Discussions

In Fig. 1, which represents enrolment per school type and gender, it indicated that female education indicators at AES (Alternative education system) and ECDE (Early childhood education) were better than boys but started dropping from primary to secondary education. That means, as girls become mature, they are likely to be impregnated or marriage off by force. Some dropped out due to lack of support for basic girls' needs such sanitary pads and learning materials. Those dropped ended up attending alternative education system [9]. The findings indicated that more females were attending alternative education systems than normal education systems where they were forced to dropout due to various factors. Hence, policy makers should capitalize on alternatives education but investing more funds and human capital to strengthen adult education and accelerated learning programme.

Table 1. Number Of Repeaters and Repetition Rate by Class and Gender

Class	Total students	Number of Repeaters			Repetition Rate		
		total	male	female	Overall %	Male	Female
P1	224,460	26,399	14,109	12,290	11.8	6.3	5.5
P2	149,719	16,683	8,762	7,921	11.1	5.9	5.3
P3	132,260	14,502	7,625	6,877	11.0	5.8	5.2
P4	114,213	13,575	6,965	6,610	11.9	6.1	5.8
P5	90,383	10,772	5,343	5,429	11.9	5.9	6.0
P6	64,739	6,756	3,428	3,328	10.4	5.3	5.1
P7	44,125	4,580	2,343	2,237	10.4	5.3	5.1
P8	29,474	3,257	1,677	1,580	11.1	5.7	5.4
S1	15,803	868	514	354	5.5	3.3	2.2
S2	11,657	741	421	320	6.4	3.6	2.7
S3	8,710	460	268	192	5.3	3.1	2.2
S4	5,808	122	80	42	2.1	1.4	0.7
Total	891,351	98,715	51,535	47,180	11.1	5.8	5.3

In table 1, which is repetition rate, girls are more likely to repeat class than boys in primary and early secondary school. This is due to the fact that most girls are engaged at home cores and have less time for studies. This table shows that girls' education outcomes are worse in the basic and that need education mangers and parents to ensure support is rendered to girls for them to have better outcome. Varus concurred with these conditions, based on his study conducted in Tanzania. He emphasized that cultures have great bearing on female education in the Country and request policymakers to tackle harm cultures that impede girls 'education [10].

The research found that girls are more likely to drop out of school as they go higher compared to male counter who dropout but lower. Therefore, girls' education strategy stresses that mature girls have more needs and likely barriers than young ones [11, 12, 13]. It was against this background that donors support girls' education in South Sudan by Providing cash for them to buy their basic needs that hinder their attendance [12]

To understand more about the nature of barriers that led to dropout, especially for female students, the data from ministry of general education and instruction indicated various reason for each gender. For instance, girls are more likely to drop due to pregnancy at 7%, and marriage at 9% than boys. Hence girl education strategy should address cultural issues that view girls as commodities and roll out national advocacy as well strengthen rule of law related to girl's education in the country [14, 15, 16].

According to the analysis, girls are more likely to dropout due to pregnancy and early marriage. This was echoed by Kapunan in his research on barriers to girls' education in Africa in the 21st century. He found out that some cultural practices hinder girls' education especially in primary and secondary school levels [17].
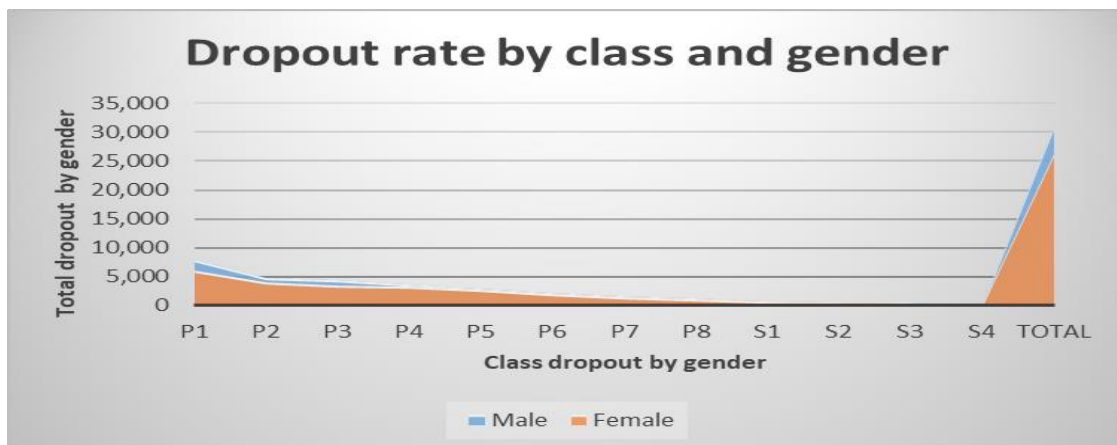

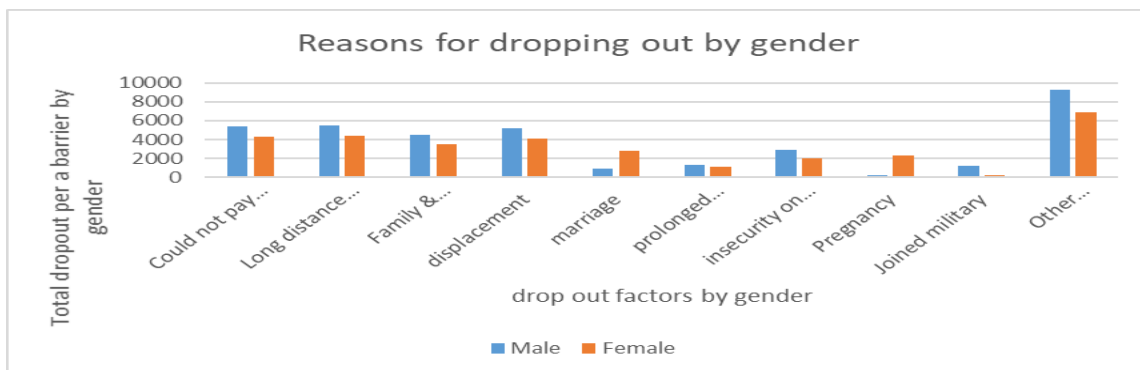**Figure 2.** Dropout Rate by Gender and Class

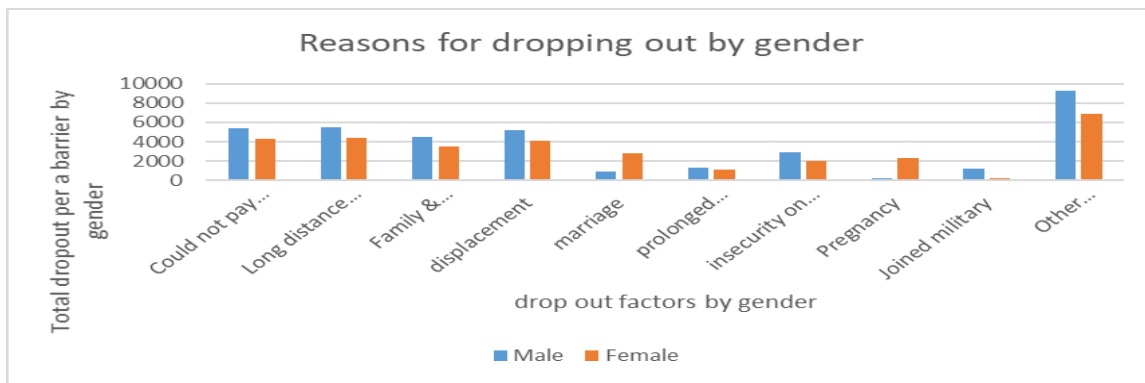**Figure 3.** Reasons For Dropping Out by Gender

Figure 4. Barrier's ranking using pareto analysis

In this table 2, girls' failure rate at primary school is higher (19%) compared to male failure at 12%. It is to be noted that girls are more likely to failed due social and economic barriers compare to male counterpart. Despite improvement over years, more is needed to have better education outcome for girls [18]

Table 2. Primary Exams Result by Gender

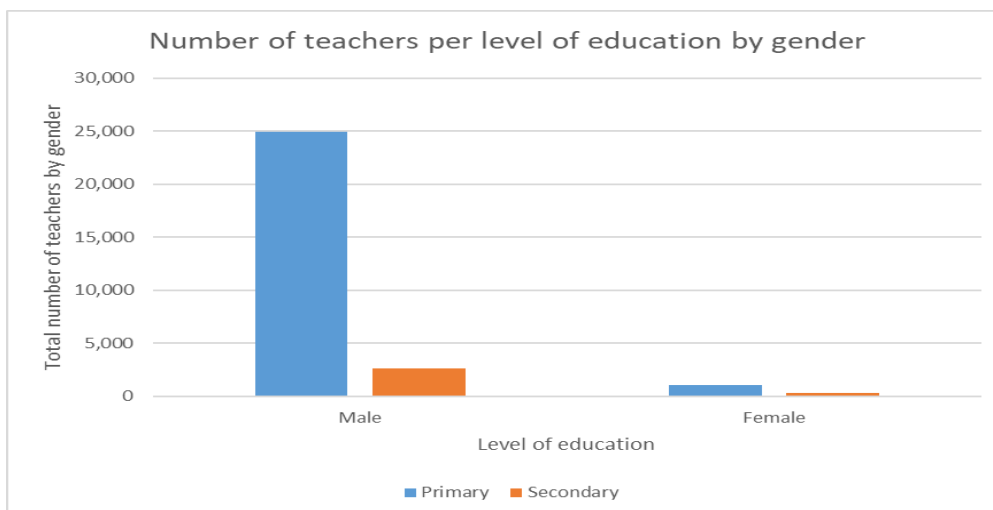| Type	Total	Male	Male %	Female	Female %
Registered	66, 809	43, 248	65.4	22, 841	34.6
Sat	62, 598	41, 560	66.4	21, 038	33.6
Passed	52, 399	35, 903	86.4	16, 496	78.4
Failed	9, 533	5, 092	12.3	4,441	21.1

Figure 5. Number of teachers per state by gender

Another parameter which was vital for the results was the issue of teacher's gender as contributing factor for poor girl's enrolment and education outcomes. Though the situation varied from state to state. Data indicated that only 9% of overall teachers in the country are female compared to male teachers with 91%. This greater gender disparity for teachers has an important role in girl's education [19]. With luck or fewer female teachers in school means female students are more likely to get intimidated by boys and some can be sexual harass by male teachers [20]. Female student is more comfortable sharing her challenges to female teacher than male teacher.

Discussion

Statistical Model Used as Below

$$GE\_gt = \beta 0 + \beta 1 PT\_gt + B1\ MT \llbracket \_gt^\wedge \rrbracket \qquad (1)$$

Where GE is girls' education outcome overtime (increased enrolment, retention & performance).

$\beta 0$ is constant which is official enrolment rate of 0.03 %.

B1PT is girl pregnancy as key barrier over time.

B2MT is girl marriage as key barrier over time.

Gets $= 0.5 + 0.88 + 0.88 + 0.81 + 0.70 + 0.59 + 0.40/7$

PV $= 0.68$

Which indicated a significant level of influence on girls' education outcome. Therefore, the national ministry of general education and parents should ensure those factors are addressed at all levels. Finally, Null hypothesis was accepted based on the results. That means long

distance to schools and inability to pay fee were ranking high at 88% respectively; other key factors were displacement due to conflict at 81%, family and personal issues at home 70%, marriage at 59% and pregnancy at 40%.

Early marriage, pregnancy and cultures were found to be main barriers to girls' education in basic schools in South Sudan.

It was found that retention of girls in primary and secondary schools required both materials supports as well female teachers' trainings to be role model at schools.

Conclusion

Despite existing disparity between girls and boy enrolment and performance, there is improvement in girls' education outcome which can be attributed to girl education programmers which support girls.

Acknowledgements

Conflict Of Interest

There was no conflict of interest as the data was readily available in public domain (Ministry of general education and instruction) hence no financial and time commitment was experienced as this was done during the weekend.

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