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## DECLARATION

I hereby declare that this study project is my own original work. To the best of my knowledge, it has not been submitted before in part or in full for any other university or for any other degree award, publication or other use. Where the works of others are quoted appropriately and references have been given. Therefore, I endorse my signature for my own appreciation to the effort rendered.

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## **ABSTRACT**

This study analyzes the reasons behind girl child's dropout in primary schools in Eastern Part of Lakes State, by making a comprehensive analysis of existing literatures on the girl child's dropout subjects. However, very few researches have been done on the reasons behind girl child's dropouts in Eastern Part of Lakes State.

The researcher used three theories to elucidate how specific reason affect girls, leading them to dropouts from schools and the theories have also clarified how girls should be supported in the schools to achieve their potentials in their lives and how girls' dropout should be stopped.

The research used qualitative method that has involved three data collection tools such as interviews, documentary analysis, and classrooms observations. The respondents were included staff from the State MoE, primary and secondary headmasters and teachers, International Education Partners, both school girls and dropout girls, plus parents.

Findings revealed that, the key reasons causing girls' dropout are cultural practices such as early and forced marriages, political factors such as rooted war and inter-communal conflicts over cattle raiding, school environmental factors, lack of implementations of girls' education policies and national laws, plus widespread economic crisis in the country and especially in the State. Finally, the researcher has provided few recommendations which will be adopted by policy makers in the MoE and International Education NGOs to stop girls' dropout from schools. The researcher provided the conclusion that girls should be treated equally like boys to have equal access to education opportunities which is a necessity to increase their participation in education.

**Keywords: Girls' child, dropout, girls' education, political factors, economic factors and cultural practices.**

## **DEDICATION**

This thesis is dedicated to the following people; my beloved wife Monica Ayuen Garang and I also dedicated it to my beloved parents Ayii Riak Aboor (Father) and Athou Bol Piel (mother) and to my caring siblings Abraham Aboor Ayii Riak, Bol Ayaau Riak and Abraham Aboor Ayaau Riak plus Ayen and Ajah Ayii Riak.

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## **LIST OF ACRONYMS AND ABBREVIATIONS**

ADRA:	Adventist Development and Relief Agency
AEC:	Annual Education Census
AES:	Alternative Education System
BRAC:	Bangladesh Rural Advancement Committee
CED:	County Education Director
CPA:	Comprehensive Peace Agreement
EFA:	Education for All
EMIS:	Education Management Information System
FCA:	Finn Church Aids
GESP:	General Education Strategic Plan
GESS:	Girls' Education South Sudan
GPI:	Global Partnership for Education
IDPs:	Internal Displaced Persons
MDG:	Millennium Development Goal
MoEST:	Ministry of Education, Science and Technology
MoGEI:	Ministry of General Education and Instruction
NGO:	Non-Governmental Organizations
PEP:	Pastoralist Education Program
PISS:	Plan International South Sudan
PTA:	Parents-Teachers Association
SOME:	State Ministry of Education



SPLM/A: Sudan People's Liberation Movement/Army

UK: United Kingdom

UKAID: United Kingdom Agency for International development

UN: United Nations

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNICEF: United Nations Children's Fund

USAID: United States Agency for International development

WB: World Bank

WCL: Wanhalel Customary Laws

WFP: World Food Program

WTI: Windle Trust International

WVSS: World Vision South Sudan

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## **CHAPTER 1: INTRODUCTION**

### **1. Introduction**

The aim of this paper is to analyze reasons behind girls' drop-out in primary schools and to come up with solutions and approaches to stop girls' dropout in Awerial County, Eastern Part of Lake State in the Republic of South Sudan.

#### **1.1. Background of Lakes States**

Lakes State is one of the Ten (10) States of South Sudan and it is in the Bahr el Ghazal region of South Sudan, in addition to Northern Bahr el Ghazal, Western Bahr el Ghazal, and Warrap states. Bahr el Ghazal itself was a former province which was split from the Anglo-Egyptian mudiriyat, or province of Equatoria in 1948. The eastern border was the White Nile with Jonglei (Bor) on the opposite bank. To the northeast lied the Bentiu or Unity State. Other borders include Warrap State towards the northwest, Western Equatoria to the south and west, and Central Equatoria to the south. In July 2011, Ramciel area in Lakes state was proposed by the federal government to be for a new national capital, which would replace Juba Capital City.

Lakes State is divided into eight (8) counties namely; Cueibet, Rumbek North, Rumbek Central, Rumbek East, Wulu, Yirol West, Yirol East, and Awerial County where the research is being conducted and each county is headed by the County Commissioner. Counties are further divided into administrative Payams, then smallest administrative units known as Bomas.

Rumbek Town is the Capital of Lakes State since 1950s and is one of the first most important towns of South Sudan in earlier 1950 and 18980s where most of South Sudanese students did their senior secondary education. According to the South Sudan Centre for the census, statistics, and

evaluation says that Lakes State covers approximately 40,235 Km squares. There is a projected population of 807,203 people in Lakes State (91 % rural).

The population in Lakes is comprised of Dinka, Ajaar, Atuot, Ciec, Jang, Aliab and Jur tribal groupings. There are two groups of people such as Dinka people which includes, “Ajaar, Aliab, Cic, Gok and Atuot are agro-pastoralists, and whereas the Jur in Wulu County are farmers.”

Economically, Lakes State economy is mostly related to cattle keeping, people from Lakes depends on the cattle such as cows, goats and sheep as a main source of income and cattle are kept and used for different purposes these include paying of dowry during marriage and it is also use for compensation of life lost. In addition cattle are kept for consumptions

The main livestock product is milk which is always used for both consumptions and sells to buy other food items that they don't have. Milk also constitutes the main diet items and sometimes milk is sold by girls to bring money to the family and this kind of activity make many girls to dropout from schools because according to Dinka Community culture, selling and buying of things is regarded as a work of females (Theen, 2018). Most of the families stay in the cattle camps with their children because children help the parents in rearing of cattle, this make many children to be left of the schools (Abraham M. Gol, 2019).

The Dinka and Jur people practice fishing activity in the rivers and fisheries are a source of protein in Lakes State, specifically for those people close to the rivers and lakes. About 13 % of the populations of people in Lakes are engaged in fishing activity, and 40 % of these sell at least part of the landings. The fishing channels have their sources in two fish activities (south-north and north-south) next together in the area. Fishing has artisanal using very humble tools and they catch

a lot of fish. The disorder of river flows in the long dry season affects fish movement and fish products (Habakkuk, 2019).

In addition, security remains a paramount concern, because it is caused directly by the issues related to cattle raiding, access to drinking water for both people and their cattle and grazing land and it is one of the states where the most cycles of revenge and cattle raiding remained since CPA was signed in 2005 between the Republic of Sudan and the former South Sudanese rebel the known as SPLA.

Currently, climatic vicissitudes compounded by the inheritance of a civil war covering 3 decades have caused an increase in both the incidence and the strength of the violence-related with cattle rustling among cattle-keepers (Deng, 2020). Cattle raiding always cause insecurity in the area and the matter became worse during South Sudan's civil war between 2013/2020.

Culturally; Most of the people in Lakes State are both pastoralists and agriculturalists. They grow cash crops for their own consumption and sell some for cash, this is done by girls and women and it affects girls' education (Theen M, 2018). Livestock is traditionally the major sole source of prestige among the cattle among the Dinka people in Lakes State, Jonglei State and other Dinka people in South Sudan.

The Dinka culture centers on cattle and life revolve around the cattle camps which prevent children from enrolling in the schools. Cattle are also used as the currency for marriage settlements, fines for example compensation of lost life and other social dealings. It is an important economic asset for the Dinka people often making parents marry off their daughter to men with a lot of cattle within the community (Mabor Anyuon, 2018). Cattle population in Lakes is assessed to have increased very meaningfully, with increased stability and the control of main cattle diseases. Where there were few cattle camps ten years ago, now, there are so many. However, the pastoralist

communities, who keep their livestock here in Awerial County of Lakes State, people are often more focused on cattle than on fish, meat and milk are the main bases of food items, (Majok, 2019). Dowry payments as stated in the number of cattle have increased which makes some of the parents withdrawn their daughters from school and drag them into early and forced marriage (Abraham, 2019).

The education system in the Eastern Part of Lakes State is very poor because the education levels of any community are determined by the type of business, infrastructure, and opportunities they have, as well as types of works that people do, this results in the educational backgrounds of the societies Florence O (2017). Pastoralists' schools are regarded as poorly funded and poor constructed schools, few or no secondary schools or other Higher Education Institutions, very low educational achievement, and very high economic suffering (Koissaba, B.R. Ole, 2017). Most of the researches indicate that pastoralists have not been passionate about formal education at first and even up to the present. As cattle keepers reliant on children for herding work and periodic movement for their survival, there was a very poor fitting between their production method and the plan of formal education in Lakes State (Lanyasunya, 2012). Therefore, there is the absence of sufficient quality education is a the disadvantage to the all-inclusive growth of persons and the community at large, and a violation of basic human rights as specified in the United Nations Declaration of Human Rights (1948).

Access to primary education in Eastern Part of Lakes State is even worse than Secondary education, because it is only 30% of primary school-aged girl children are currently in schools, (UNICEF, 2014). Some of the factors involved in this situation are related to the cultural, economic, and political factors. These having new entries to such a fragmented education system mean widening the under-resourced and inadequate resources at hand. In addition strictly cultural

practices related to cattle rearing, busy agricultural and household activities, plus cultural issues such as early and forced marriages makes children remain at homes and it is worse for girls due to lack of parents' awareness about the importance of girls' education in Eastern Part of Lakes where this research was intended to carry out and South Sudan in general (Dut, 2012).

The Republic of South Sudan gained its independence on 9th July 2011 from the Republic of Sudan as the result of the referendum held in January 2011 in which South Sudanese voted 99.9 in favor of separation from Sudan. This independence marked a significant step forward for the South Sudanese since the signing of the Comprehensive Peace Agreement (CPA) between the Government of Sudan and Sudan Peoples' Liberation Army/ Movement (SPLA/M) on 9th January 2005 that brought an end to the Africa's longest Civil War of more than five decades of violent conflict. According to the 5th Sudan's Population and Housing Census (2008), South Sudan's population numbers was 8.26 million, but though some estimate the figure to be more likely 15 million and rising rapidly, with population growth at a rate of 2.1% per year and significant numbers of South Sudanese returning to the country from exile. The country is multilingual with more than 64 tribes which speakers 64 dialects, English and Arabic are official languages according to Transitional Constitution of the South Sudan (MOGEI Report, 2012). The country is divided into 10 administrative states. Below is Map showing 10 states of South Sudan (SSNR, 2012).

**Table No.1:** This is sketch Map showing the locations of the ten (10) States of South Sudan.





Over two decades of civil war have had a devastating influence on South Sudan's development as the world's youngest nation. An estimated 2 million South Sudanese have died as a result of the civil war and more than 4 million were displaced, causing severe, long-term disruption to people's lives<sup>1</sup>. South Sudan is now one of the poorest and most fragile countries in the world in terms of everything and education is included.

Education in South Sudan has been experiencing major deficits since the period of the British colonial and Arabic regimes. South Sudan's Education system inherited at autonomy was composed more to give government civil servants and experts to work the pioneer institutions than to teach the Sudanese for skilled professional development. So, South Sudan has been suffering from lacks of qualified teachers and concrete physical infrastructure. The United Nations Development Program Report (2009) said that the literacy rate in Sudan before independence was 60.9%, but in the South after independence, the illiteracy rate was 27%; 73% of the populace is illiterate. Martin Loke (2014) said that the illiteracy rate in South Sudan has reduced, but this report

has been opposed by the United Kingdom-based International Rescue Committee (UKIRC, 2015) which says that the literacy rate generally standpoints at 24%. UKIRC stresses that the war indisputably confounded South Sudan's educational system, compelling many young girls to drop out of primary schools over South Sudan. Despite the EFA, MDGD and Girl Education South Sudan (GESS) declarations, the level of illiteracy is still very high, in developing countries in general and especially in South Sudan. In fact, the continuous wars and strictly cultural practices in South Sudan are main causes of illiteracy and girls' dropout in the Republic of South Sudan (Prof. Abraham Matoch Dhal, 2019). Access to education for girls is still a challenging issue in the context (MDGs, 2010) and, as a result, many girls and women have lower levels of education compared to their male peers (Levine, Lloyd, Greene, & Grown, 2008). The illiteracy rate for women in South Sudan is estimated to be 90%, and, according to Brown (2006, p. 20), the country 'has proportionately fewer girls going to school than any country in the world. It has also been observed that rural adolescent girls are more disadvantaged and vulnerable than girls in urban areas, who are at school and have higher chances to receive education (Deng, 2003). Despite interventions, girls' education still has numerous problems due to cultural practices and other reasons due to relentless wars and economic crises in the country (Gabriel C. Adala, 2014). However, girls in South Sudan have been facing enormous challenges and dropout from primary school education assumed to be traditional ideologies and insecurity difficulties have been witnessing in South Sudan since in 1980s up to now. Girls in Eastern Lake State had no access to go education and that why this research sought to investigate the reasons behind girls' dropout from primary schools.

## **1.2. The Problem Statement**

Over the years, the girl child's dropout becomes has becomes a serious issue in South Sudan. Many children, especially girls are without education which is basic human rights. Dropout in primary schools still remains the main problem in South Sudan Primary's education system especially among girls due to ongoing war (Augustine Mayai, 2017). Regardless of what the data show about the importance of girls' education in the country, South Sudan is still experiencing gender disparity in all stages of education, even after 9 years of its' independence. The affected stage is the primary education level, where the enrollment of girls is still under 40%. South Sudan's government has put in many and more efforts to solve this problem, an example of these measures is "Free and Compulsory Primary Education" from P.1-P.8. Although with all these programs, there are still gender disparities observed in term of performance, enrollment, retention, and transition in the primary level of education (Ministry of General Education and Instructions, 2017). In 2013-2014, during the times of emergency, education faces the harshest cutbacks. Most of the schools have been closed down or occupied and damaged by internally displaced people or armed groups during war times, and over 800 schools were demolished between December 2013 and July 2016, when the latest J1 War broke out in the country (Augustino Mayai, 2017). "Many basic schools have very poor services and anywhere else, they would not be called schools, it's principally a tree and a blackboard, (Nguyen, 2017)." Obstacles to education for girls include early marriage and forced marriages, pregnancy, physical and mental distress from conflict, discrimination, violence, lack of sanitation in schools, lack of safety to/in school, domestic responsibilities, cost of scholastics, and lack of value placed on education, mostly for girls. In 2014-2015, the national enrollment rate in primary schools is 44%—just 37% for girls which is very too low. Only 7% of teachers are trained, with ratios of pupils to qualified teachers averaging 100:1, sometimes double in states especially

marred by the effects of violence and displacement, only 12% of all teachers are female teachers. A mere 16% of females are literate. According to UNICEF (2014/2015), few girls are enrolled in primary schools, but among the few that are enrolled, majority of them drop out of school compared to boys, therefore, there is a high rate of girl child's dropouts from primary schools in the entire country and it is worsening in Eastern Lake State. According to Eastern Lake State's Education Directors and UNICEF Education Assessment Report; (2016-2017) said that 37% of girl children had enrolled at the beginning of 2017, while the boys were 63%. According to UNICEF Assessment Report; (2018) girls' literacy was 38.8% which is still very low compare to 61.2% of boys, and 31% girls' dropout in Eastern Part of Lake State. According to the South Sudan Education Cluster 2010/ 2011 Secondary School Dropout Rate; S.1-S.2 was 0.5% and S2-S.3 was 10.3% while in S.3-S.4 was 63.7%. According to UNICEF; (April 2017), South Sudan has the highest rate of out of school children at the primary school level with close to 72% of children missing out of education, and according to South Sudan Education Cluster Assessment Report; (2018), 30% of girls' dropout from Primary School in Eastern Part of Lakes State. Girl child dropout rate continues to be higher and this attitudes a risk to the growth of the nation. There are many benefits to the country by having educated populations compared to uneducated ones. It therefore, becomes important to study reasons behind girl child's dropouts from primary schools; therefore, there is a quick need to investigate the reasons behind girls' dropouts in primary schools in Eastern Part of Lake State.

### **1.3. General Objectives**

To find out the reasons to examine the economic, political and cultural factors that are driving the high rates of girl child's dropouts from primary school level. The research also has general objectives which answered by this research and these include:

1. To analyze the economic, political and cultural practices behind girl child's dropout from primary schools in Awerial County, Eastern Lake state South Sudan
2. To make suggestions that decrease girl child's dropout from primary schools

#### **1.4. Research Questions**

1. What are the economic, political and cultural practices behind girl child's dropout from primary schools in Awerial County, Eastern Part of Lakes State South Sudan?
2. What are suggestions that can be employed to decrease girl child's dropout from primary schools in Awerial County, Eastern Part of Lakes State of South Sudan?

#### **1.5. Scope of the Study**

The study focused on girls' dropout from primary schools in Eastern Lake State South Sudan. The study covered the current time period with little reference to the past, under the State Ministry of Education and international education partners that are encouraging girl child education, the international education partners had been involved in this study included UNICEF, Plan International, Windle Trust, and World Vision, these are the four leading education partners, who have signed the Memorandum of Understanding with the Ministry of General Education and Instructions about Girls' Education in the country, though they have other duties to carryout besides education such as health, food security, and child protection. The study has also focused on schools such as Mingkaman Primary, Roordit, Mat Academy, Mariik, and Kalthok Primary and Kon-Anok and Eden Light Secondary Schools in Lakes State, Bhar Ghazal Region, these are government Schools, the study was based on primary information.

## **1.6. Significance of the Study**

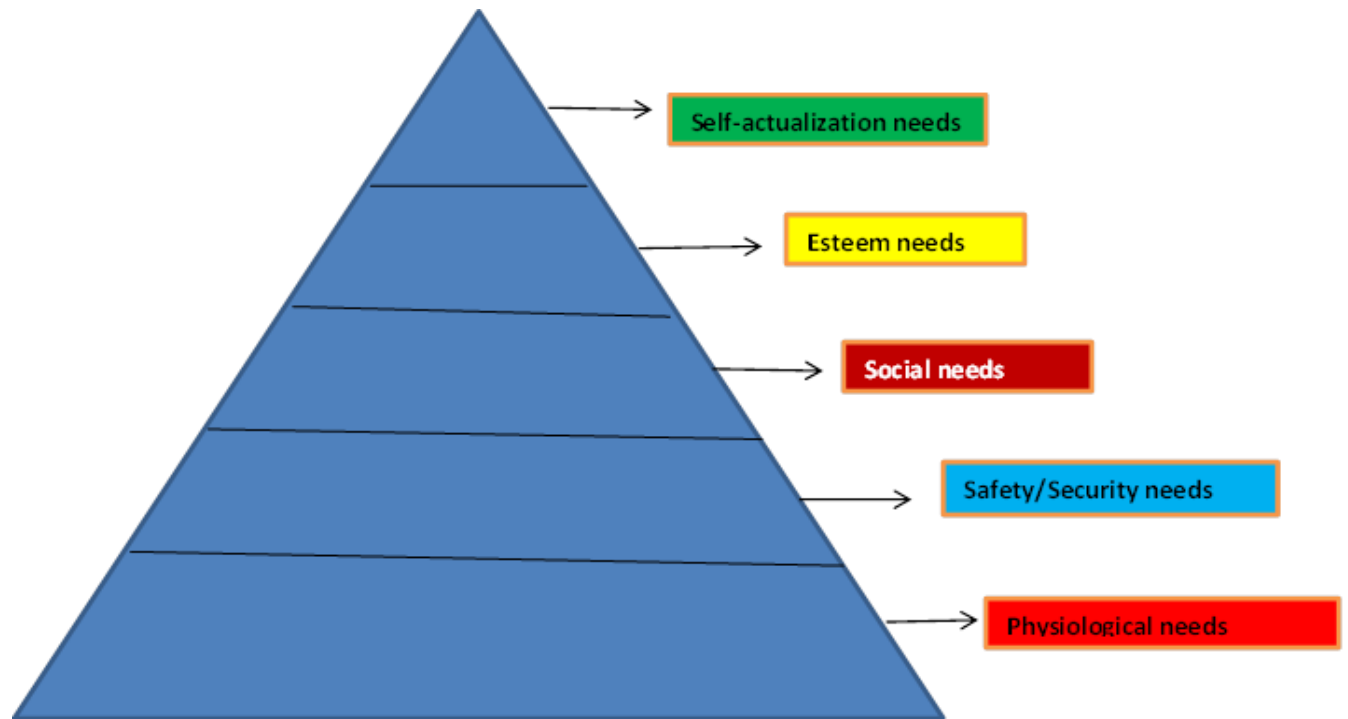
This research will help the county education department, the ministry of education and the ministry of gender and social welfare across the country. This research will help the Ministry of education and NGOs who are dealing in girls' education to bridge the disparity between girls and boys in primary schools in the State and countrywide as well as worldwide if this research is publishing in international journals. It will also help educate policymakers and future researchers; if at all the cultural practices have some biasness against girls' education that influences their enrollments and retention at primary school.

## **1.7. Theoretical Framework**

The research is grounded by three theories; First, Abraham Maslow's theory of human motivation has been adopted for the study. Abraham Maslow was an American psychologist from (1940-1954). This theory presents the background of the possible reasons for primary school girls either to stay in primary school or drop out based on the level of motivation given to the girls. Human Motivation Theory of Abraham Maslow (1943) says that people always have propensities towards the needs for particular things. Maslow said that, "if one was both thirsty and hungry, she/ he will try to solve the thirst first as the immediate need." He considers that human needs are organized in a hierarchy and that advanced needs arise only after a small level of needs have been slightly fulfilled. The first of the hierarchy covers the physiological needs (sex, hunger, rest, thirst and food). Then, the need for safety and security such as (protection, stability, freedom from fear and chaos), be located in on the second stage. The need for love and belonging, (intimacy, attention, and affiliation with the group), takes the third stage. The fourth level of the hierarchy is comprised of self- esteem needs (consistent high view of self and respect for the esteem of others). The last need which is the fifth one, talk on the highest level of the hierarch which is the self-actualization

needs (achieving the highest personal potential and fulfillment). Maslow came up with five ladders of needs as shown below:

*Figure No. 2: Showing Abraham Maslow theory of hierarchy or Motivation Theory*



### **Abraham Maslow's the Needs Hierarchy Self-actualization.**

The function of theory in a qualitative study is to produce explanations that will be grounded in individual experiences (Anfara & Mertz, 2006). This theory talks about the basic needs of a human being and a girl child is a human being too and she has her basic needs to be fulfilled in her educational journey. Therefore, girls' basic needs play a major role when they are fulfilled and this will determine whether they will stay in school or drop out? Therefore, this theory will be used to analyze the reasons behind girls' dropout from primary school whether they are related to girls' basic needs or not? If the reasons behind girls' dropout are related to the issues of basic need or lack of girls' motivation in primary school, so this means it relevant to the study. For example, a hungry girl may find a way of satisfying that hunger before thinking about their education. Focus

on education shall be poor which will affect performance, likewise, a girl who gets little support from home for her education will feel insecure about her dreams of finishing her education will be aimless. Maslow (1943a) stated that anything threatening human basic needs is considered as a psychological threat that can harm the individual's ability to function. In Maslow's theory, there are some important implications for girl child's dropout. Motivation in the home and school is an important factor in encouraging girl learners to continue with their studies. Motivated learners remain involved in learning tasks, as stated by Dekeza- Tsomo (2012) motivation energizes learners to achieve their goals.

Maslow's theory is therefore relevant in this study because its emphasis and considerations are on the provisions of the basic needs for one to achieve higher needs. If the girls are denied the basic needs and the opportunity of participation in primary education then their self- actualization is consequently hampered. It further advocates that the physiological, security and social needs to be met in the first place for the girl-child to transcend self-esteem and self-actualization and the theory is concerned with the achievement of self –actualization at the top of the pyramid which can only be attained through education and that is its relevancy.

In the base of the ladder of need are the physiological needs vital for the existence of human life. These are theoretical to be socio-economic set up in a place like Eastern Lakes incline to remove children of these basic needs and in such a situation the girls-children are more disadvantaged than the boy-children (Grace, 2016). This is because of the favoritism given to the boy child. This theory of human motivation may be a sensible clarification for the girls' enrolment and dropout problem in primary schools in Lakes State as people have to mark selections on whether to send their children to primary school or not, amongst other communal persistent needs.

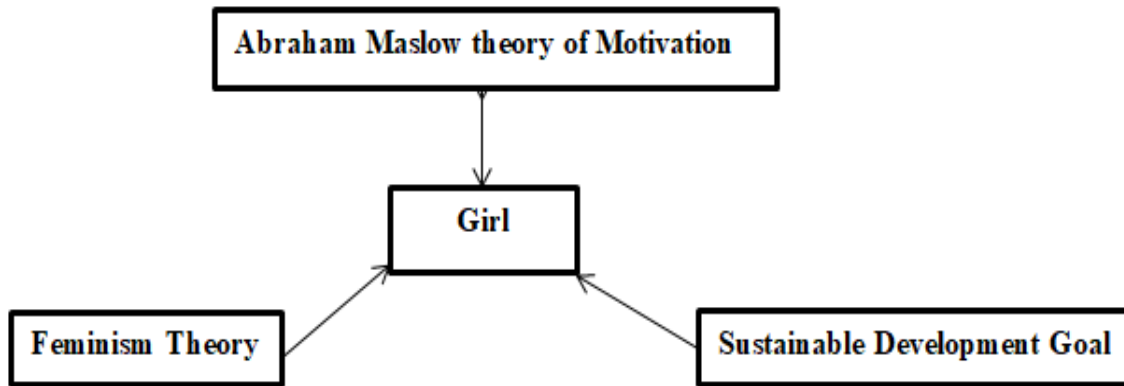


The secondly, Feminist theory of gender disparity has been also used in this research because it said that anything threatens girls will be taken as gender's right violation because of the research will involve the government and international education partners and the cause of girl child's dropout from school, CN Trueman, (2015). Feminism the study seems what a feminist to be male domination in the society or the community where female are marginalized and considered inferior to men, and are just kept in the same history or given limited education opportunities, feminist make sure they are given equal rights as male including financial independence, politics, military, education and any other activities. The researcher has chosen the feminist theory because South Sudanese are denying the right of females to access to some of the social services such as education, employment and sports, because of the long culture enforce on the female. Marxist feminism believed gendered division of labor has contributed to girls' inequality. Cultural practice is too much in South Sudan in general and it is too worsening in the Dinka tribes especially in greater Bhar Al-Ghazal regions particular and it is a special case for Eastern Part of Lakes State, where young girls are married off of (500) hundred head of cows or cattle. Therefore, Abraham Maslow and Feminism theories are relevant to explain reasons behind girls' dropout issue against counterpart boys in the acquisition of education.

Another theory that has been used in this study is "Sustainable Development Goal (SDG 4 & 5) theory also used in this research because of Goal 4 (SDG 4) of the 2030 Agenda." This aims to "safeguard an inclusive and reasonable quality education and support life-long learning opportunities for all learners by 2030. UNESCO trusts that education is a basic human right for all people throughout life journey that access must be matched by quality. This SDG theory is a roadmap to realize the education goal line for all, it was adopted in November 2015, offers

guidance to partners and government on how to turn commitments into action for girls and women.

These theories have interrelations as shown below in the table 3.



The above mentioned theories are interconnected in supporting girl-child's education for example, Abraham Maslow says that girl can be supported and all her needs should be fulfilled like boy in order to achieve her potentials. In this theory, Abraham Maslow suggested that before individuals meet their full potential, they need to satisfy a series of needs. However, Maslow's Hierarchy of Needs can provide teachers a reminder and framework that our students are less likely to perform at their full potential if their basic needs are unmet. And specifically, from Abraham Maslow theory of self-actualization, according to Maslow, signifies growth of an individual toward fulfillment of the highest needs, those for meaning in life, in specifically. Whereas Feminism theory says that girls should be treated as rational and capable. individuals and it also says that anything threatening girl should be considered as a problem and it must be solved. And the Sustainable Development Goal (SDG) clarify that both girls and boys should have equal opportunity in education, health, and employment opportunities. It purposes to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, both boys and girls and men and women.”

## **1.8. Definition of the Keywords**

The terms explained below are the key words always used by the researcher in this study work.

**Drop-out:** is an occurrence or dropping out, or an understudy who pulls back before finishing a course in school, college or any other educational institution.

**Girl-child:** Is a young female child below 18 years old.

**Girls' Education:** is a strategic development priority for female learners to keep them stay in the school to complete all levels of education. Girls' education goes beyond getting girls into school. It is also about guaranteeing that girls learn and feel safe while in school; complete all stages of education with the skills to effectively compete in the labor market.

## **1.9. Structure of the Research**

This research comprises five chapters, which has appeared in the following organization: Chapter one covered the general introduction of the research study, research background, problem statement, purpose of the research, objectives, research questions, significant of the research, limitations, theoretical framework, and definition of the keywords and structure of the research. Chapter two comprised of the literature reviews of the prior researchers, the introduction of the study, the general background of girls' education globally, Girl child's general situation in South Sudan, Challenges Facing Education in South Sudan, reasons behinds girls' dropout from Primary Schools in Eastern Lake State.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1. Introduction**

This study intends to investigate the reasons behind girls' dropout in Primary Schools in Lakes State, South Sudan. It has also reviewed the following sub-headings: Girls' Education Background, globally Situation for girls child's dropout, Girl child's general situation in South Sudan, Challenges facing education in South Sudan, reasons behinds girls' dropout from Primary Schools in Lakes State such as; economic, political factors, household factors, and Cultural Practices, plus interventions on causes of Girls' dropout from Primary School in Eastern Lake State. The researcher had extracted these views from different sources such as books, internet, journals, and newspapers. The purpose of the literature review had an in-depth view of the topic identified gaps within the literature and closed the girl child gaps in education.

### **2.2. Girls' Education Background**

Girl child education has been a center of focus to many researchers and NGOs in the 21st century advocating for gender equality and access to education for all because Education is a basic human right that every child is entitled to (Dak K, 2015).

The nation's future depends on children and how they are trained because they are its future workforces, leaders and their citizens (Greenberg, 2012). Education remains the main instrument by which citizens become enabled and the social, economic, and personal well-being of all people in a multicultural society growth. Girl child needs more support during primary school because; she is very dependent on others on who she models her behavior, through observation, repetition, and imitation (William Akech, 2018). Shortly after the country got its independence and became a member of both UN and UNESCO, all the human rights were signed and adopted by South Sudan

including the child's rights and girl child education's rights. The transitional Constitution of the Republic of South Sudan 2011 is the fundamental legal structure where all educational policies originate and this was adopted two days before the independence on 9th July 2011, the articles in the constitution that related to education is article 29 pg. 11. This article grants the right to education of all the citizens regardless of discrimination based on gender, religion, ethnicity, race, physical aspect including those people with disabilities and chronic.

The constitution also adds that all the institutions should promote education at all levels of the government authorities with partners such a UN and international NGOs are required to invest largely in educational development in the country at the primary and secondary levels.

According to UNICEF Report (2014) stated that only one girl child in ten completes primary school level in South Sudan and girls comprise just a third (1/3) of the secondary school population and the researcher concentrate on reasons behind girls' dropout in schools in the Eastern part of Lakes State. The Government and International educational partners have worked hard to raise the girls' enrollment and retentions because of the girls' literacy was 8% and it had been raised from 8% to 40% against 60% of the boys in South Sudan by providing supports to school girls, however, this still be considered to be too low compare to 60% of boys according to Joyce & Banda (2016).

But again, educational stakeholders and NGOs who are dealing in education in South Sudan have tried to improve education by providing necessities that support girl child's education this also raised the gender's literacy Ale P (2017). Therefore, many strategies were put in place including South Sudan General Education Act, 2012", the Millennium Development Goals (MDGs), the Child Act of 2008, and the United Nations Educational, Scientific and Cultural Organization (UNESCO) has set up transformative strategies to improve girls' education and the government

set it as the country's priority to educate every child, the Girls' Education Strategy for South Sudan 2012-2017 is a girl educational strategic development priority (World Bank, 2016). Education for girl goes yonder getting girls into studies and it is also about safeguarding that girls study and feel safe while in the education system (GESSS, 2012-2017)' complete all stages of education with the skills to successfully compete in the labor market sector; learn the socio-emotional and life skills necessary to direct and adapt to a new changing world; make decisions about their own lives; and contribute to the development of their communities and the world (GESSS, 2012).

Investing in girls' education is viewed as one of the best ways to empower and equip them to contribute to the development of their families, communities, and nations (Levine, Lloyd, Green, & Grown, 2008). In South Sudan, the Millennium Development Goals (MDGs) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) have set up transformative strategies to improve girls' education and the government set it as the country's priority to educate every child. Although the EMIS data indicate that by 2010 enrolment increased to approximately 1.4 million in primary schools and 34, 487 in secondary schools, linking the gender hole in education remains elusive since girls make only 37.2% and 27.4% in primary and secondary schools' respectively, said by UNICEF (2015).

Education is a basic human right that every child is entitled to. It is enshrined in international treaties and conventions that are legally binding to signatory states such as South Sudan. For example, Article 26 of the UN Declaration of Human Rights states that everyone has a right to education which should be free and compulsory at least in the elementary and fundamental stages. The Convention on the Elimination of All Forms of Discrimination against Women (Marsha et al. 2012:18) and the Convention on the Rights of the Child (Marsha et al., 2012:30) contain comprehensive sets of enforceable commitments on the right to education and gender equality.

Education is the privilege of each young girl all over the place furthermore the way to changing both the life of the young lady and that of her group.

Young girls without training are denied the chance to build up their maximum capacity and to play a beneficial and equivalent part in their families, social orders, nation and the world on the loose (Adala, 2014). Access to education for girls is still a challenging issue in the context (MDGs, 2010) and, as a result, many girls and women have lower levels of education compared to their male peers (Levine, Lloyd, Greene, & Grown, 2008). The illiteracy rate for women in South Sudan is estimated to be 90%, and, according to Brown (2006, p. 20), the country ‘has proportionately fewer girls going to school than any country in the world. It has also been observed that rural adolescent girls are more disadvantaged and vulnerable than girls in urban areas, who are at school and have higher chances to receive an education (Deng, 2003).

Despite interventions, girls’ education still has numerous problems due to cultural practices and other reasons due to relentless wars and economic crises in the country (Gabriel C. Adala, 2014). However, girls in South Sudan have been facing enormous challenges and dropouts from primary school education assumed to be traditional ideologies and insecurity difficulties have been witnessing in South Sudan since in the 1980s up to now. Girls in Eastern Lake State had no access to go education and that why this research sought to investigate the reasons behind girls’ dropout from primary schools Eastern Part of Lakes State.

### **2.3. Global Situations for Girl Child’s Dropout**

Research by the United Nations (2010) said that the problems of completing school are not limited to the United States; an enormous section of teenagers and adolescence around the world is denied or has difficulties gaining access to education and training. School dropout among girls is a global occurrence. Girl child dropout is a serious problem that affects national development.

Failure to complete school destabilizes girls' growth after them having a negative future. Chad has 50% and Afghanistan has 46% follow the grade of countries with the uppermost drop-outs rates in international fight sectors.

The new report shows that the three nations also have the greatest of girls' dropout at 76% South Sudan, 55% of Afghanistan and 53% for Chad UNICEF (2017). South Sudan is one of the poor nations in all dimensions including the education sector and the underdevelopment have left South Sudan with one of the most-uneducated populations in the world (Summers, 2005) sitting at the bottom of the international league table for girl child's basic education and this was caused by the prolonged civil war. Reports indicated that there are over one million children out of school (Watkins, 2013), 'fewer than half of primary-school-age children are in schools and 'deep disparities linked to gender' (UNESCO 2011), with only a hundred girls in the final year of secondary education (Ministry of Education (GoSS) 2011; Brown 2012).

The education is a rudimentary right to all is always denied to girl learners in some part of African countries (Brenda Mukawezeye, 2012).

It is stipulated by the UN Secretary-General Mr. Koffi Annan (2001) that African families select boys for studies while denying girls access to education. In most African countries, girls remain at work to do domestic work at a young age to get other incomes they want to live on and fund their sons' education.

According to the BBC News in 2006 states that African communities favor boys more than girls because they think that boys keep the family ancestry. Further motives why girls do not have sufficient access to education in some of Africa communities include staying home to take care of vulnerable relatives. Also, some of their mothers were not educated is an alternative point that makes them feel that there is no need for their daughters' education. Also, some of the families do



not trust girls' education. For example, In Ethiopia girl child brides face early pregnancies, duties to their children and in-laws, and reserve their husbands, who are always much older than her, to let them out of the family.

In Kenya, a girl's education is indefinable. Mwangi (2004) stated that a mixture of political, poverty, outdated cultural practices, and disease nonstop to deny the girl's right to education. Despite free and compulsory basic education, access to education is still lingering a wide dream to many children in Kenya. Despite the introduction of free and compulsory primary education in the nation which estimated an increase in pupils' enrolment, a large number of pupils, especially girl learners, still discover themselves being out of school for a possible number of factors. These reasons include a political reason such as wars, lack of policies or implementation, economic and negative cultural practices demand for their domestic labor in households such as helping in looking after their young siblings; early and forced marriages, doing house tasks and looking after the sick member of their families.

Also, in Uganda, (Birungi, 2008) quoted the rampant wars around schools are one of the gaps in the implementation of the girls' education. She noted that the previous year's war in Northern Uganda left most of the schools in disorder and these were seen as methods of barring. Children in Bundibugyo County cannot get access to schools during the raining season and 'government has done nothing to ease the problem.'

#### **2.4. Girls' Education and their Contribution to the National Development**

Education is as crucial to man as life itself in this world because it is a very significant means of emerging any country (Mgato EMen, 2016). Girls, just the same as boys have a fundamental right to education to make the most of their personal development and their contribution to their families and community. According to World Education (2018) stated that all children, mainly girls must

have access to and complete all their quality education by the year 2030. Drop out of girls from schools is rampant because they are dropping out due to several factors, little or no attention is set to their education (UNICEF, 2016). In South Sudan, the highly educated women are less likely to get married early and their economics contribution to the nation is often higher compared to uneducated ones and they are less violent and they are not financial dependence on men in the families (Professor Guarak M. 2014). The pupils' decision to drop out of school has long term significance that can give way to young people's misbehaviors, welfare dependence or in the poorest cases. Primary school dropouts are increasing terrifically in Eastern Part of Lakes State schools (Jacob Dut, 2014). It is commonly debated that educating women has got both direct and indirect paybacks. Well educated women reach marriageable age and more employment chances (Weller, 1984, Sather etal 1988) and it is also cited by Brenda M., 2012). Indirectly, educated nurtures novel worth, credited in completing a change from the outdated women to contemporary women, and women are hypothetical to have more independence. Women's schooling is therefore observed as vital for their autonomy (Educational Achievement, production, status, and Women's Independence).

## **2.5. Girl Child's General Situation of Girls' Dropout in South Sudan**

There is a substantial difference worldwide in dropout rates because different countries are in different phases of spreading worldwide free primary education (Mgalo, 2014). In Asia, the research was done by Marg (2011) about dropout in primary schools of children living in remote areas of New Delhi using qualitative discussions and quantitative approaches of data collection disclose that an actual scarce child finishes the primary level and even fewer transits to high school. This indicates the fact that the dropout rate is stagnant still very big. He suggests that the government wants to adopt an all-inclusive method to dropouts' matter and not give it as just an

isolated problem that can be attacked without reference to the broader socio-financial setting and poor distribution of education in which it is fixed. South Sudan encounters some barriers to girls' education resulting in low enrollment, retention, and completion rates for girls at all levels of education (National Girls' Education Strategy 2018-2022). There are high rates drop out of girl children nationwide and it is worse in Eastern Part of Lakes State due to strict cultural practices. The children, both boys, and girls were part of other new civil war that broke out in the Republic of South Sudan, two years after it was granted independence from Sudan. Of these 19,000 and it is assumed that girls' children could be almost 30%. There is a real danger that many girls are being left on the margins of support programs for children associated with armed groups," she added. "More needs to be done to help communities and civil society recognize these girls, and to work together to change the narrative around perceptions of a 'child soldier.'" She further said that "In this matter, we can make ensure that all learners are assumed suitable and continued provision to advance their restoration back home and final they should recommence their schools (Olsson, 2017)."

## **2.6. Challenges Facing Girl Child in South Sudan**

Despite an increase in the percentage of girls' enrolment, girls pause behind boys in school, due to some of the challenges, they face in the schools. The situation as elucidated in the introductory chapter has since changed in many methods. According to the Ministry of General Education and Instructions reports (2017), girls themselves are problems of the unfriendly school atmosphere. This has been brought about due to a lack of satisfactory sanitation and good hygiene at the school. The illiteracy the rate for females in South Sudan is estimated to be 90%, and, according to Brown (2006), the country 'has consistently fewer girls going to school than any country in the world. It has also been witnessed that pastoral young girls are more underprivileged and defenseless than

girls in developed areas, who are at school and have great opportunities to get an education (Deng, 2003). Girls face regular challenges in schools that include political factors such as war, school environmental-based challenges, socio-economic factors such as early and forced marriages and the burden of domestic work. Also, South Sudan faces a continuing war, the recent United Nations International Children Fund (UNICEF) report (2005). Due to socio-economic, political, and cultural challenges, 80% of these girls are unlikely to start school compared to 16% of boys according to (UNICEF, 2014). This entry aims to explore specific challenges that affect girls' education in South Sudan. This research intended to help find the reasons behind the girl child's dropout in a primary school in Eastern Part of Lakes State and to come up with strategies to reduce high rates of girls' dropout in primary school levels.

## **2.7. Reasons for Girl Child's Dropout in Primary Schools in Lake State**

Dropout is a worldwide phenomenon problem and it affects all the stages of formal education for all learners, (Magwa Simuforosa & Ngara Rosemary, 2015). According to Michael L. (2017) dropping out of school is when a child is unable to complete a full course of schooling or when a child is leaving school without completing the course at any level at any time without a certificate. Besides, dropout is when one stops attending a free and compulsory educational course for all children up to the age of (14) years which is a constitutional commitment (World Vision, 2018). As it is a global problem, it also occurs in South Sudan's educational system at all levels, due to the lack of resources and it is one of the most serious issues especially among girls' children at secondary and primary school levels, (Julia Duany, 2014). She added that the dropout rate does not happen due to a single factor reason; it is a masterpiece for numerous reasons.

Several researches have been done on girls' dropout matter based on particular provinces, countries and ethnic perceptions in many areas all over the world. In this research, a researcher collects the

reasons and demonstrates a theoretical method of dropout for girls which can provide an additional chance to scholars to assess the applicable issues on girls' dropout subjects.

Services and equipment in the schools is in poor condition. Moreover, the cost per pupil was high, and the total expenditure, including pupils living costs, is high-priced to most of the guardians or parents. Economic factors are origin to be a vital factor in determining access to education as educating possibly incurs a range of costs both direct or indirect (Wagachira, 2015).

Low incomes of parents are a function of poverty and can affect a child's education. The parents' income is one of the reasons behind girls' dropout from the school; it leads to the arrangement of sons over daughters when the family wishes to choose which child shall go to school. Besides, poverty is the chief reason for depressing child girls' right to school. Pupils from low-income families dropped out of primary school four times more than pupils from high earned-income families (Greenberg, 2012).

Tuition fees and extra demands, for example, transportation, uniforms, and learning aids, widening the gender gap. When poor parents do not manage to educate all their children, they opt for their daughters to stay at home until they get married. The higher the poverty levels in a household, the higher the likelihood that a girl child will not go to school due to the high cost of tuition fees and other school requirements (John Gayii, 2015).

In Malawi, the World Bank provided adolescent girls with stipends in addition to cash transfers to their parents. According to John Magok (2020), girls face carried challenges at primary school which always leads them to drop out of school and deny them the opportunity of getting primary education. The cost of education has been increased significantly yearly, while government funds had remained very limited. As an outcome, the quality of education is at risk. Many pupil's dropout early at the primary school level and a big number of girl children remain completely unschooled

(Farant, 1980). At present, the government does not cater to all the social and economic needs of the nation. It does not sufficiently equip the individuals to become productive and self-reliant in all dimensions.

Primary education, especially for girls' education, has become isolated from the socio-economic realities of life in South Sudan. Not only has the quality of girl pupils deteriorated over the years but also most of the subjects taught have not been geared to political needs. These include among other, poor teaching approaches and turnover of teachers in schools, bullying and teasing by their fellow pupils, lack of teaching and learning aids and feeding program at school unless these problems are solved, the girls' education will still lag.

The terrible poverty stages in the nation such that very few guardians can provide their children up to University level; not even up to secondary school and this right the growing numbers of school girls' dropouts in the nation particularly after Primary eight levels. This explains the need for skills growth at the primary school level to enhance the practicality of education as a degree to alleviate the lack of skills with which a girl child can start facing life in case of deteriorating an office job (Brenda M., 2012).

The general enrollment ratio for all learners is expected to have declined in locations directly wide-opened to the recent war (Mayai, 2017). The impact of war on school enrollment is likely to be worse for female than for male children due to the political economy of war and sociocultural factors of South Sudan. There are significant trails through which the war can weaken educational developments (Akbulut-Yuksel 2009; Leon 2012).

The occurrence of war in South Sudan began in 2013, shortly after its 2011 separation of South Sudan from Sudan. The fighting and related food and economic disasters have triggered the main movement of people especially teachers and students as well. The obstacles that young girls face

in accessing education in South Sudan is stranded in the daily realities of conflict, displacement, and economic. Therefore, considerable deterioration in enrollment is expected particularly the high levels of forced displacement that the country is currently experiencing. Finally, a youth forced conscription into armed groups and armed forces are ever-present in the emerging situations, mainly in consideration of the governmentally disturbed Africa (Wessells 2002).

Cattle raiding and communal fighting has displaced many people in South Sudan led to drop out of many children from the affected areas especially in Eastern Lake and Jonglei States, (John. A. 2018). Violence and civil strikes had increased rural-urban migration which increases urban population and contributed to the scarcity of school learning and teaching materials, facilities, and teachers and overcrowding in classrooms (Hon. Deng Deng Hoc, 2017).

Abraham Mabior stated that the Government of South Sudan has enacted some education some of the policies such as Education Act 2012 and The Child Act 2008, but again the government has also allowed traditional laws to exist and the two laws contradict themselves because the traditional laws give rights to the parents to decide their daughter can get marry and who to marry her at any age even a girl is too young she can still get married according to the traditional laws, early marriage is not a problem.

So, this affects girls and the government has to lack the political will to abolish these traditional laws. Those who involved in early and forced marriages are left unpunished; perhaps some are politicians involved in these crimes (Martin Loke, 2014). Therefore, law enforcement of education and girls' laws are still facing challenges in South Sudan (John G., 2017). The education system is dominated by examinations at all levels. Winsome Gordon (2000) declares that educators, headmasters, and other people who manage the school often have negative towards girls' education. He further says that they must initially realize the deprived position of girls to possibly

find solutions to the challenges and problems. Ministry of General Education and Instructions (2017) “consultancy facilities for analytic study on causes of low Primary Education completion rates” with concern observed that girls face the challenge of corporal punishments directed by teachers regardless of the region, health, and other related reasons.” Educators harass girls at school by carrying them and making them big chocks of land for simple mistakes like, late coming and forces some of the children especially girls to keep suspend them from school.

Disparities between rural and urban areas and regional imbalances in the delivery of educational services have increased yearly. The girl in South Sudan faces double difficulties because of gender discrimination at the family and society level. These vulnerabilities are even tougher in rural areas, where poverty, cultures, and lack of infrastructure and facilities triumph. Both boys and girls in these groups are affected. However, due to the unequal socio-economic gender construct in most African communities, the measure of difficulties are tilted more against women and girls. Education policymakers and educators have been forced to agree to take that there are severe gender differences in education that call for imperative action if South Sudan is to be calculated among those who will have attained the Education For All and MD goals by 2015 ( Brenda, 2012). Girls themselves scarcely make these decisions but rather than relying on their guardians, parents' and relatives' decisions. The male parents have prime responsibility in the decision-making process when selecting children for school. This becomes higher in rural areas, which are predominantly patriarchal communities where fathers will often prefer taking boys to education than girls. In urban regions and some areas, a mother either agree together with the father or singly can influence the decision for a child to be sent to school (Oling V, 2019)

Composed of the central socio-cultural biases in favor of males, the economic factor, especially in terms of never-ending hunger and poverty, is maybe the most significant in harmfully affecting



girls' participation in education, particularly in rural areas. In these tough economic conditions, both direct and unknown costs to a family of sending daughters to school are apparent by parents to be high-priced in terms of the providing of books, uniforms and other demands (vital for social factors) as well as the loss of important help at homes and on the land. In most cases the contribution of girls is unpaid and they may have little or no experience of the managing of money, which can reduce their status and power, but doubles their vulnerability. Lobban (1978) continued to note that girls are significantly criticized for their poor academic and ignored for their academic success. Also, girls are blamed for talking at the pick of their voices. Unhealthy School Environment: Facilities of the school are connected to quality in terms of human resources and within-school resources. The availability of in-school resources such as classroom, desks, textbooks, and chalkboards these have been a very big influence on girls 'dropout (Molteno et al., 2000), as many characteristics of the learning and teaching processes. The government fails to fund education that causes to poor teaching and learning the atmosphere and over-relying on international agencies, community contributions; the Government budget allocation of education development is a donor from international agencies (World Bank, 2017).

School distance: The geographical distance between the school and homes is another factor causing dropout for female learners, Juneja (2001) detects that if school distance is considered to be too far from learner's home, small girls resort to dropping out of school. Sometimes, females' participation in extracurricular activities constrained by the lack of facilities in schools and it is believed that girls can easily drop out if there are no co-curricular activities in the schools.

Cultural Factors: The cultural factors refer to the way of life that people expressed their attitudes, fundamental beliefs, morals and method organizations from age bracket to another through the society's socialization structures, (Cammish and Brock, 1991) Girl child network (GCN).

Household Activities: These refer to the domestic works that girls do at home to help their parents who make them drop out of school. There is a lot of literature concerning how household activities work affects all the children's educational outcomes regardless of the gender of the child (Shuhidal, 2015). Overall, girls take more loads of home chores than boys; otherwise, countryside girls do more domestic works than urban girls (Ersado, 2015).

## **2.8. Summary of Literature Review**

The literature reviewed had identified some reasons behind girls' dropouts of primary school. The reasons include economic, political and cultural reasons. This research investigated the reasons girls 'dropouts from a primary school in Eastern Part of Lakes State and it has come up with suggestions on how to increase girls' enrollment and how to stop girls' dropout in the schools to complete the primary school level and they should proceed to other levels of education like boys. Most researchers have done much on girl-child retention, access, and performance, but very little has been studied on girls' dropout in the Eastern part of Lakes in primary school. The low enrollment and high dropout rates for girls have been recognized in the area as a gap. The cultural, economic and political factors are the main reasons behind girls' dropouts in the area. It is from this point that is why this research is carried to seek these issues and to come up with possible suggestions to stop girls' dropout in Eastern Part of Lakes.

## **CHAPTER 3: METHODOLOGY**

### **3.1. Introduction**

In this chapter focused on the research methodology that was used by the researcher when collecting data. The research was divided into subsections which focused on: - research design, target population, sampling size, and sampling procedures, selection of the schools, data collection methods such as interviews, data processing, and analysis, reliability and validity of the study and the chapter finally looked at the ethical issues that guided the research.

### **3.2. Research Design**

The qualitative research method was used to carry out this study because, in this research method, research design depends on the way the researcher organized his/her work. The sources for this research was mainly from primary data and secondary information, the researcher reviewed girls' education's policies and the literature reviews of other researchers on girls' education and also interviewed Directors in the State Ministry of Education in Eastern Lake, Windle Trust International, Plan International, and Finn Church Aid Organizations, UNICEF and World Vision International organization purposely to get a direct answer on the reasons behind Girl child's dropouts from primary schools, because this was where the required information was available on the ground. qualitative research as a form of a systematic empirical inquiry into the meaning. Lincoln (2000) said that qualitative research always involved interpretation and naturalistic approaches, meaning that qualitative researcher study thing in their natural selection and setting, to interpret human phenomena according to the way and meaning the people brought it to them. Therefore, this method rhymed with this study, because of the purpose of this the study was to find out what are the main reasons behind girl-child's dropouts from the schools in Eastern Part of Lakes State, this was to answer by asking the research main question as to why is girl child's

dropout still very high in Eastern Lake State while the education stakeholders that are working hard to support girls' education?

### **3.3. Target Population**

The study focused on the reasons behind girl-child's dropouts from primary schools in the area. In the view of Creswell, (2012) defined the research population as a group of people with some characteristics that a researcher can identify for the study. Therefore, the research population was included the government officials from the Government and INGOs agencies Head-teachers, Teachers, and girl pupils and students from Mingkaman, Roordit, Mat Academy, Mariik and Kalthok Primary Schools and Kon-Anok, and Eden Light Secondary Schools and Elders from the Rural. The researcher was target girl pupils from primary six to eight (P.6-P8) and the age of 15 and above, because these girls from P.6-P8 are mature to tell reasons why their fellow girls dropout from primary schools. Besides, Eastern Part of Lakes State has been chosen because many girls have been dropping out from Primary Schools for the last seven (7) years since 2013 up to now. Therefore, the researcher intended to know the reasons behind girls' dropout.

### **3.4. Sample Size and Sampling Procedure**

Sampling is a process of choosing a target population to be included in the research, Gall, and Borg, (2003) it is also cited by Godfrey, M. (2017). Therefore, in this qualitative research study, the researcher used 36 participants. The researcher used purposive sampling by grouping the participants according to their relevance to the study, the researcher also used quota sampling because of its unique way in deciding how many people to be considered and their character as it is stipulated by Creswell, J. (2012) and this has brought in a selection based on gender.

**Table N.3:** Showing the sampling size;

S/No	Source of Table of the participants	Number of Participants			
		Expected	Actual		Percentages
1	State Ministry of Education (SMoE)	5	Male 3	Female 2	100%
2	Headmasters and Teachers	8	6	2	100%
3	Education Partners UNICEF, Windle International, Finn Church Aids and Plan International,)	4	2	2	100%
4	Continuing Girls Pupils	8	4	4	100%
5	Dropout girls or out of school girls	6	2	4	100%
6	Elders/ Parents	5	3	2	100%
7	Total of the participants	36	20	16	100%

**Research Population and Sample Size and source:**

The pupils were purposively selected according to their classes and ages to participate in the research interview; the researcher was very keen to some married students from the upper grades, (P.6-P.8). The elders from all the rural areas were interviewed to compare the results on the understanding of the girls’ dropout.

**3.5. Selection of the Schools**

During the research investigation, the researcher has selected two primary schools; (Mingkaman and Roordit primary School), these schools are government school and both of them are mix

schools; this will assist the researcher to easily identify the ratios for girl pupils against the males.” According to the curriculum of South Sudan, the primary consists of eight classes, they range from primary one to primary eight (P.1 - P.8). The primary one to primary five pupils is always of the underage of 15. Therefore, the researcher was taken the participants from primary six to primary eight, (P.6 – P.8) two (2) girls were selected from each class to make a total of 6 participants.

### **3.6. Data Collection Methods**

The researcher used three methods for data collection, interviews, documentary analysis, and field observations. The researcher was asking why, how and what forms of questions, as they are the common caring of questions often use in the qualitative research method, for the researcher to get a deep understanding of what is relevant to the research. Sonia O, (2004) said, the qualitative research method is used to give a better understanding of a social phenomenon from the perspective of the participants involves in the study. Each item in the questionnaires was being developed to address specific objectives. The data collection through interviews, documentary analysis, and direct field or classroom observation was subjected to qualitative analysis. The data was organized, summarized and presented qualitatively.

#### **3.6.1. Interviews**

The interview is one of the methods used when carrying out qualitative research methods, Maxwell, (2005) said that interview is an important method of understanding one's ideas and their perspective, it is used to find out the information the researcher cannot be able to observe, Kvale, (1996), said, interview in a qualitative research study always tries to understand the world by describing the meaning of the people understanding and discover the world around them. The researcher used semi-structured interview questions for data collection from the respondents regarding girls' dropout from primary, class by class and. The researcher intended to get rich

information about the full information for the research regarding the reasons behind girls' dropout from primary schools in Eastern Part of Lakes.

### **3.6.2. Documentary Analysis**

The researcher studied some documents and materials gathered through library research have been the major source of data for this study. Written materials that have been studied include journals, books, papers, and articles. More relevant resources have been accessed to back up information from other bases were necessary during the data collection including material from local records. Mostly policy official papers and documents on the girl were the National Girls' Education Strategy (2018-2022), it is a National Policy Book for Girls Education in South Sudan, this document published by the MoGEI, Windle Trust International, UNICEF, and Girls' Education South Sudan (GESS) Strategy Plans 2019-2023, The South Sudan Vision 2040 and the National Legislative Assembly Members of Education Committee within the parliament. Also the Ministerial order number 22/2017 issued by the national Minister of Education. Besides, these documents helped the researcher to know the reasons behind girls' dropouts and what should be done to end the girls' dropouts in schools.

### **3.6.3. Observation of Method**

The researcher went into all classrooms for observation methods in primary schools to see the previous enrollments of girl pupils and how they are interacting with the other pupils of the differing sexes. He also studied the enrollment register and current attendance and also asked the pupils how many girls were registered at the beginning and how many girls had dropped out currently. The number of continuing boys and girls was also observed and the researcher found that the big number of girls had dropped out of schools compared to boys.

#### **3.6.4. Data Processing and Analysis**

After the data collection, the questionnaire was checked to identify those items wrongly answered, spelling mistakes in the answering and any blank spaces left unfilled by the respondents. The data was prearranged and then examined with the use of a computer. Descriptive methods were used to evaluate the data. Data was presented in tables, and percentages then results were reported by restating objectives on selected variables. Processing the reactions, the finished surveys were altered for culmination and consistency.

#### **3.7. Reliability and Validation**

Reliability is the degree that similar responses can be gotten using equal tools many times. According to Babbie (2010) reliability focus often on one witness is the basis of the result, because there should be no firm watch against the power of that observer's bias. Wilson (2010) said that reliability subjects are always closely connected to prejudice and when a researcher accepts a personal method towards the findings, and then the stage of reliability of the task is to cooperate as suitability is essential and it alone is not adequate.

#### **3.8. Ethical Considerations**

As the study involves human subjects the researcher ensured that the privacy of the individual is maintained. Respondents were voluntarily chosen to participate in the study. The respondents were provided with adequate information about the study, the procedure that was being followed, objectives of the study, how the findings were disseminated and probably used. This was enabling participants to make informed decisions on whether to participate in the study or not. Anonymity will be protected by using numbers instead of names.



## CHAPTER 4: PRESENTATION AND DISCUSSION OF THE FINDINGS

### 4.1. Introduction

This chapter deals with the presentation and discussion of the findings from primary school girl pupils, headmaster and teachers, officials from the State Ministry of Education, International Education Partners, and out of school girl children, plus elders/ parents on the reasons behind girls' dropouts in primary schools in Eastern Part of Lakes State, South Sudan. In this chapter, data gathered from both primary and secondary sources through semi-structured interviews, observations and documentary analysis are presented, analyzed and interpreted qualitatively and the sources of data are described in the below table.

**Table 4: Showing the data of respondents in the finding.**

S/No	Source of Table of the participants	Number of Participants			
		Expected	Actual		Per %
1	State Ministry of Education (SMoE)	5	Male 3	Female 2	100%
2	Headmasters and Teachers	8	6	2	100%
3	Education Partners UNICEF, Windle International, Finn Church Aids and Plan International,)	4	2	2	100%
4	Continuing Girls Pupils	8	4	4	100%
5	Dropout girls or out of school girls	6	2	4	100%
6	Elders/ Parents	5	3	2	100%
7	Total of the participants	36	20	16	100%

The interviews and observations were conducted on a face-to-face basis with the help of recording materials to take further notes on the responses of the participants. The respondents were assured before that their responses would be confidential and would not be in any way used for another purpose. Documentary analysis were also made separately from published and unpublished documents in the selected sample primary schools annual abstracts, reports, the Ministerial Order, and the National Girls' policies in South Sudan. All the findings from interviews, documentary analysis, and observation are presented together according to the research objective and the findings concern the questions below:

1. What are the economic, political and cultural practices behind girl child's dropout from primary schools in Awerial County, Eastern Lakes State South Sudan?
2. What are suggestions/ solutions that can be employed to decrease girl child's dropout from primary schools in Awerial County, Lakes State of South Sudan?

The research discussions were based mainly on the three theories, the feminist theory, Abraham Maslow theory of motivation, and the Sustainable Development Goal (SDG) for Agenda 2030. The study was based much on feminist theory because South Sudanese communities are undermining the right of the girls in all aspects. The researcher interviewed the respondents to answer the above questions, regarding the economic, political factors and cultural practices that led to the girls' dropout in primary schools in Eastern Part of Lakes State.

#### **4.2. Findings from Interviews, Documents Analysis, and Observations**

The interviews of this qualitative research were conducted from October to November 2019. The researcher used face to face interviews and open-ended questions to allow participants to express their feeling. As it is mentioned so far, the interview included staff from the State Ministry of education, education partners, primary teachers, and school principals, continuing pupils, and out

of the school pupils plus community leaders. The interviews are intended to answer two research questions mentioned above and complete with details findings collected from the documentary analysis. The presentations of data from the three mechanisms are assumed to address the main ideas presented. Therefore, interview, documentary analysis, and classroom observations were used to answer the question number one as stated below.

**1. What are the economic, political and cultural practices behind girl child's dropout from primary schools in Awerial County, Eastern Lakes State?**

In answering the first research question, information from the respondents and secondary data sources disclosed that the government institutions and education partners have contributed a lot to improve girl child's education in primary schools in the country in terms of teaching, learning materials and policymaking. According to the data gathered through interviews, documentary analysis and classroom observations, the major challenges to girl child's education in South Sudan include gender inequality, poverty, and early and forced marriages.

First and foremost, the long-lasting armed conflict has increased extreme poverty and worsened the country's education situation, as 40% of the population lives with life threatening hunger. Secondly, traditional gender roles in South Sudan negatively affect girls' education as girls are perceived as domestic helpers and are not allowed to attend school. Third, early and forced marriages that help families receive dowry for their daughters and/or remove the financial burden of providing for a girl, further exploit girls and threaten their wellbeing, and future.

The governments of the Republic of South Sudan and Education Partners have tried to addressing the challenges to girls' education mentioned above as the turning point for families, societies, and the nation to develop sustainably, in order to bring good quality education in the country. Therefore, the government and the education partners also tried to introduce and make girls'

education to be compulsory and freed through the GESS Programs in order to allow all girls enroll and remain in the school and to finish all the levels of education at the school age before reaching the employable and the marriageable age, so that girls could be provided with the prospect of a better life as they then can marry at a later age, to have happy life, healthier children, and acquire better jobs and income, because education can also help them invest their resources in their children, families, and society. The need to enhance girls' education is a responsibility of every actor in the nation. Hence, a multi-sectoral system of intervention in addressing girls' education challenges is the best way to remove the barriers to girls' education and enhance the quality of education for sustainable development.

Despite government and education organizations that are supporting the girls' education in the nation to make girls enroll and continue with their studies until they complete all the education stages. There are still political, economic factors and cultural practices behind girls' education in primary schools in far areas particularly in Eastern Part of Lakes State because these girls' policies are only implemented in the towns, but not in the remoted areas like far state, county and payam levels which are at the distance from the capital city of the nation and developed cities.

#### **4.2.1. Political Factors**

Shortly after declaration of independence, South Sudan finds itself back in a position of tension, insecurity, conflict and negotiations due to political wrangles. Violence continues to intensify and deepen in complication, varying from each region to another. Many girls and women became victims of gender based violence (GBV) and especially of sexual harassment and rape continue to increase during war. In addition, boys and men fall the victims of forcefully conscriptions in the army forces and armed groups, both on the government and rebels' group size, and

indiscriminate and targeted killings of people including teachers and pupils during crossing firing, said one of the respondents.

Furthermore, it was worsened on girl children there are many reasons that caused girls dropout in schools such as war and inter-tribal conflicts, lack of implementation of national laws, poor coordination, monitoring, supervision, and evaluation of the schools, existence of traditional or customary laws, geographical distances and lack of seasonal roads, unhealthy school environment, turnover of the teachers, displacement, lack of parental care and follow ups and public awareness.

### **War and Inter-communal fights;**

It is overwhelmingly believed that war and inter-communal conflicts are the main reason behind girls' dropout from primary schools and even if you wake up a person from sleep and ask him or her she or he will still give the same answer that war is the father of all injustice happening in South Sudan including negative cultural practices. Survival of the fittest, to be precise on girls, arose as the new normal to give in early and forced marriages. This violence interrupt and undermines education effort and particularly girls' education nationwide, causing high external and internal displacement and migration to nearest neighboring countries like Uganda, Kenya, Ethiopia and Sudan. This led to close down of schools and a lack of available teachers for those students left behind. Therefore, education sector in South Sudan has been affected and characterized by high gender disparity and girls' dropout included Eastern Part of Lakes State.

Furthermore, it is observed that, war has caused high gender disparity in the area and makes some of the parents to encourage to be married at the early age and take traditional roles in the homes and has been also observed that political factors caused both low enrollments and high rates of girls' dropout from primary schools.

According to staff from the State Ministry of education claimed that; “War is the main reason behind girls’ dropout in primary schools in Eastern Part of Lakes State because it broken out immediately after South Sudan gained her independent from Sudan, several wars starting between 2013 and 2016. These wars have affected many schools and pupils, especially girl pupils due to unfavorable schools surrounding, hereafter it led to high drop out of many girls and high turnover of teachers especially female ones as well.

According to Dr. Augustino T. Mayai (2017), said that, following violence rapidly rose in force and physical attention, and intimidating, these slight the development which the country had made during a shaky change. Abraham Awolic (2017) supported it that war has ruined infrastructure, teaching aids and pupils as well as teachers left the country to the neighboring due to insecurity. The political reasons have greatly affected the girls’ education and everything in and around the schools were destroyed during wartime and these caused rural-urban migrations which increased urban population and contributed to the scarcity of school facilities and all these wars caused lawlessness in a rural area since the government officials moved to the cities. Therefore, this indicated that approximately 45 schools were occupied by armed forces or used for the military purposes during the war periods and most of the schools were closed down while other were burnt down.

#### **Lack of Law Enforcements and Implementations of National Girls’ Education Policies;**

According to the documentary analysis, it is revealed that the poor implementations of the laws had affected the girls’ education in the areas because local people were not sensitized about the girls’ policies; hence they used their traditional laws instead of the national laws. Although, the National Ministry of General Education and Instructions (MOGEI) and the line Institutions have some key policies for girls’ education such as the Education Act 2012, the Child Act 2008, and

Alternative Education System (AES) policies that already offer a legal foundation for the girls' advancement in education. However, the implementations of these policies are still having problems said by one of the respondents and these make many girls to dropout from primary schools in Eastern Part of Lakes State.

**Lack of proper stakeholders' coordination, monitoring, and evaluation;**

The above mentioned are some of reasons behind girls' dropout in Eastern Lakes State because the more stakeholders understand that partnership is the key to success in the case of implementation in the education sector, this make success in implementation of girls' education and there are also inadequate data collection and poor direct arrangement of agencies for girls' programs especially in the county and payam levels all because the stakeholders don't usual come for field monitoring and supervisions and this led to high dropout of girls in the area.

**Weak Civil Authorities**

It was said by one of the teachers that, the Government of the South Sudanese did not empower civil authorities in the grass root when during the war, because government was busy fighting against Islamization and Arabization regime of Sudan. People were more likely to listen to their local chiefs than Government authorities. Chiefs are more suited to overthrow and overlooked the government laws including girls' education policies. Weak government leaders are disobeyed by the traditional leaders and tribesmen in the villages, because whenever, the government authorities try to talk about girls' right, locals said that, these are our girls and we have right over them, so, go away with your unworkable policies. This worsen girls and women situation, hence, this lead to the high rates of girls' dropouts in primary schools. Therefore, Government institutions should strengthen the civil authorities in order they should impose the girls' education policies.

### **“Existence of Dinka traditional laws;**

According to the documentary and interviews conducted, this customary law known as Wanhalel Customary law document denies girls’ right to education and the right to choose when to be married and who to marry her, all these contributed to girls’ drop out of schools in Eastern Part of Lakes State.” She added that this Wanhalel Customary Laws (WCL) are the one that all Dinka people refer all their customary cases to and also used in the courts of law to determine the verdict to be taken. Therefore, these customary laws had contributed to girls’ dropout in the area.

To add on, Bior Achiek Pechbaai (2019), lamented that there are also significant differences and conflicts between customary laws and statutory or constitutional laws because the traditional laws are against the girls and women’s rights while the statutory laws protect girls and women’s rights and promote females’ education.” He further said that community use customary laws to cover their interests against the girls’ right to education instead of constitutional laws which protects girls’ education. Therefore, there is a need for harmonization of these laws for their consistency in the implementation of girls’ education in the country.”

I have also strongly agreed that these outdated laws are the ones used by the community to support cultural activities in expense of girls and women and to me, these laws should either be abolished or harmonized with statutory laws in order to accommodate females’ rights and promote females’ education in the region of all Dinka tribes.

### **Geographical Long Distances and Lack of all-seasons roads**

The distance of the school is a key factor causing girls’ dropout in primary schools, for example, in 2018 in South Awerial County, one girl on her way from school to home; she was eloped by the young man as his wife. So, some of the parents do not trust those schools which are very far. This also discourage girls from trekking to those far schools, and it also makes some of the parents to



withdraw their daughters from schools. The distances of some schools especially in Awerial County is frustrating, some of the schools were built before 2005, when the country was at war and these places were left areas like areas of Yolamaal, Gut-Thom, Mariik, Maluالتuk, Duonygok, Kalthok and Door, so schools are very far said by the County Education Director (CED), because many people came to Mingkaman town.

He continues saying that; these schools are still operating with few pupils and teachers. So the teachers and pupils travel from homes to the school in the morning and come back in the evening, this caused doubt to some of parents and it is also tiresome to some pupils and teachers, making them remain at homes due to the far distances and insecurity on the way to school and back to their homes in the evening especially during raining seasons. Some parents don't trust the locations of the schools, because around these areas the cattle raiders sometimes raid cattle there, since there are no good roads, dewes and snakes disturbs pupils and all these obstacles put the pupils at the high risk, said the County Education Director.

Besides, the County Education Director (CED) revealed that one of the problems of girl child drop-out is a geographical distances and nature of road to some of schools in Awerial County (Aliab) area, especially during rainy seasons when the roads and bridges are flooded. The bridges such as Mawerwer (Guaar) Bridge, Ahow, Wunthoou, and Gut-thom, and Dor and Panwaat roads in Bolok area are inaccessible during rainy seasons. In addition, Gel Yiil, or Gel Akuei, Gel Anyon Bridge in Ror-Apuk and Wanh-Aguaar Bridge in Atorokdit near Patiemthou, when heavy rain rained, all these areas are over flooded, then the movement of children is very hard in the entire area of Paab Anok area. Therefore, most of the schools are closed when heavy rainfall rains because it is too muddy and these areas easily get flooded. The director also recommended that all the roads and bridges within the county need to be repaired and upgraded in order to allow the movement of

school pupils during raining seasons and in addition, to allow schools to operate during the rainy seasons. These limited joint monitoring and evaluation of education programs because the policies are set at the national level without seeing the really situation in the area this also affected girls in the remoted areas. I also concord with this because distance discourages pupils from attending school, this has also agreed with the research of Bol Elijah Bul (2019) that school environmental conditions can either encourage students to stay in the schools if it is favorable, or make pupils drop out when it is not conducive and this needs urgent solutions to be taken in order to allow schools function all the times without ceasing.

**Unhealthy School Environment;** in the interview and documentary analysis, it is repeatedly stated that the unhealthy school environment is a major cause for girls' dropout from schools; this was say by female pupils. Inadequate water supplies, sanitation, and hygiene facilities are very scarce within many schools said by the head girl for Mat Academy Primary School. Besides, some schools had only a washing toilet for both boys and girls that could not be accessed by all pupils at the same time, making it to left to boys by the girl pupils due to the fear.

Others have no washing rooms or have total damaged latrines, which cause fear and threats of being collapse when one enter into," said one of the schoolgirls.

The lack of toilets is a threat for us, especially we girls who had already reached the puberty ages to share the same toilets with boys, this is unacceptable because its causes a lack of girls' privacy. She further said that, inadequate WASH facilities caused high risk of getting diseases, such as cholera, typhoid, and diarrhea plus stomach pain because; we girls are very sensitive to any bad odors and situation. This situation made our fellow girls to withdraw from school and stay at homes simply of poor and unhealthy school environmental conditions. Feminism theory said that, such a situation is a threat to girls and anything that threatening girls must be solved, therefore both

government and the international education partners must take urgent measure to make sure the school environment must be freed and conducive to attract the girl-pupils and students in order to remain in the schools hence, to allow girls to complete all the school levels.

Besides that, I have also witnessed this situation during the classroom observation, boys used to go for short and long calls to those toilets while girls remained inside the classrooms when I asked one of the girls, she replied to me that, girls fear to go there simply the washrooms/ toilets are very dirty because their nature needs them to urinate when they are seated, however, boys urinate while they are standing, so an unhealthy school environment is one of the reasons make girls dropout from primary schools before completing their studies in the area. Lack of clean drinking water has become increasingly difficult, some of the schools are lacking boreholes or hand pumps, pupils have to spend some hours without drinking or just drink untreated water brought by water tanks for cooking and this caused many school girls dropout from schools.

To add on, poor classrooms, inadequate sitting facilities make girls drop out of schools because the big boys disturb girls by touching their breasts. These school environments make both female pupils and teachers quit the schools when it is not favorable, which is a threat and it is also confirmed by Feminism theory that anything threatening girl or woman should be considered as a problem and it must be solved. So the school environment should be made attractive to encourage both teachers and pupils and particular female pupils to stay in the schools.

**High Exodus or turnover of Teachers:** According to a member of education partners explained that, the education sector experienced a high turnover of teachers and particularly female teachers and this was caused by insecurity, and fear for safety, and poverty due to lack of job in the state.”

He further said that; majority of the teachers prepared to send their families to the Internal

Displaced and Refugee camps in other cities and neighboring countries during the war and tribal conflicts.”

### **Low and delay of Teachers’ remunerations and incentives**

It was discovered in the documentary analysis that low payments, and delay of teachers’ remunerations and incentives affects the education because teacher don’t teach well when they are not paid. This cause teachers’ late coming and absenteeism in schools and hence on other hands, this discourage girls when they comes to school before teachers or when they find that teachers are always absent in the schools. Hence, they resort to stay at homes giving accuses that teachers don’t come to schools simply of low salary and delay payment. This make most of female teachers opted for alternative means of getting better jobs, which could sustain their families and leaving the unqualified teachers who are available take up the teaching profession one of the pupils in Kalthok primary schools. The theory of motivation is also relevant to the teachers’ situation, to attract teaching job, teachers need to be motivated by increasing their salaries and pay them on time without delay, and this can improve education system in the area.

### **Lack of Female Teachers**

It was also revealed by girls that lack of female teachers as girls’ mentors in school has discouraged girls from attending the schools, this caused high dropout of girls from the schools. The negative perception of teaching as a profession has contributed to the dropouts of girls in primary schools and discouraged girls aspiring to become teachers or choosing education as a career choice. This agreed with Abraham Maslow’s theory of motivation that human being needs to be supported to achieve her/ his potential. Therefore, lack of female teachers who are supposed to motivate girls is the one that makes them drop out of the schools.

### **Internal Displacement and Migration into Refugee Camps in neighboring Countries;**

The interviewees said that the 2013 war caused internal displacement of the people which made them to search for jobs to support their families, especially those displaced people who came from Bor Town of Jonglei State, it was very hard for these families to sustain themselves thus, some of their children had to dropout from schools and look for immediate employment which was domestic labor with humanitarian agencies who were in Mingkaman between 2014 and 2017 and they eventually did not go to schools again, but they ended up with those little jobs.

In the interview with one of the respondents over the issue of internal displacement said that her father was killed during the 2013 war in Bor town in Jonglei State. As a result, they ran for their lives without collecting anything from their house. They relocated to one internal displaced camp in Mingkaman. According to her, life in the camp was not easy at all and thus, they were forced to look for employment together with her mother. She was later employed as a cleaner while her mother was employed as a cook in a nearby primary school. Thus, it is evident that most of the victims of 2013 violence were left poor with little or nothing to sustain their members which forced some of the affected children to venture into child laboring without proper education and they eventually dropout from schools.

**Lack of Parental Care and Follow Ups toward Girls' Education:** One key reasons according the respondents answerable for the dropout of girls in the Eastern Part of Lakes State is poor parental care. According to one of the Head teachers in Eastern Part of Lakes State, majority of the pupils come to school without pocket money. Some of these attitudes of parents are as an outcome of poverty and ignorance on the benefits of girls' education. Some illiterate parents have low academic expectation for their daughters and therefore do not want to spend more on their education. Some believe that higher education is for boys only and that boys are more brilliant

than girls and perform better than girls. These confirmed the assertion by Agyeman (1986) that highly educated parents demand more education for their children irrespective of their sex than illiterate Parents. The finding is also in line with Mwangi (2004) who concluded in his study that a combination of poverty, disease and backward cultural practices continued to deny the girl-child her right to education. Despite the introduction of free school fee, school lunch, textbooks and capitation grants in Lakes State which accounted for an increase in enrolment, a sizeable number of children, especially girls, still find themselves out of school owing to poverty in Lake State. The incidence of household poverty is very high in Lakes State that transportation to and from school is too expensive for some families. Families who cannot afford to educate all of their children, preference often goes to boys. The girl therefore has no choice than to stay out of school.

Respondents have admitted that there is lack of parental follow up, care, and improper administration both at homes and schools, therefore, there is need for a proper improvement in communication and discipline. In addition, counseling and mentoring programs should be introduced particularly in primary schools. The researcher discovered that creation of awareness on the importance of girl child education is also another way to reduce girl child school drop-out. One of the female teacher said that, due to the lack of parental education, parents are not aware about the importance and benefits of girl-child education because they that bride price and dowry are the only finance benefits that could be gotten after girls. Therefore, parents need to be educated on the importance and benefits of girls' education in order to allow their daughters to go for studies to complete all the levels of compulsory education and they will later be marriage when they reach marriageable ages.

### **Lack of Public and Comprehensive Community Awareness**

In the findings, lack of public awareness programs to girl children, parents, chiefs, paramount chiefs and the entire community should be done especially at community and school levels. This has been also supported by the Focus Group Discussion the expert where, one woman explained that children who are orphans face a lot of challenges in school due to lack of accommodations and financial supports, and the poor feedings as a consequence; some of the girls would resort for marriage as an alternative choice. She emphasized on the vital of education as an instrument to support the parents, even family in-law from poverty. Some families depend on their children as way of getting income; therefore, they are unwilling to send their children for studies. She has also recommended that one way of rising school tuitions for the parents is to sell out cattle which in Dinka culture is importance and kept for paying dowries. She also suggested for the entire community supports for teachers in form of food items. This has been also supported by the County Education Director (CED), the chief for education services in Awerial County of Lakes State. The CED said that, in Dinka culture, girls are considered as a source of valuable wealth for their parents. Additionally; he stated that one of the key reasons behind girl-child's dropout is the illiteracy of the parents. Therefore, they are not able to inspire and support their children to go for studies, because some of the parents lack the knowledge on the importance of girls' education and the meaning of whole education itself. The director also said that there is lack of an alternative education in the County to answer the problem of girl child's drop-out in primary schools and to provide for an over-age children and adult who had missed the opportunity of primary education at the early age due to the civil war in the country.

Furthermore, he declared that there is need of public awareness and training of the Parents Teachers Association (PTA) and the school management committees (SMCs) and that will also involve parents, Paramount Chiefs and local chiefs and entire community. Awareness programs

through Mingkaman 100 FM radio to cover other counties within the Lakes State and plus adjacent counties of the neighboring state like Bor County of Jonglei and Tali and Terekeka of Central Equatoria State. To moving on, lack of community awareness on government policies is one of the reasons behind girl's dropout in primary schools said by the member of the PTA in Mariik primary school. We do not know those policies, but if the policies are there, maybe they are known by men only because we were not involved as women by the government and education agencies in the issues concerning girls or females' education. Men didn't also use a joined communication during formulation of those policies that can foster positive community engagement in promoting; protection of the rights and interests of girls' education, and promotion of gender equality and equity.

Lack of community awareness on girls' education is the one that make the community to use their customary laws which they are familiar with which are actually against girls' education rights and this is one of the reasons causing dropout in the area. Therefore, community engagement should be prioritized so that to speed up the smooth implementation of the girls strategies and policies in Lakes State.

**Corporal Punishment:** Data from the interview with some school girls revealed that corporal punishment played a critical role in terms of pushing the girl child away from school. On the issue of corporal punishment as a causal factor leading to girl child dropout, Amina a 15 year old girl in primary six told us: Many of us girls drops out of school because of the rate at which we are canned and punished severely by our teachers anytime we come to school late or do some mistake in school. Elizabeth one of the respondents said that, school authorities deny the fact that learners are canned and made to engage in all manner of punishments when they come to school late or misbehaves in school. According to one teacher interviewed, "we teachers are not allowed to cane



learners as a form of punishment”. Nevertheless, it appears that pupils are still being canned as a form of punishment in most schools.

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Such children therefore chose to stay out of school to be safe. Roda, a 16 year-old girl in Primary Schools in Eastern part of lakes, told us: We girls fear to be canned and punished harshly, and so, if over little issues the girl will have to be punished severely, then most of them prefer to stay at home. She stated further that the behaviors of the girls are usually misunderstood as truancy by school authorities. Isaac (Not Real Name) Poverty: Most of the girls who drop out of school in Eastern Part of Lakes State are from economically deprive homes. One out of school girl told us that: Ones parents are unable to afford the cost of education; it definitely will lead to withdrawal from school. Another school girl also added that: Some of our parents are not able to pay our fees such as sports and culture, entertainment, extra classes’ fees and transportation fares. This has led to many of our colleague girls leaving school”. Abraham Peter (Not Real Name) When poverty situation in a household is exacerbated, children especially girls are compelled to drop out of school. Based on children’s accounts, it may be argued that there is a correlation between poverty and school desertion.

**Repetition:** School administrative policy on repetition appears to be another most critical factor at this level that incites girls to drop out of school. During interviews, it was noticed that repeating the same class so many times could push a child out of school. One girl told us that some friends had dropped out of school because: the headmaster said they could not be promoted because they had not passed all their papers in the school examination.

Rachael, a 17 year-old girl, told us: A colleague of mine did not report to school early enough when the term began, and the headmaster asked her to stay at home and come back next year because she may not be able to cope with the terms academic work and therefore may not pass at the end of the term exam; but she got pregnant while at home, so she could not go to school again. Martha it appears insisting that girls should repeat a class or asking them to wait until the following academic year can eventually push them to stay away from school for a longer period, which might have made their chances of returning to school slimmer. Judging from these accounts, it appears that children do not think that they should be repeated in the same class by their teachers who for not reporting to school early enough and being asked to stay at home.

**Disability:** Another important factor responsible for dropout among girls in Eastern part of Lakes State is disability. An interaction with a physically challenged girls begging on the street of Tamale during school hours revealed the following: I don't go to school again because of my condition. First I was attending school but my friends would always make fun of me and my teachers do nothing. So I decided to stay away. Pupil an interaction with a chronic girl in the area on why she was not in school during school hours confirms above assertion when she put out the following: I use to go to school up to primary schools. One day my head teacher called me and told me that I am sick and should not come to school again. I have nothing to do because he is the owner of the school so I do not go there again. I would not go to another school again so that they too would sack me. Moses, above discussion confirm a study by Rousso (2003) which concluded that "disabled girls are more likely to have restricted access to school; and when disabled children are enrolled, user unfriendly school facilities and a hostile school environment have the potential to push such children out of school".

#### **4.2.1.1. Discussion and Summary**

The researcher found many reasons behind girls' dropout from primary schools are related to political factors such as war and inter-communal conflicts that caused political struggles and cattle raiding in Lakes state. Wars and conflict resulted in the destruction of schools, teaching and learning materials, and migration of both teachers and pupils as well. Thus, this led to rampant drop out of female pupils. Therefore, the government should end all the wars whether being a national war or communal fights and this will stabilize the education system and will also make girls stay in the school and complete all their levels of the education system.

It was also observed that, lack of implementation of the National laws and girls' education policies led to the usage of customary laws by communities at the grassroots especially in the State and county levels. All these affected girls' education in the states and particular in Lakes State. Therefore, the government should repair roads and bridges in order to allow the movement of teachers and pupils in all the seasons to do away with the issues of insecurity on the way, closure of schools, and allow smooth implementations, monitoring and evaluations of the laws and policies in the local areas because policies are being only monitored in the cities, yet neglecting states and counties' levels.

It was also discovered that existence of customary laws that are used by local people and chiefs affect girls' education and this need government inspectors and law enforcement and supervisors to take closed attentions either eliminate or harmonize the traditional and statutory laws to do away with any business against girls or women at the state and national levels. It has been observed by the researcher that unhealthy schools' environment such as inadequate hygiene and sanitation facilities threaten the lives of female teachers and girl-pupils to leave schools. Therefore, the government should make sure health atmospheres of the school to make it attractive for both

teachers and girls' pupil as Feminist theory said that anything threatening female should be considered as a problem and it must be dealt with. School health is one of the needs of all pupils and particularly girls who are always sensitive to anything as Abraham Maslow said that human basis need must be fulfilled to make human reach his or her potentials.

#### **4.2.2. Cultural Practices**

For almost fifty years, South Sudanese cultures and tribes have been exposed to maintainable cruelty and oppression, which has placed huge heaviness on social systems and taken ethical values and philosophies to a breaking point. Although South Sudan is rich in culture, some of the cultural beliefs and practices influence negatively on girls' education. . Eventually, elders and traditional leaders gained their power and voice, giving way to a culture of early and forced marriages. The researcher directed this question to the drop out of schools' girl-pupils during the interview based on question number one, especially on cultural practices. The cultural practice was found as one of the most reasons that triggering girls' dropout in South Sudan and particular in Eastern Part Lakes State, cultural issues such as forced marriages, early marriage, betrothing marriage, competition in marriage, and high payment of dowry.

**Early and Forced Marriages;** are found to be the most reasons among other cultural practices that are behind girls' dropout in primary schools. Although the national constitution stipulated that, any child marriage is unlawful according to the national laws and girls' policies and as per the international laws concerned. It is also stated clearly that girls should not be married before reaching 18 years old. Still, girls and women are remaining being mistreated, neglected in term of everything and their right to education had been ignored and girls are being married when they are still young due to economic difficulty and culture has encouraged these marriages for girls.

In the interview with Plan International Coordinator, he said that cultural practices are the common problem that made girls leave primary schools early before reaching to senior secondary school.”

The study found that gender discrimination made them to engage in child labor. According to them, their parents and guardians preferred that boys continue with education than girls. Some of the interviewees (girls) said that their parents told them not to bother going to school because they will soon get married.

To add on, in extreme situations, some parents married off their daughters at a very early age due not only poverty but also the social status of women in the society.

The girl at Mat Primary school expressed her bitterness that parents are strictly follow outdated cultural beliefs such as early and forced marriages to get resources when girls are married off and these cultural beliefs and practices have negative effects on girl child’s education and these resulting in an increase on teenage pregnancy leading to girls’ dropping out of school.

One of the teachers also elucidated that early pregnancy leading parents choosing to keep their daughters at homes as a way of protecting them from unwanted pregnancy and to protect family honor and the bride price of getting dowries.

Other girl said that, “I went into early marriage when I was just 14 years old only, because my parents were extremely very poor, so they discussed my marriage secretly with my closed uncles that I should be married off to the rich and old man in order to bring resources to the family and they approached him. Then, he accepted their proposal and after two days, they called me and said that we are very poor and we have got a rich man who could liberate us from this bondage of starvation and poverty. So we want him to marry you to help your siblings to go to schools and we should also have something to eat, so they convinced me and then I cried and accepted their proposal because I have no power to refuse their plan.

In additional, the researcher interviewed another out of school lady who had already married and below were her views;

*“I went into early marriage when I was fifteen years old because I was an orphan and the relatives, I left with were also very poor, they forced me into early marriage. So now, I would not advise a young girl to get married before she is not mature enough, because when you involved in early marriage, you must face many problems throughout your life. You will be forced to give birth early and afterward start facing challenges and all these happened in our community simply of economic crisis.”*

The researcher interviewed the drop out of the girl in a village called Ahou and this is what she said; “I was married when I was 16 years old and I faced a lot of problems. So I cannot advise my fellow sisters to get involved in early marriage because when you fails to do some of the family duties, the husband sometimes regret and find it as you are not a suitable partner or wrong choice, he can either divorce you or marry another wife share him with you which is not good.”

She continued saying that, early and forced marriages lead to definite poverty and family crisis. Simply, you do not have business skills to generate funds; you have already dropped out of school when you have learned nothing and you have nothing else to do apart of depending on the husband. This area has a lot of forced and early marriages because it is next to the river and the dwellers force young girls into early and forced marriages. There are a lot of economic difficulties in this area, so children are sent to school without school fees, they can even do well in their classes and have interests to study, but they drop out due to the problem of tuition fees.

The researcher asked another dropped out girl and she said this, the introduction of commercialization in marriage attracted some parents to withdraw their daughters from schools and let them be married off by the rich people against their will and I am a victim of that.

This kind of marriage had disagreed with Jacob Kuol Alier's research (2018) that marriage is supposed to be based on couples' love and a girl is supposed to be allowed to choose who to married her, but not male members to decide. There are many examples of forced and early marriages recorded that led to girls' dropout in Eastern Part of Lakes State. Not only early marriage but forced marriage as well." So, I strongly recommended that these traditional laws that violate girls' rights should be abolished and the country should only use the constitutional laws to stop this barbaric act on girl children."

**Betrothing of girls;** was discovered as one of the reasons make girls dropout in schools, because parents betroths a girl from other family as a future wife to their son. This is done by the royal families, either to gain popularity or cementing relationship with the respected families or to circulate the resources within the rich borders, resources of the rich people should not reach the poor families, this means resources of the riches people are for the rich people and riches for the rich. In addition, parents choose their children spouses to prevent them to get married to the wrong spouses from unpopular or poor families. In this matter, a girl can be betrothed at an early age of 8-10 years. The bridegroom comes with either ring or bead to be put on girl's neck and one or five cows, and gives them to parents of bride as a sign of early betrothing or booking.

After a girl is betrothed, she can be taught about household activities before she goes to her family. The respondent said that she was betrothed at 11 years old and she was handed over to her family at the age of 15 years to start her womanhood, but the parents did not care about her school which is against SDG Agenda 2030 regarding quality education for both boys and girls.

**Competition in marriage;** In Dinka community, more than one man applied for one girl for marrying and each of the contestants makes the promise of wealth that he is going to pay. After all

applicants promised what to pay, then the bride's parents go and inspect their dowries/cows and come back to make a decision on who should marry their daughter and the decision will be based on who has a lot of resources (dowries) and deep pocket. In Dinka culture, a girl has no much freedom of choosing her husband-to-be in any marriage and it is worse in competition marriage because here, girls are not given any room to say her opinion.

A competitive dowry paid against the one with fewer dowries in most cases, this can either cause forced marriages to a rich man against the will of a girl, or illegal marriage to a man with fewer dowries in which none of them is safe. It has been revealed in documentary evaluation in Dinka community, parents think that girls' education has no advantage and consider it as wasting of girls' years for marriage, because when girls reach adolescence age, parents consider that it as a time to accomplish the marriage as an alternative for her education according to the NGES (2018-2022). The example of competitive marriage has happened on November 2018, when a 16-year-old, beautiful and tall girl from Awerial South County in Lakes State brought a stiff competition with five men who had tried to pay the following resources;

- a) The first man promised to pay 100 head of cattle
- b) The second one promised to 150 cows as well
- c) The third one paid 187 head of cattle
- d) The second last pledged to pay 353 cows with bonuses including first-class residential land.
- e) The last one pledged 530 head of cattle, three V8s cars, 10 motorcycles and 20 bicycles, chairs, and clothes for youth and local chiefs uniforms and many other bonuses including ten thousands 10,000 US dollars and other many items and so he was declared as a winner based on the resources he had paid which has out defeated the rests of the contestants.



Therefore, out of the (5) five competitors, a leading tycoon with 530 cows and three V8 cars and other assets, was the one who has been given the 16 years old girl as his wife number seven among his previous wives. Here those contestants are allowed to fight it out and the best man to become a husband and to be chosen as a son-in-law based on the number of cattle he had paid.

In the tycoon's case, his competitors were unable to match his offer, so the matter of bride dowry is progressively flattering a bone of debate for generous Africans and particularly in Lakes State of South Sudan. However, even in the maximum moneymaking of examples, the wife and husband are at least known to each other and have been dating. This is not the case for the 16-year-old who caught the concern of the world when the particulars of her marriage applicants and their marriage bids were sent on Facebook. (*Sources of [https://www.vice.com › en\\_us › article a-teenage-girl-in-south-sudan-was.](https://www.vice.com/en_us/article/a-teenage-girl-in-south-sudan-was)*)

The 16 years old said that “the problem is that the state government top official was also apparently involved makes this a straight abuse of child marriage laws by men in authority. Therefore, anything that occurs which is not at the top of the interest of the child is abuse which concurred with Feminism theory that anything threatening female will be considered as a problem and it must be treated. The constitution and child laws are very clear on that because of South Sudan's Constitution states marriage requires; “the free and full consent of those intending to marry themselves should be considered in marriage.”

In Dinka culture, dowries are paid according to the values of the girl especially when the girl is virgin, tall and beautiful and also being too young as well and therefore, such riches become one of the reasons for illegal marriages in the community said Civil Society official (2018). The economic conditions of the bride's family, coupled with the discriminatory attitude towards girls can fuel child marriage. Commonly, parents have low ambitions for their daughters than sons

(Beamen et. al 2012). Though sons are seen as the future breadwinners and daughters are considered to lift way an economic burden (White, 1992), still, there is a need to educate both boys and girls equally. For poverty-stricken households, child marriage is used as a coping strategy to lessen their costs. The marriage provides an avenue for the bride's household to transfer the burden to the groom's family. Even for households facing a poor financial situation, the dowry payment does not deter child marriage. The one-time dowry payment is weighed against the burden of providing ongoing support for the daughter (Kuch Majok, 2019). The dowry is raised by asset stripping at the time of the wedding; the bridegroom's parents may buy more cattle and borrows money for the dowry payment. This kind of marriage affects girls academically, emotionally and psychologically, and it also affects the government because payment of a lot of dowries leads some of the government officials to steal public funds to complete their marriage's dowries. It is also backed by the feminist theory saying that anything a threat girl is a problem and it must be solved. Therefore, it is one of the biggest reasons for girls' dropout in Eastern Part of Lakes State that needs to be solved.

**High payment of dowry;** was found in the documentary analysis that this high demand of dowry force parents to sell off their daughters to get riches in form of dowry. Besides, one of the drop girls said that;

“I am a 17 years old girl when I was in class 8; I got married to a rich man because he paid high dowries to my relatives. I reported the case to the government, but the government and the school said nothing to the parents. So, I just accepted the man not because I love him, but simply he paid the dowry to my parents. Imagine being young and got married, so that how I was dropped out of primary school, which is not good at all. This suggests that some communities still treat women and girls unfairly as compared to men and boys. Women are considered to have their place in

kitchen and therefore it is better for girls to be involved in domestic service labor than being educated. A survey by Plan International (2019) showed that over 3600 children in Lakes State are out of schools and are engaging in domestic activities; which means that over one of eighth of the nation's children aged 5-17 years are exploited by child labor in its different aspects. It is evident that poverty exacerbates gender discrimination where parents demand that their daughters should get married for them to access bride prize which may lift them out of poverty. According to UNICEF (2016), poverty is one of the major factors underpinning early marriage. Parents encourage the marriage of their daughters while they are still children in hope that the marriage will benefit them both financially and socially, while also relieving financial burdens on the family. In South Sudan, the bride's family may receive cattle from the groom, or the groom's family, as the bride price for their daughter. This is one of the reasons that cause girls' dropout from schools and it threatens girls' education in Lakes State and many parts of the country and as it is said by Feminism theory that anything threatening female life can be considered a problem and it must need a quick solution.

**Household or Family Activities;** It was discovered that one of the reasons forcing girls to dropout in Eastern Part of Lakes State in both interviews and documentary evaluations, numerous challenges were found that girls face in life start right from the homestead and extend to the wider community. Of these, a biggest percentage work as domestic workers. The survey further revealed that although boys do work as domestic servants, domestic service is primarily carried out by girls and has different implications in terms of girls' health and growth. Child domestic work is a clear example of how gender identity contributes to the shaping of the different kinds of labor. Child domestic labor patterns correspond to deep-seated, sex-based divisions of labor. Furthermore, data indicates the relationship between poverty, gender discrimination and child labor. There are many

household barriers that affect girls' education either direct or indirect through societal, environmental and economic issues such as caring for siblings, heading the household, selling and buying, involving in agricultural activities and so on, all these triggered the girls' dropouts.

In separate interview, one of the elders said that reasons for girls' dropout differ from family to family, it depends on the family background, for example, the pastoralist families have no time for their girls to go to schools, not only girls but also boys as well because they keep on following the cattle during the dry season, looking for water points and good pastures for their cattle and this make girls dropout in the community due to their constant movements from place to another with their cattle searching for water and green pasture for their cattle. The PTA member said, yes, there are a lot of household works, which cannot allow married women and girls go to school and another respondent said that some of the girls withdrawn from the schools by the parents to stay home to take care of their young sibling.

Also, one of the dropout girls said that, I had dropout because my mother was sick and she became paralyzed, so she could manage to do household activities such as fetching water from a distance and bring it back into the house. According to one a lady who dropped out of school 10 years ago said that, I left school simple my mother died and no one could prepare food for my siblings, so I became a mother because in Dinka culture men don't cook even going to the kitchen is forbidden so I have to stop going to school resort to help my siblings.

According to Boboya J. (2015), South Sudan is facing the challenges of gender inequality in education, only 33% of the girls is in primary school, this is as a result of cultural marginalization which tasked girls and women with a lot of household work, these can hold them back from getting time for studies, because household works started very early in the morning with the preparation of tea and end in the evening by preparing the family meal.

Poverty and promise of a good future sometimes result parents to send their children into domestic activities or children to decide to enter into it of their own choice and this result to drop out of girls from schools. Therefore, household activities are some of the reasons behind girls' dropout from a primary school in the area and it needs to be solved because Feminist theory said that anything threatens is considered as a girl child's right violation and it must be solved.

**Large family size:** The extended family system that is practiced in South Sudan is highly cherished in the most inhabitants in Lakes State. Majority of the men in Eastern also practice polygamy marriage. In an interview with one of the teachers, it was confirmed that the number of wives and children a man has determine his prestige in society. This family size affects the ability of the family to educate their children. When the family is confronted with economic hardship, a great number of children especially girls will be denied access to education. Even families which are aware of the significance of female education will be forced to educate boys at the expense of girls. This is partly because it is still believed that the man is the "bread winner" of the family and therefore boys need more education than girls who will get married and will have a man to take care of them. Most families will only consider sending their girls to school when they have enough money.

Girls are regarded as strangers or temporary members of the household as they will get married and leave their families. These attitudes of parents in Eastern confirmed the observation made by Knodel and Wongsith (2002) that single siblings has better chances than two or more siblings in a family. They argued that large family size adversely affects the educational achievements of children. They again observed that with additional children in the family the already low and scarce resources get very limited, hence some families put a stop to their children's education or choose

to support one or two who show signs of succeeding in school. In such a situation, girls' education usually adversely affected.

#### **4.2.2.1. Discussion and Conclusion**

In the interviews, documentary analysis and classroom observation methods, it has been discovered that many issues affecting girls that led them to dropout from primary schools in Eastern Part of Lakes State. These are related to rooted cultural activities such as early and forced marriages, betrothing of girls, and competition for one girl by many men, high payment of dowries and household activities. Girls are betrothed by parents of boys as the future wives to their sons and forced into early marriages this was repeatedly observed in both interviews and documentary studies. In the additional, competition for marriage to show who can pay a lot of cattle and money which give the parents of the bride opportunity to bargain and increase stiff competition after their daughter in order to get more dowries, some of the causes of the evils for girls' dropout from primary schools. Negative cultural attitudes toward girls that enslave them at homesteads and giving more chances to boys for studies make girls lag behind the education.

According to Charity, G. (2016) on the Conflict and Response Framework" recommended to the communities and the government should change the attitude and belief toward in society. All children both boys and girls in pastoral communities don't study because they don't have permanent residential places, because they move together with all their children from one place to another searching for green pastures and water for both people and animals. When they gets green pastures and water for their cattle they stay there for while even if they government builds mobile schools and provide teachers, still children don't go to attend mobile or pastoralist education because children go to look after cattle from place to place, because they keep on following their cattle during water channels in the dry seasons."

All these cultural practices are against the girls and they need government and private institutions who are dealing in education sectors to fight against them to implement the SDG Goal 4 and 5 which aim for inclusive and quality education for both boys and girls, women and women. Apart from the above, education is a basic right for a girl or woman like boy and man, anything threatening this vital human right must be eliminated according to Feminist theory.

Furthermore, the security need for girls should be granted by all education stakeholders at home and school to allow them to stay in schools as Abraham Maslow's theory said that when girls need for safety and security are met, they (girls) can stay in schools. The big gap between the constitutional and traditional laws which contribute to all discriminations females require synchronization for uniformity and effectiveness for all learners either being boys or girls.

#### **4.2.3. Economic Factors**

As the consequence of war in South Sudan, all human resources and wealth had been wiped away and it resulted in the economic factors that eventually affected the schools and girl pupils. The current poverty and economic crisis in country and particular Lakes State had highly affected the delivery of quality education services at all stages. Families who were previously able to support their children in school are unable to do so. This makes some families prioritize to educate boys; qualified teachers tend to desert for greener pasture regardless of the position offered consequently, poor learning results for girls and this leads to girls' dropout from schools due to economic factors such as the cost of school demands and parents' low incomes.

A staff from Plan International Organization as one of Educational Partners in Eastern Part of Lakes State suggests that poverty is the greatest single force driving children into the workplace and eventually causing them dropout from primary schools. UNICEF (2016) suggests poverty as biggest cause of child dropout. Between boys and girls UNICEF finds girls are 8 times more likely

to be out of school and working in a domestic role. Parents with limited resources have to choose whose school costs and fees they can afford when a school is available. Educating girls tends to be a lower priority across the world, including South Sudan. Girls are also stressed or intimidated at schools, sidelined by prejudice or poor curricula, according to UNICEF. Solely because of their gender, therefore many girls are kept out of school or drop out, and then provide child labor (UNICEF, 2017).

**High Cost of School Demands;** during the interview, respondents repeatedly said that the economic crisis and rise of all goods including the scholastics materials in the market in Lakes State had to make parents failed to meet the costs of school such as tuition fees, uniforms and other extra demand for example, transportation from home to schools, teaching and learning materials (TLMs) and all these had also created the gender disparity between boys and girls and this made more girls drop out of primary schools. When poor parents do not manage to pay school demands for girls, then, the girls decide to leave the school due to the lack of scholastic materials. This is supported by Abraham Maslow theory that, “when one of the basic needs has not been met this is a threat to human being and she can withdraw from the school and therefore, girls dropout simply of lack of school cost demands.

**Incomes of the parents** was found as one of the reasons behind girls’ dropout from primary schools, it compels parents to choose to educate their sons over daughters, because when the family wishes to select which child shall be educated. This is also supported by (Greenberg, 2012) that pupils from poor households are more likely to drop out of schools compare to children from highly earned-income households. The higher the poverty levels in a household, the higher girls’ dropout chances from schools compared to the children of the rich families (John Gayii, 2019) and it is also confirmed that the children from rich families have more chances to complete all levels



of education compare to the children of the poor families. So, the incomes of the parents determine the child's education either to stay in the school or dropout.

#### **4.2.3.1. Conclusion and Discussion**

In both interview and documentary evaluations, it has been discovered that the existing economic crisis in the country has the greatly affected provision of quality and inclusive education for boys and girls at all levels either national or state level. Families who had earlier enrolled their children in primary schools had resorted to withdraw girls from the schools simply they cannot afford to meet all the school demands for both boys and girls particularly poor families.

This happens for two main reasons; firstly, the costs of school demand rise higher which could not allow some parents to cater. Secondly, parents with low income could not afford to pay meet to pay both the high tuition fees and other scholastics material demands. Lack of learning and teaching material has increased the schoolgirls' dropout, and also the low pay for the teachers attributed to the high turnover of teachers, with more experience in teaching. Lack of funds and the economic crisis affects citizens at all levels, lack of food or little of it at home means pupils often go to school hungry, which affects their attentiveness and how much new information they can retain. Although there is school feeding provide by World Food Program in schools, contribute to resolving this issue, but the sustainability for this is still in question because the accessibility to the school is still impossible due to the high costs of items in the markets. Hence, some parents opted to withdraw their daughters from schools and allow them for marriages, which is against girl child's right and South Sudan Girls' Education Act (2012).

This study therefore derived from concerns over the increase in girl-child's dropout despite the numerous local and international education organizations efforts in Lakes State to curb it and the fact is that, little has been achieved suggests that there is need to rethink the occurrence of girls'

dropout so as to understand its dynamics in the rapidly changing socio-economic and cultural situations particularly in state level contexts.

This paper therefore analyzed the reasons that cause a girl-child's dropout in primary schools in Lakes State. The communities in Eastern Part of Lakes State should be given awareness on the importance of education of boys and girls, and all the children should be given equal opportunities according to SDG Agenda 2030 to achieve their potentials in all the aspects of life.

#### **4.3. Solutions to be employed to decrease Girls' dropout from primary schools**

Most of the respondents during the interview provided suggestions on how to decrease girls' dropout in primary schools. They suggest that teachers, parents, girl pupils, and traditional leaders should be involved in policymaking and implementation processes in girls' education programs and this will be an effective and applicable way of decreasing girls' dropout from primary schools in Eastern Part of Lakes State in South Sudan.

The member of education partners suggested that the first priority to be done is to implement the current peace deal which was recently signed so that the security and stability should be restored in the country and particularly Eastern Part of Lakes State, this will make the school environmental atmosphere to be conducive for all the children including girls for studies.

Secondly, it is suggested that all the education stakeholders should focus on using an integrated communications approach to foster positive behavioral change in culture and attitudes towards girls' education, and community support in all relevant programs. It's suggested that community engagements should be considered in form of dialogue and the formation of community-by-laws to guide and govern implementation of National Girls' Education Strategy (NGES) activities at all the levels so that these strategies should protect the girls and ensure they remain in schools.

Community leaders also suggested that government and education partners should promote a school and community-based awareness programs to allow Parents-Teachers' Association (PTA) to have access to attend the awareness training on girls and females' education which will assist them to convince the entire and the continuing gender education training awareness should decrease girls' dropout in primary schools and it should also be done in all levels and this can help the education stakeholders to achieve gender equality and equity in the area.

I also, agree with that, the government school supervisors and inspectors are supposed to come twice-monthly especially to the schools which are very far to see the overall activities of girl education in the county and state, including law enforcement agency to punish the law violators, the constitution and the child act 2008, are clear on the right of every child to have access to education, but the policymakers are now the one violating the right of the girl children to education, for example, the case of 16 years old girl's competitive in Awerial of Lakes State.

One of the girls said that, the only way to solve cultural practices and household activities that pin down girls are to develop policy and strengthening of the legal system. This is to ensure that full implementation of the present girls' education-related policies in the national and state levels, and to harmonize those contradictory customary laws which have been weakened by the long adapted cultures, and developed the updated community by-laws that will protect girls to ensure they remain in primary schools in Eastern Part of Lakes State.”

Therefore, to reinforce the statement above, I quote Birkland (2001) who emphasized that in order to accomplish policy goals, policymakers have to create a proper structure for control, meaning that values set at the top have to be shared with implementers; the policy delivers on the bottom. In the respondents' views, many policies failed due to local implementers were not involved in adjust them with local conditions and laws, for this reason; local implementers should be allowed

to make some adjustments on the policy basing on their context. This will promote SDG that aim for inclusive education for girls and boys, women and men.”

One of the teachers in Kalthok Primary School suggested that; “Improving access to learning results in primary and high schools, this is to put more attention on improving learning and access for girls in all school levels through providing them with relevant and flexible interventions, through mobilizing people and engaging in promoting girls’ education and particular pastoralist communities who are always mobile with their children.”

I have also strongly agreed with him because these groups of people need mobile education facilities to be improved, and should be facilitated wherever they go, and this will promote the 2030 SDG Agenda of inclusive and quality education for all boys and girls. Also, the school environment should be made attractive to encourage both boys and girls to stay in the school because unhealthy the environment can discourage pupils to stay in schools.

Education Specialist of Windle Trust Organization lamented that;

"The government should introduce and improve teachers’ professional development and school managers training and all these will ensure that the present teachers are inspired and feel appreciated and develop professional skills by taking them for relevant training courses. Also, the female teachers are given special considerations through the use of positive action in their selection for training, promotion and their occupation welfares.” For me, the government should invest more money in in-service training, and also trainers should be well prepared with a clear perceptive of teacher professional development, particular in special needs education, and girls’ education so that when they are conducting training the participants may understand their work aim in the provision quality inclusive education for all boys and girls. As it is stated in the SDG 4 that all girls and boys, women and men, should have equal opportunities to enjoy high and quality

education, achieve at equal stages and enjoy equal benefits from education. The teachers will be able to put it into practice in their classroom, and they will be girls' mentors and adviser on genders issues that are facing them, because the numbers of female teachers are low in the country and Eastern Part of Lakes State.

William Akech suggests that; "Government and education organizations working in the education sector should increase teachers' remunerations and pay them on time this will motivate the teachers in teaching career and it will ban rampant exodus of the teachers to private sectors and this will improve girls' retention in primary schools when the teachers are well motivated to teach." It was also suggested that, the government should train more female teachers and be recruited to be girls' role models and advisers, the Program Manager who is now acting and Deputy Country Director for Windle Trust International, he said that;

"We are sending some female students to do their masters in USA, UK, and Uganda and in our National Universities here to do their Master's degree in education, so that when they graduate, they became female teachers and mentors in teaching and gender-related issues. For example, this year we have 20 students, we sponsored others for secondary school and primary school and we have been doing this for the last 3 years, so we are improving girls' education seriously." However, the government should also double their effort in admitting more as teachers especially female teachers at the national universities and teacher training institutes within the country."

The existing cash transfer and feeding program ratio given by GESS to girls should be increased said the chairperson for PTA in Mariik Primary school this will curb the girls' dropout from primary schools in Eastern Lakes State. Conclusively, to improve the girls' education, its need a jointed work that include all the education stakeholders such as teachers, parents, government, local leaders, education partners, female, and gender action groups in the state.

### **4.3.1 Conclusion and Discussion**

The main suggestions among many others is to Strengthen Governance of Complementary Education Program and Sector, this will match gender mainstreaming strategies and tools with national, state and stakeholders and beneficiaries. In addition, policy development and strengthening of the legal framework this ensure the full implementation of existing gender policies such as the NGES and the Ministerial Order No.22/2017 and other education-related policies in their respective arena and harmonization of customary and statutory laws, and development of to-day to date community by laws that will protect the girl child to ensure she remains in their studies.

To move on, it was suggested that giving awareness to community behavioral change and public communications at the grassroots on the importance of girls' education and rights are very vital in decreasing girls' dropout from primary schools. It is suggested that building effective education partnerships and coordination by supervisors and inspectors from the MoGEI and agencies to ensure regular field visits will bring the full implementations of girls' education strategies should reduce school dropouts. The respondents and researcher agreed that education managers improve the feeding ratio program and cash transfer that exist in the schools and also ensure each pupil receive quantity and quality feeding ratio per a day. Also recruiting more qualified female teachers will help to decrease the girls' dropout from primary schools that can act like girls' role models and this will make girls' dropout issue, either be decreased or completely stopped in primary schools. I strongly agree that all the above suggestions made by the respondents can be the possible solutions if the stakeholders put them into consideration, then girls' dropout will decrease and the girls' retentions in the schools will increase in primary schools in Eastern Part of Lakes State in South Sudan. The Dinka nomadic lifespan and cultural affection to cattle and lack of awareness

on the importance of girls' education make them prioritize marriage for their daughters instead of school and relegation have all back to the inclination to degrade formal education especially for girl children (Dorcas Nhial, 2011). In Dinka culture, they believe that if the girls go for studies, she will become a prostitute and this is a mistaken idea. This is the main cause of girl's dropout in schools in most Dinka Communities. Girl is not given the opportunity to school as she was limited to house activities such as goats' and cow rearing and ultimately, she was also dragged into early marriage at an early age.

The government should make serious regulations of the National Constitution Laws and International laws to complement them with the Traditional Laws on marriage to give modern regularization and emancipation of girls and women rather allow disadvantaging females because is the one supporting Dinka cultural practices.

#### **4.4. Summary**

This chapter was focused on presentation, discussion and findings related to the research questions and objectives that intended to know the main reasons behind girls drop out from primary schools and the researcher was also aiming to find the possible suggestions to decrease the girls' dropouts in primary schools. Therefore, the researcher found the main three reasons such as political factors; socio-economic and cultural practices that are behind the girls' dropout in primary schools in the research area. However, the main reason found by the researcher that makes girls' dropout was cultural practices that have been strengthened by the Traditional Laws" which is more powerful than the National Laws. The girls are forcefully dragged into early betrothing; later handing into early and forced marriages that make them end up having their childhood taken away from them. Secondly, political issues for example the prolonged war and inter-tribal conflicts also make many

girls to dropout from primary schools. It is discovered that most girls' dropout when they reached upper classes especially P.5, P.6, and P.7 and in P.8.

In conclusion, girls should be given the right to education and the right to childhood, these are both internationally known as fundamental rights for all children regardless of sex, the physical aspect or tribe. South Sudanese girls want to learn and want to continue with their studies to complete all levels of education before getting into marriages, not being taken away from school simply of a financial crisis of their families. The root causes of girls' dropout are multiple and multi-faceted. On one hand, poverty and cultural practices, war and inter-communal fights, gender discrimination, domestic works, displacement and internal displacement due to conflicts are just some of the multiple reasons for child's dropout. Compulsory school attendance up to the minimum age of employment is particularly important and free and compulsory education should be encouraged in all the states.

## **CHAPTER 5: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

### **5.1. Introduction**

This chapter concentrated on the summary of the entire research and conduction. The data has been discussed in connection to the problem statement that the research set to analyzed. It is also concludes with the findings of the research, come up with summary and makes conclusions. Recommendations were also made based on how to reduce or stop girls' dropout in primary schools in the Eastern part of Lakes State. These recommendations will be used to outcomes the reasons for girls' dropouts and other challenges facing girls in schools. Future researches are suggested to be conducted after this research.



## 5.2. Summary

The aim of the research was to seek what are the “economic, political factors and cultural practices or reasons behind girls’ dropout from primary schools in Eastern Part of Lakes State. The data collection started on 21<sup>th</sup> October 2019 was from the directors in the State Ministry of Education, UNICEF office, World Vision, Plan International, Windle Trust International, Finn Church Aids, CINA Organization, South Sudan offices, and six public primary schools and two public senior secondary schools in Eastern Part of Lakes State. The purpose for the research was to be achieved answering the specific questions based on the specific objectives of the research and the two specific objectives as below.

The study first objective was to analyze the political, economic and cultural practices behind girl child’s dropout from primary schools in Eastern Part of Lake state South Sudan. The study finds it out that, there are many reasons behind girls’ dropout from primary schools beginning from the political, economic factors and cultural practices.

**Political reasons;** are the main reasons behind the dropouts of girl children in Lakes State, political reasons such as war and tribal/ communal conflicts, the rooted wars were caused by the political wrangles by selfish politicians in the country and communal conflicts and fight were caused by cattle raiding by educated community youths. All these were confirmed as the key reasons behind girls’ dropout in the area. Firstly, war had destroyed everything in this country in term of education both infrastructures, teaching and learning materials. In addition, pupils, students, most girl pupils and females teachers had been forced to migration into refugee and IDP camps where there are no schools or few schools.

Furthermore, it has been observed that, some of the parents are not aware about girls’ education policies, since, they are not aware of girls’ education benefits that why they also didn’t support the

government strategies for girls education, this was verified when one of the community traditional chiefs said that, “we don’t know about the government strategies and policies about the girls in this area. But what we know is that, our girls are our main resources. My daughter can go to school, but when a man comes to marry her, I can give her to him as long he satisfied me with a lot of dowries.”

**Existence of Dinka Traditional Laws;** these shows that the above laws denied girls right to choose when to be married and who to married her has been repeatedly stated by respondents and it is considered to be a reasons behind girls’ dropout in the areas. More than 90% of current criminal and civil matters and all sorts of marriages are judged under these customary laws in all the Dinka regions which make girls to be dragged into early and forced marriages, because such marriages are legal according to this document. In addition, It is also well stipulated in the Wanhalel Customary Law (2004) that;

“A man is undisputed head of the household and marriage as method of founding the links between families within clan or tribe and the role of wife in this social arena is that of strengthening household bonds through ‘bride-dowry’ and of producing children.”

Wanhalel Customary Laws (WCL) had empowered illegal marriages against girls in Dinka community. So these laws should either be revised or abolished, and they should be matched with the government’s laws in order to give freedom to girls in marriages because they are causing a lot of problems to girls’ education, which need a solution as Feminist theory said that, “anything threatening girls or female is a problem and it must be solved.”

**The current economic crisis;** as consequence of war has been also discovered as one of the reasons behind girls’ dropout in Primary School in Eastern Part of Lakes State. The finding revealed that, the government and her education partners have been affected by economic

challenges and poverty and these are considered to be the leading factors, although this fact has been denied by some of the respondents. The current economic crisis make most of the parents forced their daughters into early marriages because of rampant poverty, as a way that the family can get wealth, and so people face political challenges, such as massive displacement of people internally and externally to the neighboring countries. These factors had ruined the government plans for the schools and girls 'education in particular. For instance, the current economic climate has greatly affected provision of quality education services at all levels; families who were previously able to support their children in schools are unable to do so or prioritize to education of boys. The qualified teachers tend to quit for well-paid jobs regardless of position they held and this resulted to poor learning outcomes for girl-pupils and this led them to dropout from primary schools due to economic problem.

**Cultural Practices:** It has been observed that cultural practices are the reasons that made girls dropout before reaching senior secondary schools in Eastern Part of Lakes State, such issues like early and forced marriages, girls' betrothing, demanding of high dowries, and competitions of marriages and household activates. These cultural issues still exist in Eastern Part of Lakes State. These were discovered as dangers for young girls in Eastern Part of Lakes State and the entire war-torn South Sudan. The cultural reasons are rooted in Wanhalel Customary law Document which is always used by traditional and customary leaders as legal instruments for social and cultural matters in Dinka Community. Traditional leaders especially men use customary laws by saying that, "girl can be married at any time as long both parents of bride and bridegroom have agreed upon their children's marriage."

To move on, the research shown that some of the parents are not aware about the benefits of girls' education that is why they kept their daughters at home or withdraw them from schools for the

seek of marriage to get dowries. This kind of marriage affects girls' academically and psychologically and it also affects the government because payment of a lot of dowries leads some of the people to steal public fund. It is also backed by the feminist theory saying that anything a threat girl is a problem and it must be solved. The second objective was to looking into the suggestions that should be employed to decrease girl child's dropout from primary schools in Eastern Lakes State.

The finding showed that, the government and international education partners should revise the GESS Cash Transfer for girls and they should improves Cash Transfer, because the previous strategies employed by the government and International Education Partners for girls' education are not effective enough, because some parents and communities in Eastern part of Lakes refused the cash given to their daughters, and some girls rejected the money because they thought this money is given as a bribery for deception to lure their daughters to either prostitution or illegal marriages, this was witnessed when the GESS money was refused in Jonglei, Lakes and Eastern Equatoria States. People from those states said that, we don't want your money to be given to our daughters, we have got enough cows, goats chicken and agricultural products, who told you that our daughters are starving by hunger, so that you should come and intervene with your money? Take your money and give it to the daughters of those poor states like Western Equatoria States and many others, but not here we don't wanted your charity money.

Secondly, it is also suggested that Feeding School Feeding Program need to increase the quantity and quality need to be improved because, the school feeding program and a take-home food ratio to girls is also not helping enough in girls' dropout agenda because the researcher observed three good reasons as below;

- The food was the small quantity for each pupil due to overpopulations and congestions in some of schools.
- The quality and the taste of food was not that good because soup was missing other nutritional or nutritious substances such as oils and vegetables (greens), this did not attract girl pupils.
- The take-home food is being distributed, they used to sell it away to get another good that the family don't have, some parents make it that way as other source of income to their households.

It was suggested in the research that, these feeding programs need to be improved to eradicate the economic reasons in primary schools, hence to improve girls' education.

The researcher also conducted a documentary review on the implementation strategies from the National Girls' Education Strategy 2018-2022, the ministry of General education and instruction has a mandate of promoting female education in general and to promote gender equity, because the children leaving in rural and urban have different needs to be met, boys with disabilities also are given a special consideration that will help to guarantee them the right to education, but according to the policy document, there is lack of coordination between the beneficiaries and the ministry of general education due to lack of awareness about the policies, political instability, and weather conditions in the country and it is also recommended that the girls' strategies should be revised and be promoted in all the levels.

It is also discovered that lack of child space schools due to minimal number of the school in the country has also hindered the government policies, because there are some schools who operated under the trees, it is clear that large number of schools lack physical infrastructure, inadequate

number of teachers and the classrooms. It is suggested that the government need to construct more schools and recruit more qualified teachers especially female teachers in the area.

The researcher has discovered from both the Ministry officials and the elders that, there is lack of proper coordination, evaluation and monitoring of the policies, the policies are made in the ministry, but are not monitored to see if they are effective down there or not. Also, there is lack of law enforcement, rule and regulation are loosely implemented even at the ministry level, making all the other authorities at the states level reluctant and do not bother to implement the laws. Therefore, it is suggested that the supervisions and monitor mechanism need to be improved in primary schools in Eastern Part of Lakes State.

Existing of customary laws which are more powerful than constitutional laws was another other problem that annihilated girls' education the area and lack of proper implementation of the government which were shadowed by the traditional one was one of the problems. All these laws need to be harmonized in order to be in conformity with the national laws.

Distances of the school was another unsatisfied problem, majority of the schools especially in rural areas are situated far away from the villages, this was as a result of the insecurity, the villages which were around those school migrate to one point and form a group settlement as a way of protecting themselves from the external attack, so their children goes to those schools during the day and come back in the afternoon, this has made it tiresome for the pupils especially girls. Increased displacements of the people internally and externally also left the school closed down in the rural, and cause overcrowd in the urban schools, leading to scarcity of resources, in which the respondents suggested that adjacent schools should be built or a schools should provide school buses to transport schools to solved the issue of long distances to schools.

Gendered division of labor has placed much of the household work on female, hence make it difficult for them to attend education, because the destiny of a girls from her birth are already determined, because in Eastern part of Lakes State, many prefer a male child as an heir who will continue the family lineage and pride while are raised just to cater for the needs of the family members like in cooking, cleaning and serving as a way of preparing her for her future as a wife and mother. These practiced has been raised to have negative impacts on girls education. Therefore, the parents need awareness on this gender issues and gendered division of labor and treat all children equally and the gendered division of labor should be divided equally.

Negative attitudes toward girls' education, there is lack of community behavioral change and public communication, there is no integrated communication tactics in place to foster positive behavioral change in attitudes toward female education, the communities are not supporting the relevant methods used by the government and the international education partners, moreover, according to the response made by the chiefs, there is no awareness campaign initiated by the government to are the communities down there about the important of female education. Therefore, the community need to be given awareness on the negative attitudes toward girls' education and public awareness should be done to promote girls' education.

### **5.3. Conclusion**

The main objective of this study was to analyze the reasons behind girls' dropout in primary schools in Eastern Part of Lakes State. The study was guided by two specific objectives. The first was to analyze the political, economic factors and cultural practices behind girls' dropout in primary schools in Eastern Part of Lakes State. The second one was to find the possible solutions to be employed to decrease the girls' dropout in primary schools' dropout in Lakes State.

The major challenges to girls' education in South Sudan include gender inequality, poverty, and early marriage. First, traditional gender roles in South Sudan negatively affect girls' education as girls are perceived as domestic helpers and are not allowed to attend school. Second, the long-lasting armed conflict has increased extreme poverty and worsened the country's education situation, as 40% of the population lives with life threatening hunger. Third, early marriages that help families receive dowry for their daughters and/or remove the financial burden of providing for a girl, further exploit girls and threaten their health, wellbeing, and future. Good quality education, however, can provide girls with the prospect of a better life as they then can marry at a later age, have healthier children, and acquire better jobs and income. Education can also help them invest their resources in their children, families, and society. Addressing the challenges to girls' education described in the entry is the turning point for families, societies, and the nation to develop sustainably. The need to enhance girls' education is a responsibility of every actor in the nation. Hence, a multi-sectoral system of intervention in addressing girls' education challenges is the best way to remove the barriers to girls' education and enhance the quality of education for sustainable development.

In conclusion, the research has confirmed that, political such as prolong war, existence of customary laws known as Wanhalel Laws, rampant poverty due to economic crisis in the country and rooted cultural practices have triggered high dropout of girls in primary schools. Although both government and international educational partners had tried to employ the different strategies to maintain girl pupils in primary school, however, these did not stop girls' dropout from primary schools, because the parents and the entire communities were not involved nor given orientations on the girls' education strategies. The general picture of the findings shown there was an increase in the girls' dropout rate in primary schools. Among these the political and cultural related factors



are taking the lion's share in forcing girl-pupils out of the school system immediately after registration. Precisely talking, the movement of pupils to urban area, the economic difficulty of parents affects girls' education and the parents' demand for early and forced marriages and household activities are other key factors. The school environments related reasons, such as poor school infrastructures and inadequate teaching and learning and other school services were found as the main reasons behind girls' dropout in primary schools. The findings that declare lack of parental and community awareness on the importance of girls' education and policies that supporting girls' education were the determining reasons of child's dropout observed in this study. Therefore, the dropout problematic is not as such easy to overcome without taking steps on the multiple factors that hindered girls' schooling. Therefore, it is recommended that the government and international education partners should take step by step actions that are well-matched with the fundamental factors that are behind girls' dropouts in primary school in Eastern Part of lakes State. In this research, an effort has been made to analyze the factors surrounding the girl's education and causes of girls' dropouts in Eastern Part of Lakes State, more especially on the three reasons such as economic, political reasons and cultural practices in the area, the girl-child's right and the hindrances to girl's education, the benefits that come to girl child, community and entire nation through the girls' education. The paper also shows us that educating the girl eradicates poverty, backwardness, and boost the national development and it promotes personal as well as national growth.

The findings show that, to a large extent the lack of awareness to the community to change their negative attitudes toward girl education have contributed toward high rates of dropout for girls in the schools in Eastern Part of Lakes State. The paper concludes that the rooted and prolong war, cultural practices, lack of policy implementation, and lack of parental awareness are the key

reasons behind girls' dropout. However, other factors also compound girls' dropout, but they can be encountered if all the stakeholders are involved in the decision making, particularly the chiefs and the parents to make girls' education policies more inclusive and the community should also own them to support girls' education. This paper has collected a variety of researches on girls' dropouts. However, many works need to be done, in terms of stopping girls' drop out in primary schools and recognizing appropriate policy interventions and follow up for the full implementations of girls' education, if the problem of girls' dropout is to be solved in schools.

#### **5.4. Recommendations**

Based on the presented results, discussion and conclusion, there are several issues which need to be addressed in order to eradicate girl child's dropout in Eastern Part of Lakes State. From the findings it was found out that girl child's dropout is caused by several reasons and these need all the education stakeholders to put more counter-measures and solutions to stop the high rates of dropouts of girls in primary schools in Eastern Part of Lakes State. Therefore, the researcher has recommended the following recommendations to the government, parents, schools, communities and education partners to put them into consideration and incorporate them in their planning to stop girl child's dropout issue and to promoting girls' education in Eastern Part of Lakes.

- I. Government should make serious regulations of the National Constitution Laws and International girl child's laws to balance and harmonize them with the Wanhalel Customary Laws (WCL) on marriages and to do away with all the biasness against girls and women and to give modern regularization and emancipation of girls and women rather allow the WCL Laws disadvantaging girls and women in the country and this will be done by amending some of cultural laws to give more freedom to girls in schools and to right to choose when to be married and who should married her instead of parents deciding her

marriage and the entire community must be brainwash about negative effect of the cultural practices on girl children.

- II. The government should fully implement the revitalized peace agreement which was recently signed in February 2020, to avoid internal and external migration of the people in the country. The SPLM Ruling Party should form the inclusive government of national unity by appointing some oppositions and former rebels to the top positions to attract them to drop warrior mindsets and support peace and stability in the country. By doing so it will give the pastoralists stability for permanent settlement that migrated in the interior of those thick forests and along the Sudd swamp areas to come out where the humanitarian assistances and schooling materials can reach them.
- III. Girls' Education Policies should be revised to take complete account and the participation of all the shareholders on girls' education in the entire country. The government should make coordinated activities and collaboration among the National Ministry of general education, the State Ministry of education, International education partners, teachers, and the parents, particular local authorities like chiefs who represent the communities should handle the community issues, because collaboration can make a serious monitoring and evaluations of the girls' education policy implementation modalities. Teachers should take lead in these processes because they are the immediate people who always deal with the pupils and students during school operating hours; they can immediately tackle girls' problems at the schools and report it to parents, ministry of education, and education partners in that particular state and county.
- IV. Government should introduce free and compulsory primary education or lower costs of girl schooling to eliminate the family financial burdens and all school going girls should benefit

from the GESS II, and the GESS II should not only targeting girls in the government primary schools, but also girls in private primary and secondary schools should also be included. Government of South Sudan should expand the School Feeding programme to cover more basic schools to enable more children to attend and stay in school to learn especially the girls.

- V. Gender sensitive and balanced curriculum should be introduced. The gender sensitized curriculum should accommodate girl' sexual maturation and facilitate appropriate management of girl' sexual maturation skills and this should reflect the girl's interest so that girls are motivated in their studies. Counselling and guidance services should also be included in the curriculum on sex education.
- VI. The government should also be provided girls with enough hygiene and sanitary facilities in the schools, so that to stop girls' absenteeism and dropouts from schools which is necessitated by lack of sanitary dignity kits such as towels and soaps to be used by girls during the menstruation periods.
- VII. The government should train and recruit more qualified teachers with great number of female teachers so that to replace untrained and unqualified teachers existed in teaching profession. There should be adequate training for teachers in Basic schools on gender inclusive methodology and how to handle the disabled, orphan children particularly girls in school. But, the untrained and unqualified teachers who are existed in teaching career should either be screened out or taken them for refreshments and in-service courses or trainings, and this should be done quarterly and yearly to boost teacher professional growth and development in Eastern Part of Lakes State.

- VIII. The government should create awareness groups at all levels on girls' education, especially among the societies, household, schools, stakeholders including chiefs and the parents and they should be educated on the importance and values of contemporary girls' education. This awareness should be conducted at least three times annually in Eastern Part of Lakes State. Parents should be sensitized on the value of girls' education. Parents should be encouraged to actively show interest in the education of their wards especially girls to keep them in school to build a better future for them and their communities.
- IX. The government should continue improving her bilateral relationships with the countries where girls' education is equal with the male like China, to support in training of the more teachers, especially female teachers. Those teachers can bring back the knowledge gained that can help in government plans for girls' education in order to curb the girls' drop in Eastern Part of Lakes State.
- X. The government should double the budget for education to build adjacent schools to residential areas to avoid these long distances covered by both the pupils and teachers when they are going to school in the morning and coming back homes in the evening. This will avoid fear of rape and insecurity on the way and around the isolated and distanced schools from the community.
- XI. Girl' selling such as early and forced marriages, plus betrothing should be stopped through public statutory legislation and explanation. Females should be involved in formulation of policies and to help execute policies especially those relating to girls and women.
- XII. The compulsory and free primary school should be introduced and girls full attend schools up to a minimum age of is very vital for girls and this will curb the girls' dropout.

- XIII. Disability and girls' friendly school infrastructure should be provided in all basic schools in South Sudan to make them suitable and comfortable for girls and pupils with disability to stay in school to learn.
- XIV. All forms of corporal punishment in basic schools especially canning should be entirely abolished to make schools safer places conducive for effective learning. All forms of sexual harassment including bullying should also be discouraged.

### **5.5. Recommended Areas for Further Researches**

This research focused on the reasons behind dropout from primary schools mainly in Eastern Lake State and this study had also recognized some parts for further investigations and interesting area that needs to be explored is the government inclusive education policy in Lakes State this seems to be neglected area in research and it is very important for a country to invest in girls' education for national development. These are areas recommended for the future researches are listed below:

1. How Does Dinka Customary Laws on Marriages Influence Girls' Dropout in Schools in the Community.
2. Factors of Government Education Policy on Girl's Education
3. Influence of Cultural Beliefs in the Community and its Consequences on Girls' education.

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## **APPENDIX ONE: QUESTIONNAIRE**

### **Letter of Consent**

My name is **John Garang Ayii Riak**; I am a student at Zhejiang Normal University, Jinhua City, Zhejaing Province, and East China. I am conducting a study on ‘Reasons behind girl child drop-out from Primary Schools in Eastern Part of Lake State, South Sudan.’ Thank you for accepting to answer these questions. This questionnaire is to help the researcher gather some information on your experiences on the topic. You do not need to write your name anywhere on this sheet. Therefore, I am kindly requesting your participation in answering the following questions, you can use English or Dinka and then I will transcribe it later into English. The information you give will be taken confidentially. Please answer all the questions in the spaces provided.

### **Appendix A: Questionnaires on Girl child school drop-outs or out of school girls.**

1. How old are you?
2. What are the realities of girl’s dropout in your community?
3. What the reasons behind girl child’s dropout?
5. What kind of material supports have you been receiving from the government or International Organizations by then?
6. What kind of supports have your parents offered for your education?
7. What is your family source of income?
8. What were the reasons make you to dropout out of primary schools?
9. What problems did your parents face in supporting your education?

10. What other comments and suggestions can you make regarding girl child's dropout in the community?

**Appendix B: Interview Questions for Education partners (NGOs) Agents**

1. Does your organization have any support it offers toward girls' education in Lake State?
2. Why the enrolments for female pupils in schools are still very low compared to male pupils, and yet the government and international education organizations are trying to support girls to participate in education?
3. What are the economic, political and cultural practices behind girl child's dropout from primary schools in Lake State South Sudan?
4. How cultures do contribute to low enrollments and retentions of girls in primary education?
5. What are the challenges faced by your organization and other international education partners who are dealing in education, in encouraging girls' education in Lake State?
6. What suggestions do you think that the government and International organization can be employed to decrease girl child's dropout from primary schools in Eastern Part of Lake State and can also encourage girls to participate in education?

**Appendix C: Research Question for County/ Ministry of Education officials**

1. How many schools are there in Awerial South County of Lake State?
2. Are there schools for girls alone and how many girls' schools?
3. Is there government policy supporting girls' education in your county?
4. Is the community aware about Girl Education South Sudan Policy?
5. Why did the girls dropout from school?
6. What are the measures put in place to limit school dropout for girls?

7. What challenges and experienced do you think that hamper girls from gain access to school?
8. What other comments and suggestions can you make as a parent concerning girl child's dropout in the community?

#### **Appendix D: Research Question for Parents**

1. How many schools are there in Awerial County
2. How many schools for girls alone in this area?
3. How many children complete primary cycle?
4. What are the causes of girls' dropout in your area here?
5. Why your children drop out of school?
6. Why do you allow your children to drop out of school?
7. What measures do you think that should be put in place to curb school dropout for girls?
8. What challenges and experienced do you think that hinder girls from accessing school?
9. What other comments and suggestions can you make regarding girl child school dropout in the community?

#### **APPENDIX E: Questionnaires to be answered by teachers**

1. What are your opinions about education?\
2. What is the importance of girls' education to you?
3. What are the challenges girls facing in school?
4. Why do girls dropout of school?
5. How do parents support girls' education?
6. What are the measures that can reduce school dropout?
7. Do you have enough teaching and learning materials (TLMs) in the school?

8. What are girls' performances in your school?
9. How many female teachers do you have?

**Appendix F: Focus group discussions guide for girls who are in school**

1. What are your feelings about education?
2. What is the meaning of education to you?
3. What are the problems and challenges facing you in this school?
4. Why do fellow girls dropout of school?
5. Do your parents support your education?
6. What are the actions that can stop school dropout?
7. Do you have adequate learning aids in the school?
8. What are your performances in school?
9. How many female teachers do you have in this school.

## 浙江师范大学学位论文诚信承诺书

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承诺人（研究生）/ Name: John Garang Ayii Riak

指 导 教 师/ Supervisor: Dr. Zhang Yanjun



## 浙江师范大学学位论文独创性声明

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A stylized, handwritten signature in black ink, possibly reading 'Zhang Jun'.

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