GENDER EQUALITY IN EDUCATION AND HUMAN RIGHTS AWARENESS IN JUBA CITY, SOUTH SUDAN

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Abstract: The main purpose of this study was to examine the role of gender equality in education on human rights awareness in Juba City, South Sudan. Explicitly, the study sought to establish how learning process equality influenced human rights awareness; what was the role of equality in education access on human rights awareness and lastly to examine the influence of equality of education outcome on human rights awareness in Juba. The study used both qualitative and quantitative methods for data collection and analysis. The study targeted pupils in primary schools within Juba, education managers, head teachers and representatives from local NGOs which supported education in that locality. Questionnaire and interview guide tools were used for data collection. Simple random and purposive sampling was used to select a sample of pupils and key informants respectively. Slovin's (1960) formula was applied to determine the number of respondents in the study. Findings showed that general completion rate of primary school was low but boys were more likely to complete school than girls as reported by respondents, still, the reason for this was early marriage. It was observed that pupils were likely to complete primary school at a late age of 14-years and a significant number at over 17, the researcher believed this to be one of the reasons for early marriages in girls. Pupils reported to believe that education would help them get good jobs and pursue dream careers. This implied that pupils had hopes for a bright future through education. It was concluded that; with regards to influence of learning process equality on human rights awareness, low enrollment rate, poverty and cultural beliefs were contributing to inequality in education through 'locking out' girls. The study made the following recommendations; security in the area should be improved, free education policies be implemented fully, improve infrastructure and facilities, provide bursaries to schools, teacher be sufficiently trained, schools be supported to start sustainable projects to feed pupils, parents be encouraged to educate girls and have a psycho-social support department in school.

Key terms: Gender equality, education, human rights awareness

1.1 Study Backgrounds
According to the UNICEF (2019), Education offers children a ladder out of poverty and a path to a promising future. But about 264 million children and adolescents around the world do not have the opportunity to enter or complete school. They are thwarted by poverty, discrimination, armed conflict, emergencies and the effects of climate change. The 2030 Agenda for Sustainable Development opened a new chapter in the long struggle towards achieving gender equality. Its commitment to 'leave no one behind' expresses the conviction that boys and girls, men and women should benefit equally from development. It envisages a world in which every woman and girl enjoys full gender equality and all legal, social and economic barriers to their empowerment have been removed (UNICEF, 2018). Historically, in the United States of America, despite the emergence of single-gender colleges for women, by the beginning of the 20th century, most public secondary schools and colleges had become predominantly co-educational. Co-education, however, did not insure equal opportunity in education. In 1918, the Commission on the Reorganization of Secondary Education made a case for the creation of a two-track system: one track steered students, primarily males, toward college preparatory coursework, and the other track provided vocational training. For White, Black, and other minority girls, the vocational track was encouraged. Even girls with strong academic records were required to take domestic science or home economics (Tyack & Hansot, 1990). Despite the expansion of women's role in society, through the mid 1960s, girls were channeled into occupational choices that were limited to four categories: secretarial, nursing, teaching, or motherhood (Sadker & Sadker, 1995).

In Zambia, Byrne (1994), basic Education covers seven years of primary school and two years of secondary school. There is a further three years of senior secondary school. There are public examinations at the end of each level - primary - junior secondary - senior secondary determining access to the next. The two major gaps in the primary education system are the insufficient number of classrooms to ensure that all children are able to enroll in Grade One, which is an acute problem in urban and peri-urban areas, and the insufficient number of primary schools which have classes beyond Grade Five, particularly in the rural areas.

The children of widowed, divorced and single parents and the disabled are hard hit in the provision of resources to permit completion of their education. In rural areas, such problems are combined with an inability to meet other basic needs due the widening impact of cyclical hunger. As it becomes harder to fund the schooling of children, school children have intensified their participation in family trading, either to pay their way through school, or as full-time workers. Children from low income families in new settlements in urban and peri-urban areas face long distances to travel which effectively discriminates against poor families in educational provision. Transport is also a gender specific problem as girls are likely to be disadvantaged if travelling arrangements are seen as unsafe or unsuitable (Byrne, 1994).

In post-conflict countries like South Africa and Sudan educational changes have taken place over the past decade. As a result, inclusive and non-discriminatory education policies have been adopted in these countries to redress inequalities in education, policies that target not only free and equal access to education but also improving the quality of education, particularly among the poor and marginalized communities in these two countries. Both countries are, however, still struggling to address issues of equal access to education and gender equality owing to cultural and socio-economic factors in the two contexts. This paper explores experiences of female children in

primary schools in selected contexts in South Africa and Sudan and the extent to which their experiences reflect unequal opportunities of access to education and gender inequality. Ultimately what becomes clear is that access to education and gender equality should go beyond numbers to include equality in terms of learning opportunities and resources, treatment at school, equal participation and employment opportunities across socio-cultural and racial lines (Nomlomo, Farag and Holmarsdottir, 2012).

1.2 Statement of the Problem

Human rights abuses did not end when the Universal Declaration was adopted. But since then, countless people have gained greater freedom. Violations have been prevented; independence and autonomy have been attained. Many people – though not all – have been able to secure freedom from torture, unjustified imprisonment, summary execution, enforced disappearance, persecution and unjust discrimination, as well as fair access to education, economic opportunities, and adequate resources and health-care. They have obtained justice for wrongs, and national and international protection for their rights, through the strong architecture of the international human rights legal system. The power of the Universal Declaration is the power of ideas to change the world. It inspires us to continue working to ensure that all people can gain freedom, equality and dignity. One vital aspect of this task is to empower people to demand what should be guaranteed: their human rights. South Sudan has struggled to establish an effective and inclusive education system. The statistics show that 1.8 million children are out of school and 8 percent of schools are damaged, destroyed, occupied or closed. This trend heavily impacts girls. The Gender Parity Index expresses the ratio of girls to boys in education, and has tracked a trend of fewer girls attending school as they get older. In South Sudan, the female enrollment is 0.92 in pre-primary, 0.68 in primary education and 0.46 in secondary education (Walmer, 2018).

From the above statistics, men and women are not presented with equal opportunities to acquire education and this affects them differently when it comes to job opportunities and freedoms in making choices. Poor education levels and especially among women has affected their literacy levels and consequently human rights awareness. Equality on the process of learning, access to education and expected education outcomes have played a key role in undermining literacy levels among women and consequently human rights awareness, leading to discrimination, limitation in economic opportunities, inadequate resources and poor health-care.
Limited research has been carried out in the study area on gender equality on education and human rights awareness. This research intends to examine the extent to which gender equality on education process, access and outcomes affects human rights awareness and development.

1.3 Research Objectives

To investigate the role of gender equality in education on human rights awareness in Juba City, South Sudan.

Specific Study Objectives

a) To establish the influence of learning process equality on human rights awareness in Juba City

b) To determine the role of equality in education access on human rights awareness in Juba City

c) To examine the influence of equality of education outcome on human rights awareness in Juba City

1.4 Justification of the study

Of the many global goals set by governments, gender equality and quality education is among top agendas, this means that access to quality education by all genders, but, despite having made such promises, reports shows that South Sudan struggles to establish an effective and inclusive education system, statistics show that girls are the most heavily affected as ratio of girls to boys in education has revealed fewer girls are attending school. The Borgen Project (2018) observes that in South Sudan, female enrollment is only 0.92 per cent in pre-primary, 0.68 per cent in primary and 0.46 per cent in secondary school and eight per cent of schools are damaged. Although South Sudan just recently gained independence lately in 2011, the government has shown much efforts to improve education, however, UNICEF (2018) acknowledges that over two million children in South Sudan are out of school with the largest group affected being girls.

Given the occasional security problems being experienced in Juba and South Sudan at large such as crime, kidnappings and armed conflicts, such conditions provide an environment that would prevent girls from going to school because they are seen as more vulnerable than boys. Putting in mind that education is bedrock for human rights awareness and a human right in itself, this implies that locking out females from accessing quality education would be denying them access to knowledge and information that is essential in personal and socio-economic growth. This study seeks explore how gender parity issues in education influences human rights awareness in Juba, since one of the major platforms for human rights awareness in formal education through which students learn their rights. This study therefore is of great necessity as the findings from the study will help in drawing an action plan towards realization of gender equality in education and gender mainstreaming at large.

1.5 Conceptual framework
Figure 1: conceptual frame work
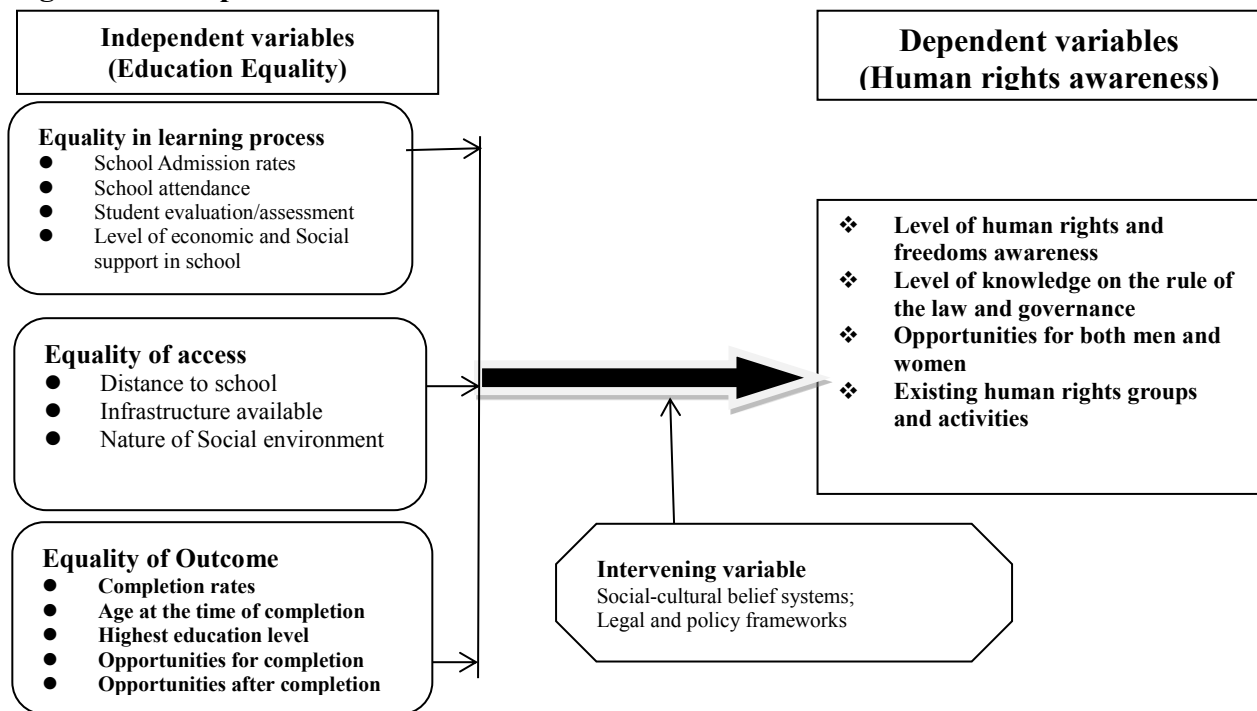
Source: Own conceptualization, 2019

1.6 Literature review
Theoretical review
Equity theory focuses on determining whether the distribution of resources is fair to both relational partners. Equity is measured by comparing the ratio of contributions (or costs) and benefits (or rewards) for each person. Considered one of the justice theories, equity theory was first developed in the 1960s by J. Stacy Adams, a workplace and behavioral psychologist, who asserted that employees seek to maintain equity between the inputs that they bring to a job and the outcomes that they receive from it against the perceived inputs and outcomes of others (Adams, 1963). According to Equity Theory, in order to maximize individuals' rewards, we tend to create systems where resources can be fairly divided amongst members of a group. Inequalities in relationships will cause those within it to be unhappy to a degree proportional to the amount of inequality. The belief is that people value fair treatment which causes them to be motivated to keep the fairness maintained within the relationships of their co-workers and the organization. The structure of equity in the workplace is based on the ratio of inputs to outcomes. Inputs are the contributions made by the employee for the organization. In education and human rights awareness, the theory explores how girls and boys in Juba City are exposed to different opportunities for education and its implications on their rights and consequently development.

1.7 Empirical review
Education Gender equality and process on human rights awareness
Among factors which influence school attendance in different communities, the process is key. In this study, the process involved in enabling different genders achieves education as informed by various research and researchers is important. From the conceptual framework, the process of admitting, retaining, evaluating are key in managing boys and girls in schools and thereafter influence their literacy levels for human rights awareness and consequently development. As study carried out in Sudan by Nomlomo, Farag, and Holmarsdottir (2012) on the Challenges to gender equality and access in education: Perspectives from South Africa and Sudan, found out that, the impact of socio-cultural beliefs and practices was apparent, and learners displayed internalized beliefs and understandings that perpetuated gender imbalances while keeping girls out of school. For instance, the participants interviewed in Sudan indicated that the early arranged marriages and men's hegemony were the major challenge for girls' education. Girls were socialized early in life for their roles as wives and mothers and parents disregarded the value of education in relation to their cultural norms. As a result, many parents stopped girls from attending school when they reached the age of puberty, as they were to be prepared for married life as wives and mothers. These attitudes represent the different cultural stereotypes that are mainly derived from traditional norms. These norms view the education of girls as irrelevant to their future gendered roles as wives and mothers. Moreover, these people socialize their daughters in these roles at an early age, even before the age of 12-15 years, the time that they should get married.

Whilst data showed that girls and boys had free access to schooling and that parents recognized the value of education for their children in the Eastern Cape school (South Africa), it was apparent that marriage was what defined a girl, although this definition was not imposed on them, as was the case for the girls in Sudan. In the following excerpt, for example, the girl acknowledged the value of being a girl. She aspired to be a 'good wife' by displaying good behavior.
　　　　"A girl is a bright flower, and that means I must have self-respect so that I can

display the beauty of a girl, so that when I get a husband one day, people should not say bad things about me. (And) I must respect my husband. According to the Xhosa culture, a girl's home is with the in-laws. I mustn't be rude ... (Grade 8 learner, July 2010)"

From this response, it is apparent that cultural values had a strong influence on how girls defined their gender identities. The girls' responses were influenced by socialization processes that required them to show self-respect, to be submissive and obedient in order to qualify for marriage (Joseph 2009: 13). Whilst this kind of behavior may have been perceived as a norm in the Xhosa culture, it encouraged the hegemonic status of men and widened the gender inequality gap between men and women. In this case, girls were portrayed as powerless and voiceless individuals. This kind of behavior was also reinforced by school activities that prevented girls from participating in certain roles such as leadership positions, and roles were also gendered at school, such as girls sweeping floors while boys worked in the garden. The gendered roles revealed the patriarchal nature of the Sudanese and South African societies, which is filtered through the schooling system, leading to gendered roles and a widening of the inequality gap between boys and girls. Unfortunately, the gendered roles became part of the learners' internalized value system, which may have a negative influence on their adult lives.

Gender equality and access to education on human rights awareness
Kalsi (2018) on "Gender Equity in Education in India: Problems and Progress are Not Equal" in India asserts that, education, especially for girls living in poverty in countries like India, is an extremely complex undertaking: it requires a multi-perspective approach to be understood and addressed effectively. If we want education to mitigate the harm caused to the girl by nexus of poverty, violence, child labor, early marriage, abuse within and outside families, and lack of care and nutrition, then we need to look closely at the important perspectives of those who are most affected by the issues and problems—i.e., girls themselves, their parents and their teachers. As we get closer to daily lives, we better understand complex concepts of power, hegemony, difference, and equality. Large, complex social problems are played out in this mundaneness of daily life. While the macro perspective provides useful information, locating problems and solutions in larger social and economic structures, showing also the magnitude of the problem, such discussions are inadequate. Girls' lives and voices get lost when research and arguments center on enrollment, dropout, completion, and achievement rates, even though the discussions are supposedly about them.

Education outcome equality on human rights awareness
Education has both instrumental and intrinsic value for individuals and for societies as a whole. As the US Supreme Court stated in its unanimous decision in *Brown v. Board of Education* (1954), "In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education". The instrumental goals of K–12 education for individuals include access to higher education and a constellation of private benefits that follow college education such as access to interesting jobs with more vacation time and better health care; greater personal and professional mobility, better decision-making skills (Institute for Higher Education Policy 1998) and more autonomy at work. Research further shows that education levels are correlated with health and wealth: the more education a person has, the healthier and wealthier she is likely to be. At the same time, education is also considered intrinsically valuable. Developing one's skills and talents can be enjoyable or good in itself and a central component of a flourishing life, regardless of the consequences this has for wealth or health.

In addition to the instrumental and intrinsic value of education to an individual, education is also valuable for society. All societies benefit from productive and knowledgeable workers who can generate social surplus and respond to preferences. Furthermore, democratic societies need to create citizens who are capable of participating in the project of shared governance. The correlation between educational attainment and civic participation is strong and well-documented: educated citizens have more opportunities to obtain and exercise civic skills, are more interested in and informed about politics, and in turn, are more likely to vote (Verba, Schlozman, & Brady 1995: 432–437, 445).

1.8 Methodology

This study will be carried out in Juba City, South Sudan. Descriptive survey design will be applied. Mixed method approach in data collection shall apply. Questionnaires will be distributed to upper primary school pupils and secondary school going students and the general public. The tool shall be designed strategically to capture information on the influence of gender education equality on human rights awareness from the diverse population. Teachers from these schools with be purposefully selected as key respondents. Education managers in the City will also be interviewed. Different sampling techniques will apply to theses study population.   Research design is the plan and structure of investigation so as to obtain answers to research questions (Coopers & Schindler, 2003).Descriptive survey research design was employed to assess the influence of Gender equality in education and human rights awareness in Juba city, South Sudan. Descriptive survey design is a research design   that makes use of interviews or questionnaires to a sample population (Kombo and Tromp (2006)). It seeks to describe an element in detail, in context and holistically. Descriptive survey research design was appropriate for this study since it allows the researcher to combine both quantitative and qualitative research methods. Questionnaires and interview guides were used as important tools for data collection. Important respondents in this study included pupils, head teachers, education managers and NGOs' project/field officer since they are key stakeholders in supporting education in Juba City. Mixed methods of research applied were structured and unstructured tools as a way of enriching data collected.

Juba is the capital and largest city in the Republic of South Sudan. Situated on the White Nile, the city also serves as the capital of Jubek State. According to 2008 census, the population of Juba city was found to be 368,436.Given the growth rate of 4.23%, South Sudan National Bureau of Statistics (2008) however projected the population to be 525,953 in the year 2017.The city has been described as undergoing an economic boom especially in the past five years since independence. This has brought thousands of merchants to juba mostly from northern Sudan and from East Africa. The number of primary schools in Juba is not well documented. However juba city is estimated to have over 30 functional primary schools. Many of these schools were destroyed during the second Sudanese civil war although many of them are now said to be under control. Nevertheless, many teachers and students were among the refugees fleeing the ravage of war in the country during the civil war (1983 to 2005). Today most of the schools operate outside in the open or under trees or under temporally structures due to lack of classroom. Therefore Education in Juba is characterized by low investment, Low capacity, inequality and high demand system.

Target population is that population which a researcher wants to generalize the results of the study (Mugenda and Mugenda, 2003). Population is a group of individuals or objects that have the same

form of characteristics. The target population of this study comprises of pupils in those primary schools within Juba city, Education managers, head teachers and representatives from local NGOs which support education in that locality. According to South Sudan National Bureau of Statistics (2008) the projected population by the year 2017 was 525,953 .Further, juba city is said to have over 30 functional primary schools.

Mugenda Mugenda, (2003) opined that where time and resources allow, a researcher should take as big a sample as possible, the dangers with small sample is that they do not produce the salient characteristics of the accessible population to an acceptable degree. A sample size is the number of units from which data is gathered by a researcher (Lavrakas.P.J, 2008). The sample size of the study consisted 100 pupils from upper primary schools within Juba city. Other key respondents included, Education managers, head teachers and representatives from local NGOs which directly support education in that locality were interviewed until saturation levels of the study data was attained. The sample size of 100 for pupils was determined using Slovin's (1960) formula. Slovin (1960) provides this simplified formula to calculate sample sizes for a survey study paying attention to the following assumptions:

$$n = \frac{N}{1 + Ne^2}$$

Whereby:

n = sample size
N = total population =525,953
e = margin of error   =10% or 0.1

n =   525,953
    1+525,953(0.1)^2

n=100 pupils

Sample population of the study comprised of 100 pupils, 10 NGO representative having worked within that locality for more than 5 years, 10 head teachers who had worked within that locality for more than 5 years   and education managers who had also worked in Juba for more than 5 years. The duration which the responded had worked in the area of study was very important since it helped provide quality information due to familiarity of the respondent to education sector of ha area.
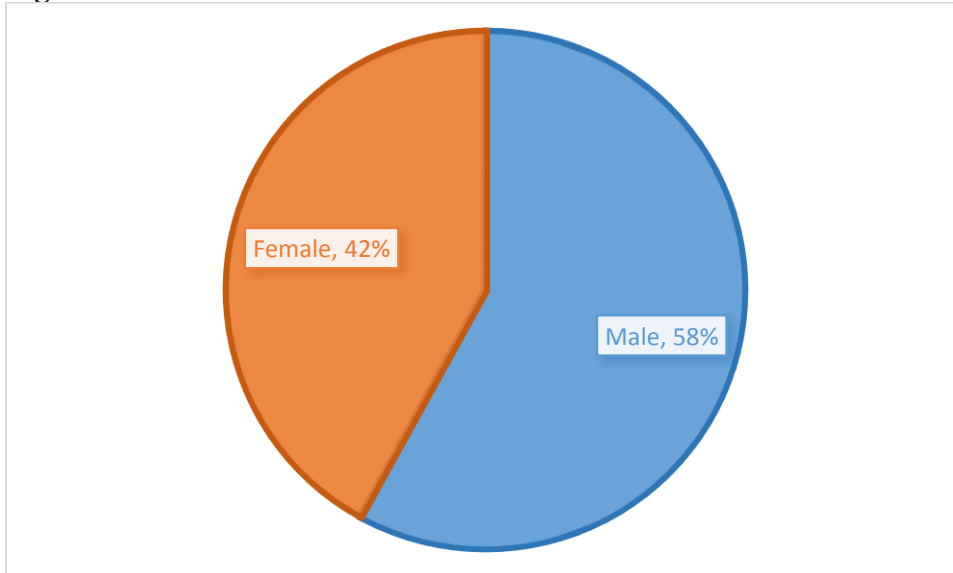
Table 1: Sampling frame for the study of participants.

Category	Sample size	Percentage%
Pupils	100	82.0
NGOs(field/project officer)	10	8.2
Head Teachers	10	8.2
Education managers	2	1.6
Total	**122**	**100.0**

Source: Researcher, 2019

1.9 Study findings
Figure 2: Gender

Source, field data 2019

The researcher sought to establish the gender of the respondents, findings in figure 4.1 indicated that 36(42%) of the respondents were females while the rest 50(58%) were males. This indicates that majority of participants who were available at time of study were males. Even though the researcher wished to achieve 50/ 50 gender balance, this could not be achieved since most of the respondents who were willing to participate in the study were men.

**Figure 3: Number of children in a family**
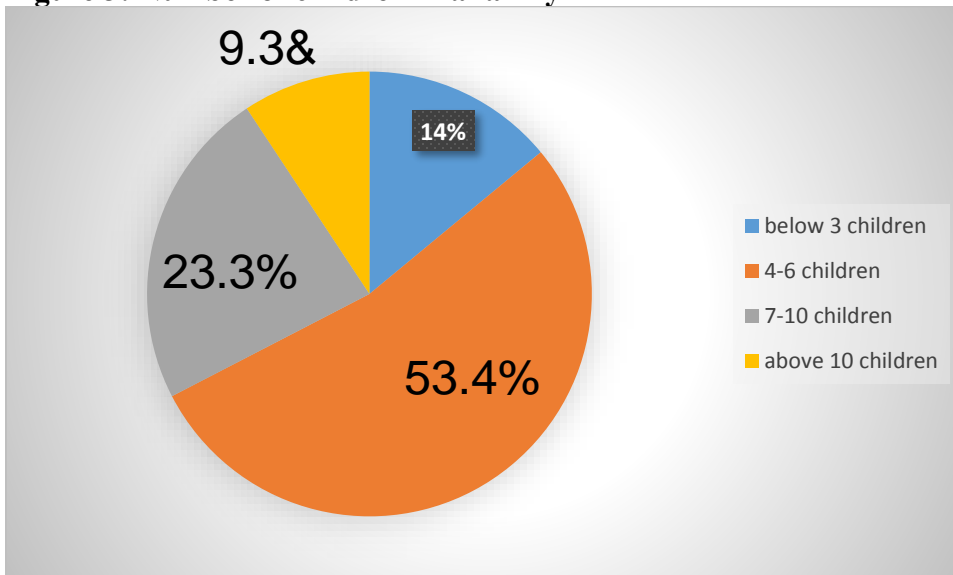
Source, field data 2019

Further, respondents were asked to indicate the number of children in their family, this was in an aim to find out the size of the family and cost implications to the family. Results showed that 12(14%) of the respondents were in a family with 3 children or less, 46(53.4%) said there was

between 4-6 children in the family, 20(23.3%) said 7-10 children and 8(9.3%) said their families had more than 10 children. This implied that majority of the respondents in the study were from households with large families. This means a family will require adequate stable income to meet the cost of providing for the needs of the family members.

Figure 4: Lowest chances of missing school
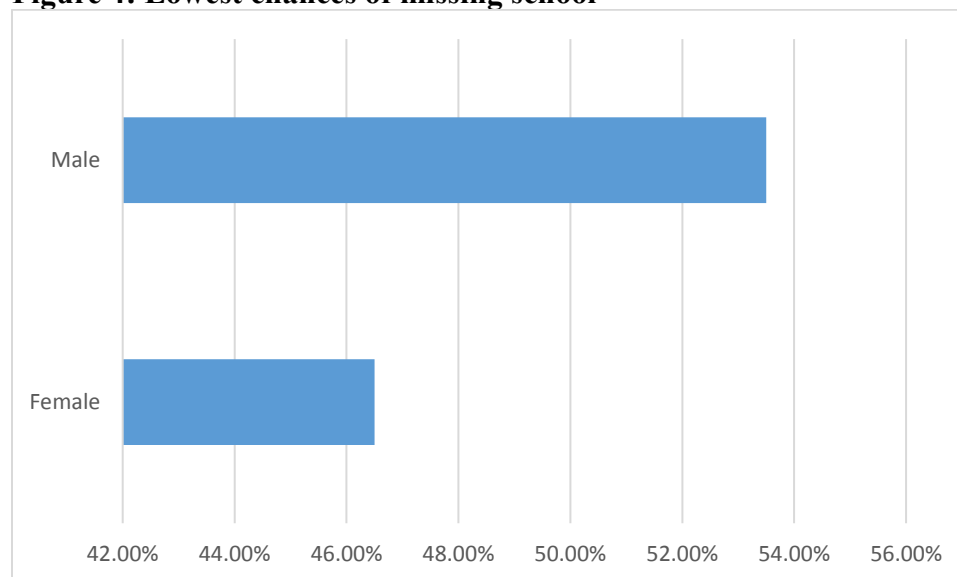
Source, field data 2019

Findings showed that 46(53.5%) of the respondents said that the males have lower chances of missing class compared to females with 40(46.5%) saying girls have lower chances of missing class. This implied that girls miss school more than boys do, this could be attributed security risks that parents fear could leave their girls vulnerable to rape thus making them stay at home on school days.

On the same issue, the researcher investigated further the probable reason for missing school, respondents were asked to indicate what the reason was, this would help the researcher establish why there existed disparities in school attendance, 51(59.3%) indicated famine &Violence (war), 33(38.4%) said it was because of responsibilities at home, 8(9.3%) gave cultural practices as the reason, 28(32.6%) said early marriage, teenage pregnancy was recorded by 27(31.4%) of the respondents while long distance from school was recorded by 19(22%) of the respondents. As earlier stated, war and violence in South Sudan has made many children stay at home thus miss school, this means that girls are most affected by the insecurity as they are viewed more vulnerable than their male counterparts. viewed more vulnerable than their male counterparts.

Figure 5: Challenges experienced in school
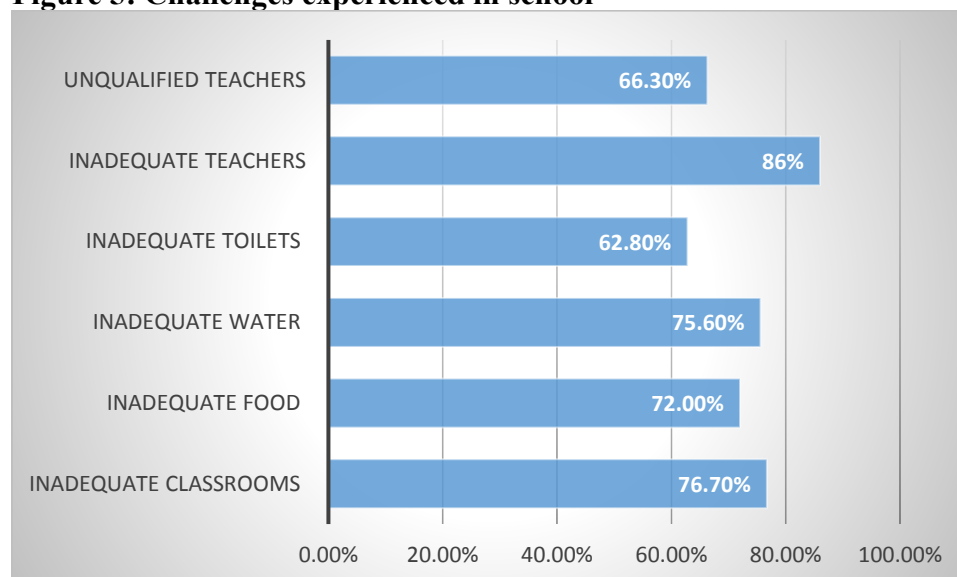
Source, field data 2019

Additionally, the researcher sought to find out the challenges that schools are dealing with, respondents were asked to indicate the challenges they experience while in school. Results showed that 66(76.7%) of the respondents said inadequate classrooms meaning either classes were over crowded or done outside classrooms due to inadequacy of rooms some class session, 62(72%) said there was inadequate food, this implies reduced concentration because hunger in is one of the reason that affects concentration in class, 65(75.6%) indicated that inadequate water was a challenge they faced while in school, 54(62.8%) reported inadequate toilets as a challenge, 74(86%) stated inadequacy of teachers as a challenge while 57(66.3) said unqualified teachers. The distribution on figure 4.4 below means that the quality of education is highly compromised due to inadequacy essential resources such as infrastructures and personnel, also, certain factors such as inadequate toilets and water provided an environment that is not girl-friendly in school.

To establish who pays for the cost related expenses of education, the researcher asked the respondents to state who supports for the school expenses of the respondents, 32(37.2%) said their fathers, 11(12.8%) said their mothers, 16(18.6%) said both parents take part in supporting their school expenses while 21(24.4%) said that NGOs support their expenses at school. This means that education expenses are mostly supported by fathers and non-profit organizations. It also shows that a small percentage of mothers understand the importance of education. Findings also revealed that in some families, both parents take initiative to collaborate in supporting the education of their children, this means that women are able to work in partnership with their husbands to achieve a goal and that women can assist their partners to achieve a common objective.

Figure 6: Why support provided is not adequate
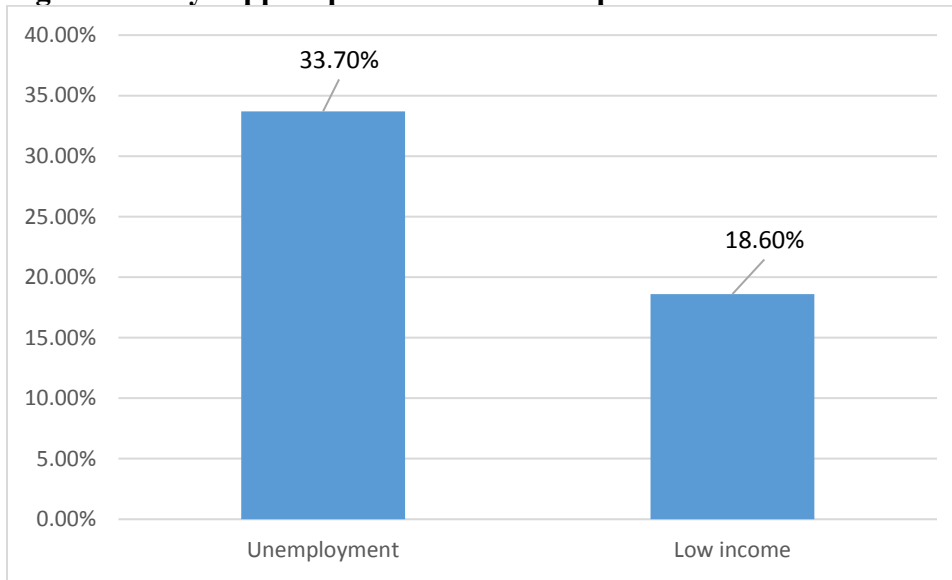
Source, field data 2019

The researcher wanted to know why the support provided on schools was not enough, gathered data showed that unemployment is one of the major reasons as reported by 29(33.7%) of the respondents 16(18.6%) said low income was the reason why their education sponsors could not fully and adequately support their school expenses. Figure 4.5 presents the distribution of responses.

**Figure 7: Distance from home to school.**
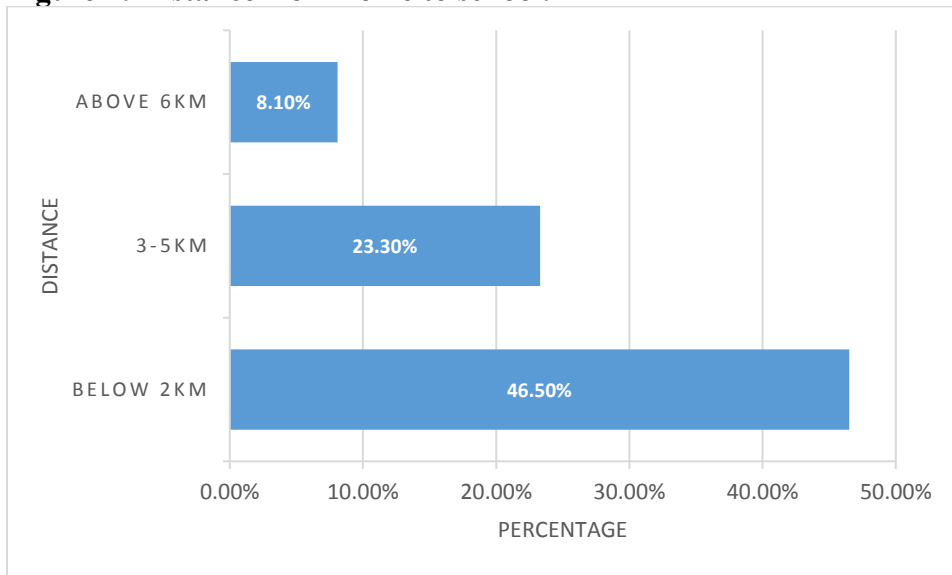
Source, field data 2019

On the same note, the researcher aimed to know the implications the distance travelled from home to school on the pupils, the respondents were requested to state how the distance they travel from home to school affected them, responses provided revealed that 41(47.7%) of the respondents said

girls can get raped on their way home, 9(10.5%) believed it made pupils arrive late to class while 12(14%) indicated that it caused poor performance, this implies that the state of security in Juba leaves children highly vulnerable because majority travel short distance to school yet they don't feel safe. It is even riskier for girls as majority believe they can be targets of rape

**Figure 8: Factors making children not feel safe in school**
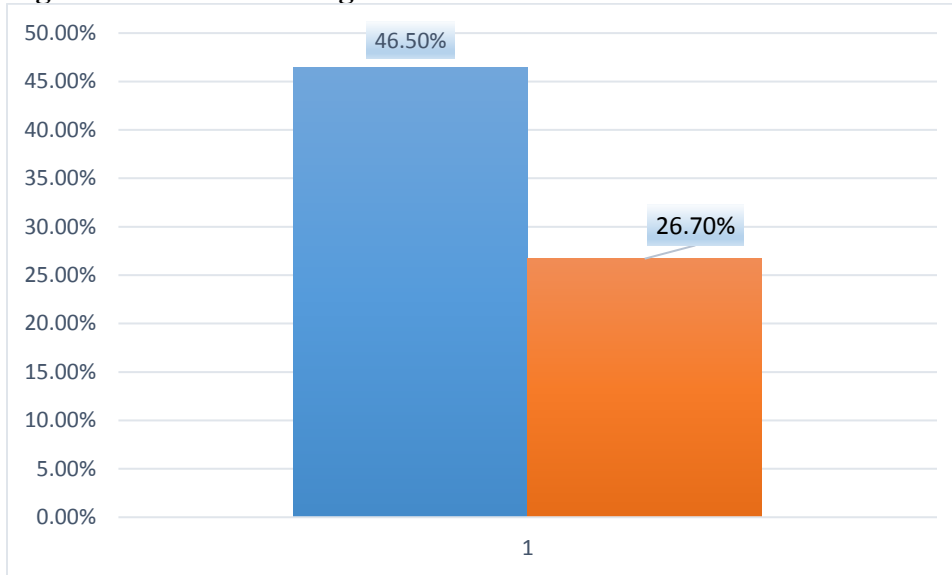
Source, field data 2019

Taking into consideration that the law in South Sudan that is the 2012 General Education Act made primary education free and compulsory for all children, the researcher examined whether respondents had knowledge that they had a right to education. They were asked whether they were aware that education was a right to every child, 60(69.8%) confirmed that they were aware while 14(16.3%) indicated they were not aware. This means that majority of school going children are aware that they have a right to education. Formal education is one of the main platforms to educate children on their rights.

Figure 9: Who are most likely to complete school
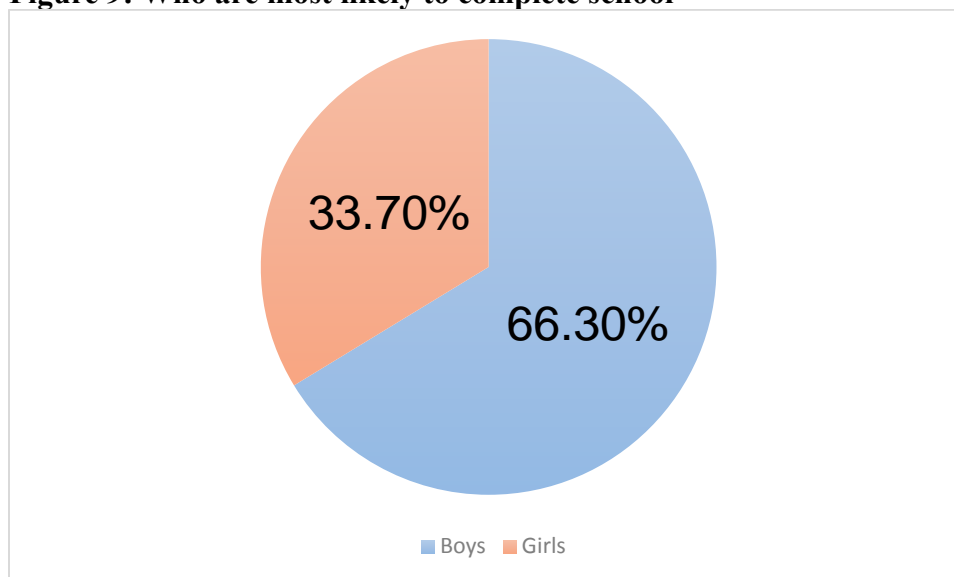
Source, field data 2019

The researcher sought to establish why boys were more likely to complete school than girls, respondents were asked the reason for this trend as results presented in figure 4.9 below. 23(26.7%) respondents reported this was because there are many boys in schools than girls, 18(21%) said that some girls get pregnant and drop school which implies that when most girls become pregnant they completely stop schooling, majority of the respondents, 27(31.4%), indicated that girls in upper primary stop schooling and gets married, another 21(24.4%) of the respondents stated that when insecurity rises some parents stop girls from school while 19(22.1%) said that girls stop school to help parents at home. A respondents (R4) working with an NGO as a field officer in Juba, observes that some girls believe that one way to escape poverty at home is by getting married, so some stop schooling and goes to live with their boyfriends, he also says that some parents never go after their girls from their 'husbands' as they see that as a burden relieve. This meant that early marriage was still a problem in Juba and it was hindrance to the realization of girl's access to education as a right despite the 2008 Child Act and transitional constitution allowing pregnant women and young mothers to continue their education.

Figure 10: Why boys are likely to complete school than girls
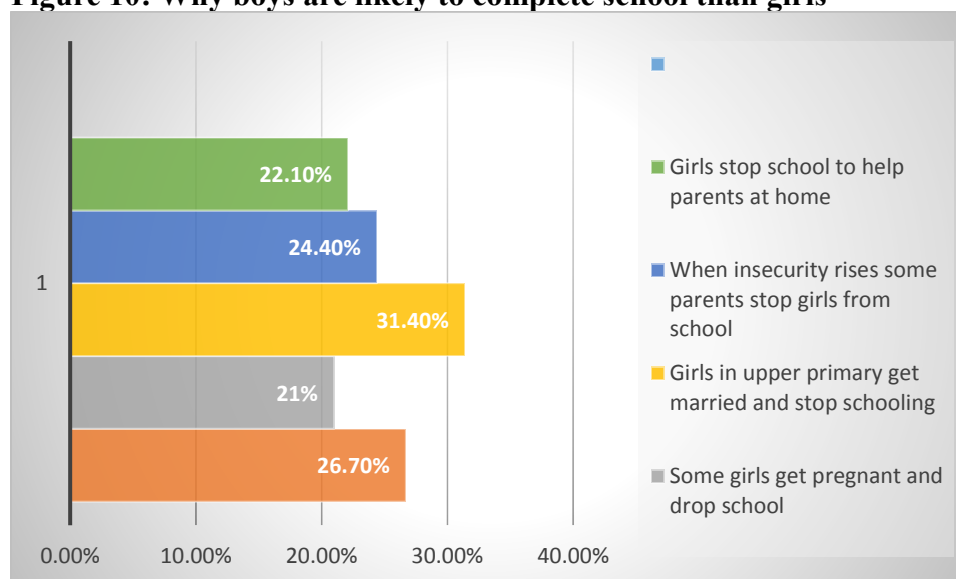
Source, field data 2019

1.10 Conclusion

On the influence of learning process equality on human rights awareness in Juba, the study concluded that there was inequality in accesses to education, girls being effected the most because they had had the lowest enrolment rate, this was also because majority of the respondent said girls stay at home to help parents despite of being school going age, also, insecurity was contributing highly to among the reasons making girls not access school. Girls were missing from school more than boys because responsibilities at home, this shows girls were staying at home to do chores and take care of younger siblings instead of being in school. On the objective of determining the role of equality in education access on human rights awareness in Juba, the study concluded there was no equality in access to education with regards to accessibility and adaptability among boys and girls although same content was being taught for both of them, insecurity was still a reason among other as highly threatening girls. Examining the influence of equality of education outcome on human rights awareness in Juba, it was concluded that girls were likely not to have equal opportunities to achieve and enjoy outcomes of education, also because they are most likely not to complete school because of early marriage. Pupils believed educating girls helped changed their status within the community and enabled them achieve their dreams.

1.11 Recommendation

The following recommendations were drawn for the findings of the study:

To the government: there is need to improve security around, within the school generally in Juba to provide a conducive environment for children where they can feel safe. Also, free compulsory education needs to be implemented; this means facilities and infrastructure should be provided adequately, through repairing schools, buildings and more classes providing facilities like stationaries to improve the quality of education bursaries need to be given to children to support school expenses to poor families.

Education mangers; schools needed to have qualified teachers, this means there is need to increase level of education received by teachers and supplement it with professional training to improve

quality of education. Structure should be created to ensure pregnant girls and mothers can continue with school in a safe friendly environment. NGOs: more programs need to be focused on rebuilding schools were government has not reached. Sustainable programs such as food production in farms need to be started in school to enable them become self-sufficient and feed children in school. Head teachers: parents need to be encouraged to educate and enrollment to be done at appropriate time. School environment need to be friendly to girls to enhance retention of girls in school, this can be done through high level of hygiene and established of department that would offer psychosocial assistance.

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