



**UGANDA CHRISTIAN
UNIVERSITY**

A Centre of Excellence in the Heart of Africa

**REVIEW OF THE IMPLICATION OF CASH TRANSFER POLICY ON GIRLS'
EDUCATION IN JUBA PAYAM, SOUTH SUDAN**

BY:

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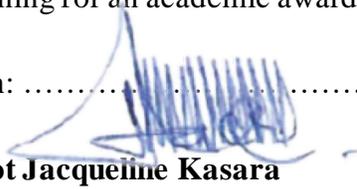
RS18M12/008

**A DISSERTATION SUBMITTED TO UGANDA CHRISTIAN UNIVERSITY FACULTY
OF SOCIAL SCIENCES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS OF
AWAD OF DEGREE OF MASTER OF PUBLIC ADMINISTRATION AND
MANAGEMENT**

DECLARATION

I do pronounce the research titled, “**THE REVIEW OF THE IMPLICATION OF CASH TRANSFER POLICY ON GIRLS’ EDUCATION IN PRIMARY SCHOOLS IN JUBA PAYAM, SOUTH SUDAN**”, work done by me and not presented to any institution of higher learning for an academic award. Any referenced work has been acknowledged.

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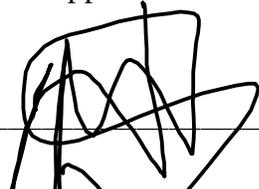


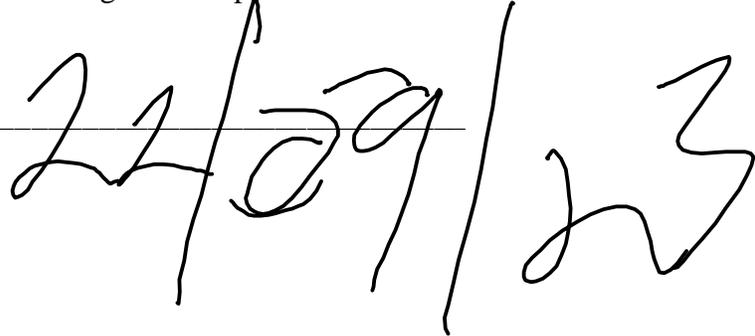
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APPROVAL

This is to confirm the research titled, “**THE REVIEW OF THE IMPLICATION OF CASH TRANSFER POLICY ON GIRLS’ EDUCATION IN PRIMARY SCHOOLS IN JUBA PAYAM, SOUTH SUDAN.**” It is work that I have been supervising throughout the course of the study and I have approved it for submission for marking as her supervisor.

Signature:  _____
Professor: Mary Ssonko Nabacwa

Date:  _____

DEDICATION

I dedicate this research work to my children, husband, and siblings.

ACKNOWLEDGEMENT

Great appreciation to Uganda Christian University for according to me a place for learning innovative ideas, discoveries, and independent learning processes that I have been exposed to during my course of study.

Thanks to my supervisor Professor Mary Ssonko Nabacwa, for providing insight guidance throughout this research and giving me her time to ensure that this work is done to the required standard. I am grateful for her constructive criticism during my research work. I thank her for her friendliness throughout the study.

Grateful for the financial and moral support of my husband and children that helped me push on with my studies. Special gratitude to my boss Mr. Jan Mikkelsen who has been flexible with me and allowed me to use extra leave days during my studies. Without his support, it won't have been easy to complete my course and my research.

To my colleagues of MPAM, Eric, Fred, Sunday, Phillip, Sam, Rhoda, Enos, David, Brenda, Sheila, Annet, Diana, Enni, Esther, Dinna, and Paul, thank you for all the discussion, criticism, and group work that we have been engaged in during the study time. Indeed, it has built my confidence and a better way of networking. Thank you to my course coordinators, Mrs. Ellen Asiimwe and Mrs. Christine Nabadda, for all the support you accorded to me during my study time at UCU and for ensuring that I am informed of the dates of presentations of concept notes and proposal, which paved the way to this final work.

Finally, thank you to those who financed and supported my studies until this time.

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LIST OF ABBREVIATION

CBOs:	Communities-Based Organizations
CCT:	Conditional Cash Transfer
CPA:	Comprehensive Peace Agreement
DFID:	Department for International Development
EFA:	Education for All
EMIS:	Education and Management Information System
FSSAP:	Female Secondary School Assistance Program
GDP:	Gross Domestic Product
GEM:	Girl's education Movement
GER:	Gross enrollment rates
GPI:	Gender Parity Index
MDGs:	Millennium Development Goals
MGERSS:	Ministry of General Education Republic of South Sudan
NBS:	National Bureau of Statistics
PAGE:	Promotion and Advocacy for girl's Education
SAT:	Social advocacy Team
SDGs:	Sustainable Development Goals
SPLM:	Sudan People's Liberation Movement
UCU:	Uganda Christian University
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UNFPA:	United Nations Population Fund
UNICEF:	United Nations Children's Fund

ABSTRACT

The study reviewed the cash transfer policy to establish its implication for girls' Education in Juba Payam primary school. The study was to establish the current trends of girls' enrollment, Retention, and dropout in primary schools in Juba Payam: and to determine the contribution of the cash transfer policy to girls' enrollment, Retention, and dropout in primary schools in Juba Payam; and, to assess the effectiveness of cash transfer policy on girls' enrollment, retention, and dropout in schools in Juba Payam. The research adopted a descriptive study with a quantitative approach in which, out of fifty-five respondents, a sample of 50 was selected and questionnaires administered to them. The study concludes that in selected primary schools, the conditional cash transfer has led to improvement in girls' education, based on the four indicators of girls' education enrollment, Retention, attendance, and performance of girls in schools improved courtesy of the conditional cash transfer policy. The Policy has mainly been more effective on the welfare of girls, as the results in the current study have shown that the dependent cash transfer conditions are instrumental in ensuring the effectiveness of girls' education. However, the factors that have hindered its full effectiveness include parents' education level, household income levels, and occupation of parents or guardians. Overall, there is a strong interlinkage between the implementation of conditional cash transfer policy and girls' education, implying that the dependent cash transfer policy, since its rollout in 2013, has positively improved girls' education in areas of girls' school enrollment, and Retention, attendance, and performance. The study recommends the need for policy sensitization for parents to be increased so that the parents understand the requirements and the condition of the Policy to ensure more effectiveness. Secondly, there should be consideration of expanding the policy scope and coverages to cover boys because they are also vulnerable, just like girls. The boy children are equally experiencing similar school challenges, which the ministry needs to address by extending the funds to bits in schools. That is subject to whenever there are funds availability by DFID. Thirdly, the Policy should be reviewed to cover all girls' rights from primary 1 to universities to cover the previously left out groups to benefit from the impact of conditional cash transfer on service delivery. The current Policy covers upper primary and secondary education leaving out post-secondary and tertiary learning. The recommendation is that all girls' rights from primary 1 to senior four should be covered by the Policy.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

It covers the study which was conducted to review the implication of cash transfer policy on girls' Education in primary schools in Juba Payam, South Sudan. The objectives include reviewing the current trends of girls' enrollment, retention, and dropout in primary school in Juba Payam. Determine whether the purpose of cash transfer contributes to girls' enrollment, Retention, and dropout in primary schools in Juba Payam. And improve the effectiveness of the cash transfer policy on girls' enrollment, Retention, and dropout in schools in Juba Payam. This chapter comprises the background of the study, problem statement, General and specific objectives, research questions, scope of the study, justification of the study, significance of the study and Conceptual framework.

1.1 Background of the Study

Globally, over 60 million children fail to be enrolled in primary schools in low-developed countries. Education is a fundamental right that every child should not miss out on in life and plays an important aspect in the fight against poverty (UNICEF, 2012). The years that constitute grades in primary school completion vary from Country to Country. Some go up to standard eight while others complete primary six or others end in primary seven. According to the World Bank development research group(covalent), poverty rates in low-income nations dropped to about 22 percent in 2008 from when it was 52 percent in 1981. Despite a decrease a few decades ago, poverty remains an international problem because of unequal distribution and scale (World Bank, 2012). Sub-Saharan Africa and South Asia have a population of around 1,289 million poor people, and many of these people live in rural areas with chronic poverty. Extreme poverty usually creates many economic and social problems like high maternal and child mortality, low school enrolment, malnutrition, child labor, high dropout, and high crime rates. The United Nations, together with the World leaders in the year 2000, signed a commitment to end hunger, illiteracy, poverty, and disease in what is called MDGs (Millennium Development Goals) whose target was to alleviate hunger and poverty by half between 1990 and 2015. The United Nations Universal Declaration of 1948 of Human Rights made education a right for everyone; hence policymakers have ensured that

primary education becomes a fundamental right that fosters economic growth and development and is a poverty reduction tool (United Nations, 2012). World leaders came together at the World Jomtien Conference on Education for All and rallied support to make quality education accessible to all (UNESCO, 2011). In the last two decades, low-income nations and their government launched education sector reforms and programs to address the global education target for all to ensure that those socially excluded groups like girls and the poor can reach primary education. These eventually increased enrolment in basic education (UNESCO, 2012). According to Deon Filmer (Filmer D. ., 2004), data from seventy-two developing countries shows that dropout in primary grades has weakened the goal of education for all from being achieved at the proper timeline and hence putting human capital development at risk. A study done by Peter Orazem (Orazem Peter, 2007) found that 13% of urban residents and 28% of rural residents in developing countries failed to finish five years of schooling, and completion rates for boys are higher in each grade compared to their female counterpart both in urban and rural areas. In low-developed countries, enrollment increased at a slow pace for the primary level. The net enrollment ratio increased by 7 percent from the time MDGs were launched in 1999 to 89 percent in 2009. In more recent years, progress has slowed, with an increase of just two percentage points between 2004 and 2009, diminishing the prospects for reaching the MDG target of universal primary education by 2015 (United Nations, 2012). According to a report by UNESCO, enrollment in Sub-Saharan Africa increased by 18% between 1989 to 1999 (United Nations, 2012).

While the world is far from achieving Universal Primary Education, at least between 1999 and 2009 children who are not enrolled in school dropped from 106 million to 67 million. Statistics show that two out of five children in primary school drop out before reaching the final grade. (United Nations, 2012). To achieve gender equality globally under the Millennium Development Goals (MDGs), countries must make considerable efforts to improve gender equality in education and ensure every child completes the primary cycle to achieve the universal primary education goal. Millennium Development Goal Number Three (MDG3) objective is to eliminate gender disparity in primary and secondary education by 2005 and at all levels of education no later than 2015 (UNESCO, 2011).

A report by UNICEF indicates that girls' education has been embraced worldwide. However, millions of girls still miss out on school, especially in low-income countries like Ethiopia, Niger, and Bangladesh, as well as middle-income countries like Pakistan, Nigeria, and Brazil; this put

international targets like MDGs and EFA missed out on achieving their ultimate goals (UNICEF, 2012). This also limits future employment opportunities for children who drop out before completing the primary cycle of Basic Education, and the high enrollment becomes fruitless (UNESCO, 2011).

The United Nations Sustainable Development Goals (SDGs) number 4,5, and 10 re-emphasized the importance of gender equality education. Enhancing girls' education has well-documented outcomes for girls because its benefits are felt throughout the broader spectrum of the community. Education is a basic and human right that every girl and woman should have access to given its 'positive impact on their lives and the economic benefits countries get from that educated population. This fosters economic growth and development as well as healthy lives for their families. Moreover, Malala Yousafzai, in her speech at the United Nations in 2013, said, "We call upon all governments to ensure free, compulsory education all over the world for every child; we call upon the developed nations to support the expansion of education opportunities for girls in the developing world, we cannot all succeed when half of us are held back." (Yousafzai, 2013)

In Sub-Saharan Africa, this ratio rose from 64.8 percent in 1970 to 87.3 percent in 2004 (data available up to 2004 only; AfDB Database). For Africa, Countries that have achieved gender parity in primary school enrollment include the Gambia, Mauritius, Rwanda, Malawi, Namibia, Seychelles, Uganda, and Senegal. Others that have ratios of over 90 percent and will likely attain parity by 2015 include Algeria, Botswana, Burundi, Cape Verde, Congo, Ghana, Kenya, Madagascar, Morocco, Sao Tome & Principe, South Africa, Tunisia, Tanzania, and Zambia. The completion rates continued to improve for many countries in the past. According to the Africa Development Bank of the 48 countries for which data are available for the period 2005-2008, primary completion rates of the relevant age group ranged from a low rate of 32 percent in Chad to a high rate of 120 percent in Seychelles. Overall primary school completion rates remain below 50 percent of those who should graduate in Burkina Faso, Burundi, Central African Republic, Chad, Djibouti, Cote d'Ivoire, and Niger. African Countries continue to graduate more boys even for those with the lowest completion rates for primary. Girls are married before they turn 18 years old in most of Sub-Saharan Africa, and this translates to 40 percent making Africa one of the continents where child marriage rates are highest.

Africa is among the World's continents with the highest pregnancy rates for Adolescent girls with percentages ranging between 30 to 50 percent. According to Elin Martinez. Children's rights

researcher with Human Rights Watch, Governments of African Countries should support girls in their efforts to stay in school and educate them through peers and female teachers about the dangers of early pregnancy to drop out of school. Good social and public policy in place should avert the issue of teenage pregnancy which is often because of poverty.

South Sudan a newly independent country in Africa had decades of conflict which distracted the livelihood of the people with half the population of the 8.3 million people as vulnerable and living below the poverty line. Education infrastructures have been worst affected with soldiers turning schools into barracks and making learners unable to attend classes. 92 percent of the rural population are not able to access health facilities while 24 percent of the urban population live below one dollar per person. Women and girls are the hardest hit with the majority of them unable to complete the primary eight-year cycle.

For every ten boys in primary school, you will find only seven girls in the same primary. And for every ten boys in secondary school, you will find five girls according to a UNICEF report (UNICEF, 2015). The country has a population of 500 girls who are in their final year of secondary school, with female teachers constituting 12 percent (UNICEF, 2015). The literacy rates for girls are low at 40% compared to the boys at 60% and the dropout rate for girls is 76.3 % compared to 23.7% for boys. Traditional cultural practices and ethnic and political conflicts hinder girls' access to education. With many communities voicing the need for girls' education as a priority.

The political disagreement among the SPLM party members led to a conflict in mid-December 2013 and this has eroded the education system that was trying to pick up. The shutdown of oil wells in 2012 due to conflict with the neighboring Sudan affected the progress in the education sector which was put in Place. With oil accounting for 98% of the revenue to GRSS, this made the Government put in place austerity budgets with a cutback spending in the Education sector which affected salaries for teachers.

In South Sudan, Education indicators were shallow before the outbreak of the current civil war. In the Statistical Yearbook of the Ministry of Education 2013, published by the National Bureau of Statistics and Education Management Information System (EMIS), 73% of men and 84 % of women aged 15 years and above were illiterate. Although a few indicators have improved, the conflict, which started in December 2013, has severely impacted this already fragile education system. According to the Education Cluster assessment done in November 2016 showed that 25%

of primary schools after the 2013 conflict were not functional, and 31% of primary schools had suffered from attacks since the conflict of December 2013. 10% of girls start school at the age of 6 years in South Sudan which is the required age for starting primary school, and most will not complete their education. 128,000 girls started primary school in 2016, and 2,700 were able to complete secondary school.

To improve girls' survival and welfare, state and national governments put in place affirmative action in form of financial incentives for the girls. The incentives-based strategies aim at improving the value of the girl child on the premise that economic benefits would trigger behavioral changes among parents and communities and improve the girls' welfare (UNFPA, 2010). Educating girls will help communities gain skills that will help break intergenerational poverty. With only one in ten girls completing primary, the road to success is slim. Access to education opportunities for girls in South Sudan has been weakened in far-to-reach areas, especially with insecurity, cattle rustling and where cultural attachment is enforced on them instead of being in class. This often results in earlier marriages and dropouts which have hindered the government's efforts to boost and foster girls' education. While some progress in female schooling has been observed, female students have remained underrepresented. GESS (Girls Education South Sudan) Cash Transfers policy aims to offset the difficulties girls face while in school especially financial challenges that keep them away from enrolling and remaining in class. The Policy will help in improving and increasing the retention level for girls in upper primary.

A slight improvement in female representation at the primary level has been registered, possibly due to the girl's cash transfers policy funded by the United Kingdom Department for International Development (DFID). Cash transfer aims to support girls with quality education, teaching, and capitation grants to improve retention and accelerate the completion rate among girls.

“Cash transfers are defined as the provision of assistance in the form of cash to the poor or those who face a potential risk of falling into poverty in the absence of the transfers. The main objective of these programs is to increase poor and vulnerable households' real income” (World Bank, 2011). Cash payments are given to the girls on condition that they enroll and regularly attend classes. By doing so the cash lessens the income constraint of acquiring school requirements for the girls hence reducing the financial and economic burden on their families and communities. Conditional Cash transfers are conditioned to behavior changes of the beneficiaries, like regular health center checks and school attendance. Conditional cash transfers are among the most prevalent social assistance

programs in low- and middle-income countries today. In Latin America and the Caribbean, for example, there are currently 26 CCT programs in operation, benefiting more than 135 million people (Stampini, 2012). The use of CCTs is expanding today; more than 50 countries worldwide operated CCTs, more significant than twice as many in 2008 (World Bank, 2014). The scheme is important because intergenerational poverty will be offset by human capital investments (Kabeer, 2012). The enrollment for girls improved because parents have the resources to send their daughters to school. In theory, transfers allow families to gain food security, accumulate assets, access health services, and keep or enroll children in school (Barrientos, 2006). The long-term goal is to change the lives of the beneficiaries through Education and better health to foster economic development.

The Cash Transfer Policy in South Sudan was launched in 2013 under Girls Education in South Sudan to encourage, support and motivate girls to enroll and stay in school. This will help to offset the indirect and direct challenges and constraints on education that are hindering factors to the enrolment and retention of girls. The Policy impact will be transforming the girls and their communities through the education impact of having educated girls. This Policy agenda is to accelerate the transition of girls from primary education to secondary level and eventually to tertiary institutions or University education. It was funded by DFID, whose support for education is a principal component of its overall strategy to assist the poorest. 'Education is closely linked with people's health, environmental conditions, children's well-being, and ability to acquire knowledge and realize their potential. DFID is committed to meeting various international development targets, including Universal Primary Education by 2015 and eliminating gender inequalities in primary and secondary education. The focus of DFID support will be on fundamental elements of an effective education system, access, quality, Retention, and equity.

37.1% of eligible girls enroll in primary schools and only 1.3% complete primary education to continue to the next level.

1.2 Problem statement

Globally institutions have implemented social protection interventions and actions and therefore have developed policies on conditions to enhance enrollment and retention of girls in school. Organizations such as DFID and UNICEF have been championing and implementing actions promoting girls' education worldwide.

In Africa, girl's education has been influenced by factors related to “financing, family network, quality, and relevance of curriculum and inequitable distribution of opportunities across different communities, cultural practices, parental attitudes towards girls” as reasons affecting their Education (Owano, 2011) (Waweru, (2014)). In a study done in Malawi in public schools in which a policy review was done on cash transfer, the results from girls assigned to conditional transfer shows improved learning outcomes, higher attendance rates and low dropout rates (Sarah Baird, et al, 2011). Although there is a success story of CCT as a tool for reducing inequality and promoting schooling in other African countries, there is no comprehensive literature supporting the same outcomes in South Sudan. The Ministry of General Education and Instruction in 2013, took CCT as a social policy to bridge the gender gap that existed at all levels of education through a cash transfer to ensure that the girl child completes its primary and secondary education cycle. 69% of school-age girls are enrolled in schools but the dropout rate for girls is twice as high standing at 76.3% in Juba County. Statistics also shows that 90% of girls delayed starting school in 2016, there are high numbers of girls in child labor in the street of Juba, and teenage pregnancy is rampant, so the impact of CCT is highly doubted. Hence, the researcher would like to review the implication of the cash transfer policy on girls' Education in Juba Payam to assess if the Policy has met its purpose and influences girls' education with a focus on girls' enrollment, girls' Retention, and girls' dropout in primary schools.

1.3 Objectives of the Study

To review the cash transfer policy and its implication on girls' education in primary schools in Juba Payam.

1.4 Specific Objectives

- i. To establish the current trends of girls' enrollment, retention, and dropout in primary school in Juba Payam.
- ii. To determine the contribution of the cash transfer policy to girls' enrollment, retention, and dropout in primary schools in Juba Payam.
- iii. To assess the effectiveness of the cash transfer policy on girls' enrollment, retention, and dropout in schools in Juba Payam.

1.5 Research Questions

- i. What is the current trend of girls' enrollment, retention, and dropout in primary schools in Juba Payam?
- ii. How is the cash transfer policy contribution to girls' enrollment, retention, and dropout being realized in primary schools in Juba?
- iii. How effective can the cash transfer policy be improved to effectively meet its target on girls' enrollment, retention, and dropout in primary schools in Juba Payam?

1.6 Scope of the Study

1.6.1 Geographical Scope

The study was done in Juba Payam under Juba County, which is an administrative area in Central Equatoria State and hosts the national capital of the Republic of South Sudan.

1.6.2 Content Scope

The study focused on the implication of the cash transfer policy on girl's education on enrollment, retention, and dropout. There were no documented studies on the cash transfer policy that was rolled out in 2013 in South Sudan, especially in Juba Payam. The study looked at the current trend of enrollment, retention and dropout, contribution of cash transfer policy. The study used a sample size of 60 respondents of which 10 were head teachers, 40 were class teachers and one education Officer who are part of the stakeholders in implementing the policy. 9 selected parents were used to give views of the girls since they could not be interviewed because of their age.

1.6.3 Time scope

The study considered data and events related to girls' education and cash transfer policy from 2013 to 2018. This is the period when the cash transfer policy was engaged and implemented among the selected schools in the five years of the first phase of the Policy.

1.7 Justification

The study review was to respond to the pressing need for Education in Juba Payam, where girls are disadvantaged, where 7 girls out of 10 boys are in primary school. This will help review the effectiveness of cash transfers in meeting the government's target of keeping girls in school. The study findings will help policymakers, particularly the Government, redesign the Policy to achieve its desired enrollment target and improve Retention for girls. The study will help Public Administrators pay attention to whether there is added value in the Policy in terms of relevance and implementation regarding girls' education.

1.8 Significance of the Study

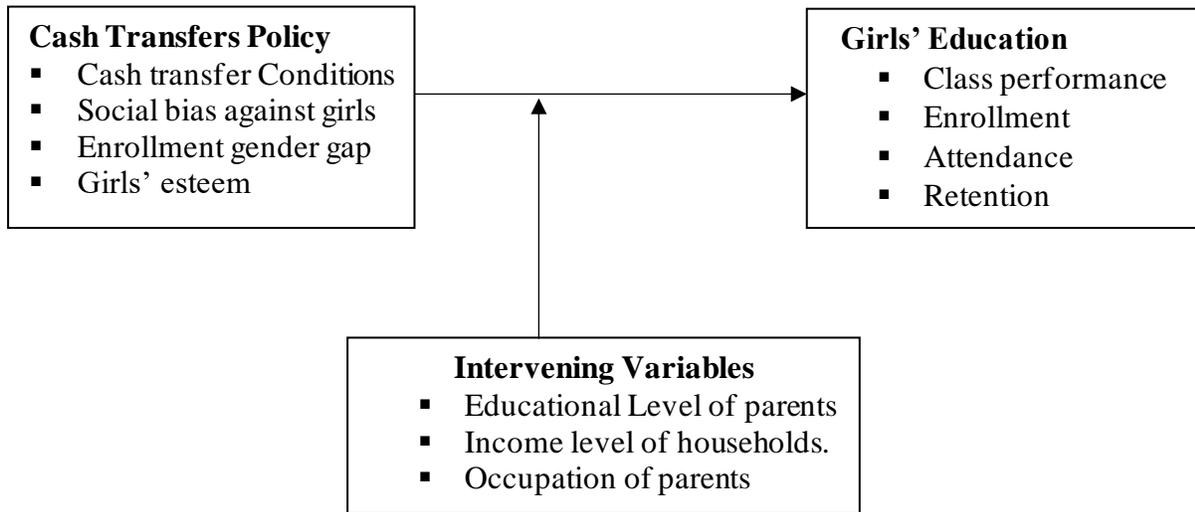
The research opts to demonstrate and add new knowledge on how to improve educational outcomes for girls in primary schools in Juba. Donors will use the information to assess the activities of international NGOs in the education sector and other organizations working to enhance education in South Sudan and increase knowledge and evidence of what works to promote girls' Education in South Sudan.

The importance of the research is to support the Government in better policy formulation to address challenges facing Girl's Education, especially enrollment, Retention, and dropout. And how to improve girls' education to achieve gender equity in education and foster economic growth and development.

The study will help to empower parents and guardians about the importance of educating the girl child to prepare her for the far-reaching benefit for society. With the common saying, “When you educate a girl you educate a nation” (Care-International, 2017).

1.9 Conceptual Framework

In this section, the operationalization of the study variables is given.



Source: Modified from (Kavulu Nicholas Munene, 2013) by the researcher.

Figure 1: showing policy review of cash transfers on girls' education in primary schools in Juba Payam.

Figure one shows the independent variable cash transfer policy focusing on the conditions for cash transfer, social bias against girls, enrolment gender gap, and girls' esteem, all enshrined in the cash transfer policy. The dependent variable is Girls' Education which is measured based on, class performance, enrollment, attendance, and Retention. The intervening variables are income levels of households, educational levels of parents, and occupation of parents. The intervening variables affect the dependent variable both positively and negatively that is parents with a high level of education tend to ensure that their girls go to school and remain there until they finish so are the parents with high levels of income and parents in better Occupation because they tend to have a positive influence on their girls compare to parents with low levels of education, income, and poor occupations.

The conceptual framework was modified from Kavulu Nicholas Munene,2013 conceptual framework of school-based factors influencing girls' retention in secondary school.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter covers the review of literature related to this study. Marshall & Rossman (2006) state that a literature review is a thorough and logical discussion of related literature that builds an analytical framework for the research and is located within a tradition of inquiry and context of related studies. The literature review covers related studies on cash transfer policy and girls' education, focusing on enrollment, Retention, and dropout.

2.1 The Unconscious Bias Theory

This study considered the Unconscious Bias Theory to explain the existence of challenges and discrimination among girls as they pursue their education journey. The unconscious theory was coined by psychologists Mahzarin Banaji and Anthony Greenwald in 1995 where they pinned down how our attitudes and stereotypes can negatively impact our understanding, actions and decision making. According to (American Women Association of University, 2016) cited in (Madsen S. , June 2018), unconscious gender bias occurs when a person consciously rejects gender “stereotypes but still unconsciously makes evaluations based on stereotypes”. (Ely, 2011) describes it as “the powerful yet often invisible barriers to girls and women's advancement that arise from cultural beliefs about gender, education, as well as workplace structures, patterns, and practices, that unintentionally favor men”. The unconscious bias theory stipulates the natural human process of categorizing like objects together, and related cognitive biases can result in and perpetuate individuals' implicit reliance on stereotypes (Lee, 2005). (Krieger, 2000), these stereotypes then operate independently of individual intent.

(Lee, 2005) Defines stereotypes as person prototypes that function as implicit expectancies that influence how incoming information is interpreted and remembered; in other words, stereotypes cause discrimination by controlling how individuals process and recall information about other people. Once people have developed stereotypic expectancies, they "remember" stereotype-consistent behavior that did not occur; moreover, stereotype-inconsistent behavior that did happen is stored more diffusely and is thus less readily retrievable by the decision-maker. The writer adds that the situation applies to women and girls in most societies globally and adds that once women

who have experienced such stereotypes, especially when working in male-dominated organizations or girls who attend boy-dominated classes, will learn that their views do not carry the same considerations as those of male counterparts. According to (Ross, 2014) even people who view themselves as progressive on gender issues and dynamics, including women, have hidden gender-based biases.

In South Sudan, stereotypes and biases against girls are unconsciously dominant in education and general decision-making processes. Girls grow up looking towards marriage rather than achieving education and careers, and communities are unconsciously biased that boys' or men's roles differ significantly from those of girls. This has caused low levels of girl enrollment and high rates of dropouts in primary and secondary schools. According to (UNICEF, 2017) report, during marriage functions, additional dowry is considered for girls' education attainment before marriage a reason most educated girls find it hard to marry since they are expensive.

Further, according to Plan International, in 2017, 76% of girls were forced to remain at home during food crisis to help search for food for their families and do house chores, unlike boys. The culture and communities in Africa, particularly South Sudan, have unconsciously been biased against girls and most cases, see low value in educating girls, and the focus is only on keeping them in school at least for such a period until they are ready for marriage. Further, (UNFPA, 2017) indicates that girls who are empowered through education can make informed decision that affects their health and can delay marriage since they will be engaged in school and hence complete their education and improve the economy of their communities. Moreover, (UNICEF, 2017) indicates of the 22 Countries in conflict zones, South Sudan has 72% of children out of school, behind Niger at 68%. Hence the conditional cash transfer policy for girls was initiated to increase girls' enrolment in schools to reverse the worrying trends associated with the unconscious biases that have kept girls out of school.

The theory explains the existence of stereotypes and biases against girls based on cultural, community, and structural grounds. Such tendencies led to girls with low education levels failing to attend school and achieve their potential. To minimize biases, the conditional cash transfer policy was intended to encourage them to continue in education, given the prejudices and discrimination girls face in society. However, the theory has limitations in that, it makes the girls feel more vulnerable and targeted and can lead to isolation and thus not enrolling in school and dropping out for many mature girls.

2.2 Cash Transfer Policy

2.2.1 Overview of the policy

The conditional Cash transfer policy is a policy providing cash assistance to girls to remain in school.

Cash transfers are a poverty alleviation strategy designed to provide cash assistance on conditions that families should fulfill behavioral change, child health care visit, or stipend to cover the cost related to girls' education in terms of enrollment and Retention and prevent them from dropping out of school or early marriage (United Nation Girls Education, 2014).

The conditional cash transfer policy aims to allocate a specific amount of money to households to support and invest in their children's welfare, especially in health and education. Education conditions usually include enrollment, attendance of school days, and performance of the student (Owano, 2011) and (Waweru, (2014)). Most CCTs are directly wired to the students when they are old enough to handle things for themselves or are given to their mothers or guardians who oversee the usage of the money. Most developing countries are engaging in the use of Conditional cash transfer policies at a tremendous rate, and especially Latin American Countries have largely embraced the CCTs policy. There are also large-scale Conditional cash transfers in South Sudan, which were initiated to support girls' education, and it has been implemented in other countries globally; examples include Bangladesh, Indonesia, Turkey, Cambodia, Malawi, Morocco, and South Africa (Sarah Baird, et al, 2009).

CCTs have been used by donors and governments of low-income countries as a remedy to address the inequality that exists in different communities and to achieve the goals of the MDGs which among others include poverty reduction among families.

Economic growth is seen as the primary driver of poverty reduction in most countries, the market cannot do it alone; public Policy plays a significant role in providing the institutional foundation within which markets operate in delivering public goods.

Direct cash transfers have opportunity costs and may have some perverse incentive effects on recipients. Still, a growing body of evidence suggests that transfer may be both equitable and efficient in some cases.

The cash transfer Policy in South Sudan was launched in 2013 under Girls Education in South Sudan to offset the difficulties girls were facing in schools, especially financially, to enable them to buy school uniforms, books, and shoes that prevent them from enrolling and attending classes. The impact of the Policy will be to correct unconscious biases against girls and model and change the population of children of South Sudan who have suffered a lack of education throughout the decades of war in this Country. This Policy is expected to foster the acceleration of girls' enrolment, performance, Retention, completion, and improved learning outcomes at primary and secondary levels of Education in South Sudan (MGERSS, 2013)

It is hoped that increased support for government systems can result in greater government service delivery mechanisms and utilization.

Funded by DFID, whose core objective is education support for the poorest people to acquire knowledge, and improve their living conditions, health as well as well-being of their children.

2.2.2 Challenges the Education Sector faces in South Sudan

Before the agreement was signed (CPA) in 2005, girls school attendance declined by about 11% (UNICEF, 2001). A convention on education was launched with support from UNICEF and other education partners to revise the education policy of South Sudan. Workshops and trainings were held to develop strategies and programs for girls' education. These consultative meetings eventually led to the creation of the Department of girl's Education which later turned into a Directorate to accelerate Girl's Education (UNICEF, 2001).

However, girls' education still needs a lot of support because of the 1.4 million children who are in school; the majority of the children are not enrolled in school or out of school. Girl's Education advocacy groups like Promotion and Advocacy for Girls' Education (PAGE), Girl's Education Movement (GEM), and Social Advocacy Team (SAT) are campaign programs, initiatives, and strategies by the Ministry of Education and Education partners to promote girls' Education (UNICEF, 2001).

Countries affected by war and conflicts pose many challenges in achieving Universal Primary Education, especially regarding quality, access, and completion. To address these issues better, education sector strategies and policies must be implemented to foster an increase in enrollment and reduce the dropout rate among countries affected by wars (Collier, 2000).

An evaluation by UNICEF in 2011, put the South Sudan Population of those that cannot read and write at 80% with the highest number being the girl child. With fewer children in schools, South Sudan has the highest out-of-school children compared to other nations; as indicated by UNICEF, out of four children going to school, only one is a girl child (EMIS, 2011).

2.2.3 Significance of Girls Education

“Girls' education is widely acknowledged as the single factor for progress and economic growth” (Bo Goransson, the Swedish Ambassador, standard, November 2004).

According to UNESCO, schools are a safe place for girls where they learn a lot of skills that can change their lives, it also provides them a safe area to discuss issues that affect their puberty, menstrual hygiene, and gender-based violence that they encounter in their homes. Girls who are educated boost productivity and development growth of the economy of their country, this is because productivity will increase, and they will also increase income for their families. Education helps girls to make informed decisions and delay early marriage; hence child mortality will drop, saving one million lives annually. At the same time, maternity deaths will also be reduced by two-thirds (UNESCO, 2011).

The World Bank 2017 set goals to improve girls' education by training female teachers to give confidence to the girls, providing scholarships to the girls, ensuring that gender issues are discussed in classrooms, and addressing violence against women and girls (World Bank, 2017). UN General Assembly in 2014 adopted a statement by Heather B. Hamilton, "Girls, not brides," to ban child marriages, reduce inequality between the genders and ensure quality schooling as a key to girls' empowerment, poverty reduction, and improved health.

2.3 The current Trends of girls 'enrollment, retention, and dropout in primary schools in South Sudan

10% of girls in South Sudan will start primary at the age of 6 years, of which the majority of them do not finish their cycle of education. In 2016, 128,000 girls started primary school, but only 2,700 completed secondary school (Duku, 2013).

(EMIS, 2010), data indicates enrolment increased to 1.4 million in primary schools and 34,487 in secondary schools, with 37.2% of girls enrolling in primary schools and 27.4% of girls enrolling in secondary schools. It is an indication of the gender gap that needs to be bridged to ensure equity education. Transition to secondary school is low at 19%, with a high dropout at 26%, and repeaters rates at 8.1% (EMIS, 2010).

The dropout rate contributes to high illiteracy, especially among youth and children, thus making their future uncertain. The illiteracy rate of the population of South Sudan is rated as highest in the World, with 92% for females and 80% for males (World Bank, 2012). By 2012, only 48% of primary school children aged 6-13 were in school. Education Management and Information System data indicate that completion rates for boys and girls are low at 14%, yet enrolment is high in lower grades. The low completion rate is attributed to classroom overcrowding, poor curriculum and quality teaching, and lack of hygiene and sanitation facilities for grown-up girls; herding and agricultural activities contribute to their dropout. Of the 37.1% of girls enrolled in primary schools, only 1.3% complete primary school education and continue to the secondary level (EMIS, 2012). Cultural barriers, harmful practices, and negative attitudes toward girls' education are hindrance factors that lead to high dropout rates among girls and young women (UNESCO, 2018).

The December 2013 conflict made South Sudan's education system which is already volatile deteriorate further. With nearly 1.8 million children out of school, the educational outcomes are very poor where adolescents and youth are mainly involved in inter-communal fighting and other natural disasters like floods affecting learning for the children. South Sudan Education sector analysis (UNESCO, 2017) found that school coverage rates in South Sudan are still below the regional Gross enrollment rate (GER) with 10% at pre-primary and 57% at the primary level. The current trend in female enrollment is particularly problematic, with the Gender Parity Index (GPI) going from 0.75 at the primary to 0.57 at the secondary level. According to the 2017 Education Cluster Assessment, 26% of the functional schools have been affected by attacks on education during the year with the most reported incidences being theft and looting by armed forces.

South Sudan has a very low percentage of girls enrolled in primary and secondary schools compared to other Sub-Saharan African Countries (UNESCO, 2018). Girls are grossly underrepresented in South Sudan's education system, in 2015 irrespective of age, 71 girls were enrolled in primary school for every 100 boys (GER, gender parity index of 0.71), representing only a marginal increase from 0.66 GPI in 2011. For every 100 boys completing primary school in 2015, only 63 girls completed the cycle (UNESCO, 2018). Social and cultural influences keep the girls away from transitioning from primary to secondary level, especially with the onset of adolescence. South Sudan is ranked among the top twenty countries in the world with the highest prevalence rates for child marriage, and according to the (National Bureau of Statistics, 2010) survey, 45% of women ages 20-49 were married before they were 18 years old and 7% of women ages 15-49, were married before turning 15 years old. Of women ages 20-24, over half (52%) were married before they were 18 years old. Of the women, 20% with at least a secondary education were married, compared to 59% of those with no education (National Bureau of Statistics, 2010). Worldwide, girls who have at least completed Secondary school are more confident and able to make informed decisions about marriage and they can have better health and are economically empowered (UNFPA, 2017).

In Malawi, the CCT programs enhanced school outcomes more effectively. Enrollment for girls improved effectively for the girls enrolled at baseline for 0.54% for six terms throughout the program compared to those registered 4.8 times. (Government of Malawi, 2010).

Cash transfers can increase school attendance for boys and girls with no significant difference marked by sex. However, excellent school attendance does not always translate into improved learning outcomes for both sexes. Fifteen studies by Sarah Baird show the disaggregated effect of cash transfers on school attendance for girls and boys. At the same time, 12 studies recorded an improvement in both primary and secondary-level attendance for girls and boys. The evidence shows learning outcomes are not high (Sarah Baird, et al, 2009).

While educating boys and girls is essential, the Forum for African Women Educationalists (Educationist, 2010) pointed out several factors that favor girl child education. This is because the right to education is a fundamental human right every child is entitled to and is a change agent in promoting gender equity. Girls' education has a better return because once they are educated, they can take good care of their families, send their children to school and provide better health care for their families too.

Several economic and sociological theories reveal that education increases females' participation in the labor market. Education changes their attitudes toward their role in the household and the workplace; it gives them openings for a broader option in economic activities. The skills they obtain through education gives them the ability and potential to participate in various developmental activities and related vocational program.

Although it is agreed that educating females brings more benefits to society than educating males, more males especially in less industrialized economies of Africa, continue to go to school and work their way up (Yambo, 2012); The short duration in which the beneficiary is supposed to be in the program cannot resolve and achieve the purpose of the scheme. Given the minimum objectives of addressing short-term poverty and enhancing human capability in the long run, the program is grossly inadequate to meet this challenge.

2.4 The purpose of cash transfer contribution on girls' enrollment, retention, and dropout

Girls' education has become a concern the world should focus on in the fight against poverty. As world leaders have put it, Ellen Johnson Sirleaf Liberian Former President was once quoted as, "Investing in girls' education is not only morally imperative but also a smart investment" (OCHA, 2022). Ngozi Okonjo, former Minister of Finance from Nigeria, once said, "Educating a girl does far more than place a child behind a desk. It is the surest pathway to reducing infant mortality, mitigating high birth rates, slowing migratory pressure, and unlocking economic potential" (Albashir, 2022). This aligns with the World Bank's priority to improve child health, have fewer abortions, and lower child and maternal mortality rates (World Bank, 2011). Investing in girls' education is a life-saving that can foster economic growth, improve the country's GDP, reduce poverty, and improve participation in the labor market. However, despite these benefits, more girls around the globe are still out of school due to social-cultural and economic challenges (World Bank, 2011).

Households are given money on compliance that their girls are in school to have the long-term benefit of breaking the poverty cycle and improving human capital investment through education. Conditional cash transfers to girls lead to an improvement in attendance, performance as well and retention which has a long-term benefit and investment in the income of households to offset associated schooling costs (Catherine Arnold, 2011). Beneficiaries of conditional cash transfer households led to the retention of girls by reducing schooling costs like scholastic material.

Pakistan 2008, the Punjab Education Sector Reform program increased enrollment rates for girls from 45 percent to 62 percent from 2001-2007. World Bank assessment report in Bangladesh shows that due to the implementation of FSSAP, pass rates in secondary school certificates for girls increased from 39% in 2001 to 63% in 2008 (Sarah Baird, et al, 2009). Bangladesh Female Secondary School Assistance Program (FSSAP) provided girls with a monthly stipend on three conditions for the girls to remain under the program; the girls must attend 75% of classes, score 45% on their tests and stay unmarried. This program increased the women's labor force from 3.6% to 10.6% in Bangladesh. This is because the girls could extend their education which had a positive effect economically on their lives and that of their families. Bangladesh has been known for child marriage globally, the School Assistance Program positively led to a decrease in child marriage from 1.4 years to 2.3. Boys also slowed marriage because they remained in school (Sarah Biard. & Ferreira, 2012).

The initiative in Bangladesh is just one of many impactful CCTs implemented worldwide to benefit the entire global economy and improve the community's welfare.

Cash Transfer in Malawi led to an increase in enrollment in the age group of children aged 6-17 by 5 percent and among orphaned families by 4.2 percent (Government of Malawi, 2010).

In Brazil, Children of households enrolled under the Bolsa Familia Program are 20 percent unlikely to show absenteeism from school in a month compared to their counterparts that are not part of the program. They are 63 percent less likely to drop out of school and 24 percent more likely to advance an additional year (Sarah Baird, et al, 2013).

The study in Brazil also showed that cognitive development has improved among girls. Of the four studies that showed sex-specific impacts, three reported significant positive effects for girls and one for boys. However, only two studies said it has implications for both girls and boys, making it difficult to determine any differences in impact by sex (Barrera, 2011).

2.5 Effectiveness of Cash Transfer Policy on Girl's enrollment, retention, and Dropout

According to a study by (Jacky, 2011), girls face many difficulties when they enroll in institutions of learning and most times when these issues are not addressed at the right time can often lead to frustrations and discourage girls from continuing with their studies thus often leading to dropouts. Because of these unique financial needs of girls, a broader action needs to be put in place to keep them in school, and eventually, most parents find it hard to address, thus leading to a low transition

rate. (Adan, 2010) indicated that parents' and the Government's poor attention to financing the educational needs of girls has made many girls continue to drop out of school to look for jobs that may affect them negatively, leading to low transition rates among them, especially in the coastal region of Zanzibar.

A community-based organization in Ghana ensures that education is at the center of their main action work with the involvement of grassroots leaders in the community since people listen more to their leaders. (Kufuor, 2008). The strategies put in place should involve all stakeholders from donors to local and National governments through enhanced funding to promote education for girls. This success story has seen improved transition rates of both boys and girls at all levels of education in the country. He suggests that community initiatives being done at the grassroots levels should be tailored to emphasize the need for mobilization of funds to finance the educational needs of the young, irrespective of gender differences, to make such interventions sustainable for the well-being of all community members. A report by UNICEF indicates that due to a lack of sufficient funds, most schools in Sub-Saharan Africa still face difficulties in the attainment of gender parity in Education (UNICEF, 2011).

Due to poverty in other families, the girl child tends to be left behind and not enrolled in school when funds are limited thus giving the boys an upper hand over their sisters (Sika.N, 2011). The girls are thus forced to engage in household chores and income-generating activities while the boys study hence eventually leading to drop out of school.

As stated in the report by (Lincove, 2006), families often evaluate the cost-benefit of educating their daughters against their sons. This is because of the returns that families get from educating boys like taking care of their parents and bringing home their income. Most times the girls are assigned low priority for studies because in the end, their families will not benefit much from their education and income since they will have a family of their own who will be beneficiaries of their education.

A World Bank study in Malawi indicates conditional cash transfer policy increased primary school enrollment for girls. Bangladesh's study shows that the Female Secondary School Assistance Program substantially increased girls' registration (Khandker, Mark, & Nobuhiko, 2003). Chaudhury and Parajuli, in 2006 in their study in Pakistan found that the female school stipend program increased enrollment from 11 percent to 32 percent from the time it was launched in 2003. (Chaudhury & Parajuli, 2006). Another study in Cambodia under the Japan Fund for Poverty

Reduction Scholarship, found enrollment and attendance for girls to have increased from 30 percent to 43 percent among scholarship recipients (Filmer, Deon, & Schady, 2006.).

A study by Nanda, Datta, and Das in 2014 in India shows that girls who were beneficiaries of conditional cash transfers attained higher levels of schooling and were more likely to remain in school than the non-beneficiaries. While throughout, sound policies and multisectoral approaches can make better and more effective changes in girls' education decisions than a single intervention coupled with attitudinal changes by parents (Nanda, Datta, & Das, 2014).

A global study by UNICEF on conditionality in cash transfers indicates that rigorous impact evaluations show a positive link between conditional and unconditional transfers on different outcomes: including enrollment, attendance, and completion as well as reduction in child morbidity, productive life, and esteem. Conditional and unconditional transfers can impact equivalent results despite differences in design, context, and implementation (DFID, 2011).

Conclusions

Most of the available literature shows a link between cash transfers and girls' education obtained from other countries and not from South Sudan. Yet South Sudan has a cash transfer policy that started in 2013 that needs to be reviewed and its application, particularly in primary schools. Most of these interventions are geared towards girls' education and bridging the gender parity gap, but not much is known of their effect (UNFPA, 2010). The study, therefore, intended to academically review the Implication cash transfer policy on girls' enrollment, retention, and drop in primary schools in Juba Payam.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This deploys the research method used during the study. This includes the research design, Study Population, Sampling size and techniques, methods of data collection, data handling and analysis, reliability, validity, ethical considerations, limitations, and solution.

3.1 Research Design

The research adopted a descriptive study with both qualitative and quantitative approaches. Explanatory research design was used to help understand the phenomena in detail since the available information on the said topic is mostly from other Countries. A qualitative approach was used considering an in-depth theoretical description of the variables. Quantitatively, the research employed structured closed and open-ended questionnaires. This has given an insight into the topic of study since the respondents were given a chance to agree with the statement and, at the same time give their view on the study's objectives. This design is preferred because it facilitated data collection from a representative sample of the target population which involved in-depth discussions with the respondents. The qualitative approach was used to generate empirical data that may not be obtained by the quantitative method. (Oso W, 2011)

3.2 Population of the study

Target Population refers to the population of the subject from where a study sample was drawn and upon which the study results were generalized.

A total of 65 comprising 10 Headteachers, 45 Classroom teachers from P5 to P 8, 9 selected parents, and one education Officer were the population of the study. Purposive sampling was used for the study. The researcher purposively targets Head Teachers and Class teachers for P5 to P8 because girls in these classes were the beneficiaries of the cash transfer project and are presumed to have valuable information on the current enrollment, retention, and dropout levels.

3.3 Sample size and Sampling techniques

3.3.1 Sample size

(Ochieng.G., 2010) defines sample size as a representative portion or section of the entire population. It is a section of people (target population) participating in the research process. (Kothari, 2002) Defines a sample as a fraction or smaller group selected to represent a population for a study. A sample size of 60 was chosen among the head teachers, class teachers, selected parents, and education officers; several individuals were obtained from the accessible population and contained subjects, respondents, or interviewees (Mugenda, 2003). A sample size of 10 head teachers and 40 class teachers was determined using Morgan’s table for a quantitative analysis sample size of 10, 1 County Education Officer, and nine selected parents were used for qualitative research.

Table 1 Population, Sample and Sampling Techniques

Category	Population (N)	Sample Size (S)	Sampling Techniques
Headteachers	10	10	Purposive sampling.
Class teachers P5 to P8	45	40	Simple random sampling
Total	55	50	

3.3.2 Sampling technique

(Ochieng.G., 2010), defines sampling technique as the accurate means of selecting a representative proportion of the subject from a more significant population. Simple random sampling was used for determining class teachers, where each had an equal chance to be chosen. This method was used to select class teachers at the schools where the conditional cash transfer program is being implemented. On the other hand, purposive sampling was used in selecting Headteachers and Education Officers. The researcher employed her knowledge and experience to choose the

samples; by using the purposive sample method because the knowledge exhibited by the sample selected was crucial for the study. Only the said categories of people whom she thought would provide the required data based on their positions were contacted.

3.4 Research Methods

3.4.1 Surveys

A survey method in which a self-administered questionnaire was used to collect primary data. A survey was done on head and class teachers to collect quantitative data, which was analyzed quantitatively. Fifty questionnaires were issued to the 50 respondents (10 head teachers and 40 class teachers).

3.4.2 Interviews

Face-to-face interviews were conducted with the Education officer and parents (10 respondents) because they were the key informants. The qualitative data were collected through interviews to enrich and supplement the quantitative data. This was to allow a free flow of information from the respondents since it was an interactive session.

3.5 Data Collection Instruments

3.5.1 Questionnaire

Data collection was done using a closed-ended questionnaire. Closed-ended questionnaires were deemed appropriate because it offered the head teachers and class teachers the appropriate option to answer the questions from the provided answers (Amin, 2005). The questionnaires were chosen because they reduced bias as responses were controlled, facilitating quantitative analysis. The questionnaires were designed according to the theme and objectives of the research based on the 5-point Likert Scale format for four sections in the questionnaires.

3.5.2 Interview Guide

Was a guide for qualitative data collection during interviews with education officers and parents, the key informants. The interview guide was the most appropriate instrument to use because these categories of respondents were considered to possess vital information that could not be gathered or achieved using questionnaires (Sekaran, 2003). Further, the interview guide allows the free flow of interviewees' data without restriction.

3.6 Data Processing and Analysis

3.6.1 Data Processing

After collecting data, the researcher coded variables according to each category of respondents. The data were edited and coded before the detailed analysis with the help of a computer. The data were recorded, transcribed, and edited daily.

3.6.2 Data Analysis

The Quantitative data collected under the survey method and using the questionnaire was organized, coded, and entered into the computer with the help of IBM SPSS 20. The same was done for open-ended questions after being grouped and given codes according to how related they were. Using the same software, it was analyzed, and frequency tables, relevant cross-tabulations, correlations, and charts were drawn for clear presentation. With both the quantitative and qualitative data, general and critical insights were discovered that helped to draw conclusions and recommendations.

Qualitative data was analyzed to explain and interpret the qualitative patterns in the study where descriptions were used in the final report. After collecting qualitative data via interviews, document reviews, or open-ended questions. After the completion of the interviews, the organization of data and putting the records together was the first stage of analysis. This is followed by systematically analyzing the transcripts, grouping comments on similar themes, and attempting to interpret them and draw conclusions.

3.7 Reliability and Validity of the Research

3.7.1 Reliability

To ensure reliability, the words used in the instruments for data collection were simple to help the participants respond to them effectively. Reliability was ensured at every step of the research whereby pretesting and discussion were done, interview guide was clearly developed to ensure credible and interactive discussion for systematic analysis and proper interpretation. This was achieved by asking factual questions that did not require an opinion. The consistency of the response ascertained reliability.

3.7.2 Validity

Validity was ensured when the research supervisor read the instructions before being administered to the respondents. The comments from the supervisor helped with the word usage and structure of the questions for the instruments. The study involved pre-testing the research instruments over time, ensuring data and consistency of the results. The researcher conducted the interviews by herself to ensure correct results. The pre-test method was used to provide accurate responses. This was carried out before the data collection was done. Instrument validity was ascertained by discussing the questionnaire with the supervisor. The truth of the interview was further confirmed by checking the accuracy and completeness of the responses.

3.8 Ethical Consideration

To address the ethical issues, respondents were asked to fill out and sign a consent form before interviews were done and questionnaires were administered. Data were collected using reliable and valid tools and coded, and data collection tools were destroyed after data analysis to avoid information misuse. The researcher collected data from head teachers and class teachers at selected schools and parents/guardians of girls but not the girls themselves because there is a restriction on the engaging of minors in professional research. The views of the girls were given by their parents. All inside citations and references of different authors were acknowledged. Confidentiality and privacy of the respondents were adhered to. The researcher ensured she acted professionally when presenting herself to the respondents. The language used was neutral and unbiased so that the

expectations and attitudes of the respondents were not affected. Simple and clear wordings were used to avoid misinterpretation and discriminative language was always avoided.

3.9 Anticipated Limitations to the Study

The following were the limitations the study encountered by the researcher:

- i)** Attrition: some respondents were anticipated to fill in the questionnaires without really reading or understanding the question but just to complete it fast. The researcher tried to avoid distributing questionnaires or holding interviews during rush hour and try to capture the interest of the respondents.
- ii)** Sensitivity of information; some respondents felt that the information required was sensitive and likely to affect their working environment if revealed. The researcher however tried to convince respondents that the information exchanged was for academic purposes only
- iii)** Unwillingness to fill out the questionnaires; some respondents were unwilling to share information about the service system. The researcher endeavored to emphasize that it was purely academic research and that confidentiality was to be upheld.

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF DATA

4.0 Introduction

This chapter presents the data collected. It covers data on biodata, descriptive analysis of the variables, and regression and correlation analysis.

4.1 Respondents' Bio Data

The response rate was 95% involving 50 respondents who were given questionnaires; 45 questionnaires were returned, while five questionnaires were not returned. Five respondents were interviewed. The analysis is majorly quantitative based on the questionnaire, and only interview responses were considered for specific questions based on the relevancy of the content.

4.1.1 Gender of the Respondents

Respondents were given questionnaires as shown by the table below.

Table 4.1: Gender by Respondent Distribution

	Frequency	Percent	Valid Percent	Cumulative percent
Male	32	71.1	71.1	71.1
Valid Female	13	28.9	28.9	100.0
Total	45	100.0	100.0	

Source: Primary data

Table 4.1 shows that 71.1% of the respondents were males, whereas 28.9% were females.

This implies most of the participants were males (71.1%), and the minority (28.9%) were females, as represented by the analysis of results.

4.1.2 Age Group of the Respondents

Table 4.2: Age of the respondents who were given questionnaires

Age				
	Frequency	Percent	Valid Percent	Cumulative Percent
20-25 years	2	4.4	4.4	4.4
26-35 years	16	35.6	35.6	40.0
Valid 36-45 years	13	28.9	28.9	68.9
above 45 years	14	31.1	31.1	100.0
Total	45	100.0	100.0	

Primary data

Table 4.2 represents 35.6% of respondents aged 26-35 years old. This is followed by 31.1% in the age group above 45 years, 28.9% were in the age class of 36-45 years old, and only 4.4% v were less than 25 years of age.

4.1.2b Gender by age group of the respondent

Gender * Age

		Age				Total
		20-25 years	26-35 years	36-45 years	above 45 years	
Gender Male	Count	1	13	8	9	31
	% Within Gender	3.2%	41.9%	25.8%	29.0%	100.0%
	% Within age	100.0%	86.7%	61.5%	64.3%	72.1%
	% Of Total	2.3%	30.2%	18.6%	20.9%	72.1%
Female	Count	0	2	5	5	12
	% Within Gender	.0%	16.7%	41.7%	41.7%	100.0%
	% Within Age	.0%	13.3%	38.5%	35.7%	27.9%
	% Of Total	.0%	4.7%	11.6%	11.6%	27.9%
Total	Count	1	15	13	14	43
	% Within Gender	2.3%	34.9%	30.2%	32.6%	100.0%
	% Within Age	100.0%	100.0%	100.0%	100.0%	100.0%
	% Of Total	2.3%	34.9%	30.2%	32.6%	100.0%

From the table of results above, 41.7% of the female respondents were between 36-45 years and above 45 years, while 16.7% were between 26 – 35 years. This implies most of the female respondents were between the age groups of 36-45 years and above 45 years.

41.9% males who responded were aged between 26-35 years followed by above 45 years (29%), 36-45 years (25.8%), and 20-25 years (3.2%), respectively. This implies male respondents aged 26-35 years were the majority.

4.13 Marital Status

Respondents were requested to indicate their marital status, and the following table summarizes the results.

Table 4.3: Marital Status

	Frequency	Percent	Valid Percent	Cumulative percent
Valid Single	11	24.4	24.4	24.4
Married	33	73.3	73.3	97.8
Divorced	1	2.2	2.2	100.0
Total	45	100.0	100.0	

From the above table, we see 73.3% of respondents were married while the singles were 24.4% and the divorced were only 2.2%.

4.1.3b Marital Status by Gender

Gender * Marital Status

		Marital Status			Total
		Single	Married	Divorced	
Gender Male	Count	9	23	0	32
	% Within Gender	28.1%	71.9%	.0%	100.0%
	% Within Marital status	90.0%	69.7%	.0%	72.7%
	% Of Total	20.5%	52.3%	.0%	72.7%
Female	Count	1	10	1	12
	% Within Gender	8.3%	83.3%	8.3%	100.0%
	% Within Marital status	10.0%	30.3%	100.0%	27.3%
	% Of Total	2.3%	22.7%	2.3%	27.3%
Total	Count	10	33	1	44
	% Within Gender	22.7%	75.0%	2.3%	100.0%
	% Within Marital status	100.0%	100.0%	100.0%	100.0%
	% Of Total	22.7%	75.0%	2.3%	100.0%

The result from the table above indicates, (83.3%) of the female respondents were married, and males (71.9%) were married; hence females have a higher representation of marriage compared to males.

4.1.4 Education level of respondents

The following table summarizes the results of the respondent's education levels.

Table 4.4: shows the Education level of the Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Certificate	2	4.4	4.5	4.5
Diploma	10	33.3	34.1	38.6
Bachelors	19	42.2	43.2	81.8
Masters	8	17.8	18.2	100.0
Total	44	97.8	100.0	
Missing (system)	1	2.2		
	45	100.0		

Source: Primary data

Table 4.3 above shows that all respondents had an educational background. Most of the respondents had bachelor's represented by 42.2%, followed by diplomas at 33.3%, Masters at 17.8%, and Certificate at 4.4% respectively

4.1.5 Period of service in teaching

Years of service in the education sector provided by the respondents, particularly teaching in the current school. The following table summarizes the results.

Table 4.5 Period of service

	Frequency	percent	Valid percent	Cumulative percent
0-1 year	2	4.4	4.7	4.7
2-5 years	19	42.2	44.2	48.8
Valid 6-10 years	3	6.7	7.0	55.8
Above 10 years	19	42.2	44.2	100.0
Total	43	95.6	100.0	
Missing System	2	4.4		
Total	45	100.0		

Source: Primary data

Table 4.5 shows the majority of the respondents have 2-5 years and above 10 years of service represented by 44.2%. This is followed by 7% of those who have been in the current school for 6-10 years and only 4.7% for 0-1 year in the current school of teaching respectively.

4.2 Enrollment, retention, attendance, and performance of girls in schools

Respondents were required to give their views on the extent to which they agree to the cash transfer policy, which has improved girls' education in enrollment, retention, and performance. The descriptive statistics are as follows based on means and standard deviation.

Table 4.6: Girls' enrollment, performance, attendance, and retention

	SD	D	NS	A	SA	Mean	Std. Deviation
Enrollment							
The enrollment of girls in schools has improved since the introduction of the conditional cash transfer in 2013	4	2	0	16	23	4.1556	1.22392
Girls now go to school at the right age. That is, they do not delay	4	9	6	14	9	3.3571	1.30331
Most of the girl's cash is used to cover the girls' academic expenses	2	13	5	16	6	3.2619	1.19060
Parents are more concerned about girl's education than before	1	3	33	22	13	4.0238	.94966
Class Performance							
The girls' class performance has improved since the introduction of the conditional cash transfer in 2013	2	4	4	22	11	3.8372	1.06749
Girls' performance has improved, and they are competing with boys	3	3	0	18	18	4.2143	.87054
Girls are now able to participate in class discussion	2	3	0	21	16	4.0952	1.05483
Girls are learning their rights to education	1	1	2	25	13	4.1429	.81365
Attendance							

The girls' class attendance has improved since the introduction of the conditional cash transfer in 2013	3	2	0	15	24	4.295 5	1.06922
The levels of girls' absenteeism have reduced significantly since 2013 when conditional cash transfers were introduced	2	2	4	25	3	3.881 0	.96783
Parents have reduced their tendency of stopping girls to go to school since 2013 when the conditional cash transfers were introduced	2	4	5	21	11	3.814 0	1.07473
Retention							
Most girls can reach upper primary classes (P.5 to P.8) without repeating classes	4	4	0	21	14	4.046 5	.89850
The conditional cash transfer policy has made girls stay in school to continue getting assistance	1	2	3	25	11	4.023 8	.86920
The level of dropouts has been recently lower than before the conditional cash transfers were introduced in 2013	2	2	3	28	10	3.933 3	.93905

Source: Primary data computed by IBM SPSS 20.0

4.2.1 Girl's school enrollment

Table 4.6 above indicates enrollment of girls in schools has improved since the introduction of the conditional cash transfer in 2013, with a high mean rating of 4.1556 and a standard deviation of 1.22392. This implies the deviation from the mean of responses on enrolment; in Table 4.6, the standard deviation is 1.22 for enrolment of the girls because of the conditional cash transfer with a mean of 4.15 which implies that more girls are enrolled in school now with a deviation of a positive variation of 1.22. Secondly, girls now go to school at the right age as they don't delay was moderate with a mean of 3.3571 and standard deviation of 1.30331. In addition, most of the girl's cash is used to cover the girls' educational expenses, showing an average score of 3.2619 and a deviation of 1.19060 scores. Parents are more concerned about girls' education than before, with a mean rating of 4.0238 and a standard deviation of 0.94966. Now the overall mean rating of the enrollment is calculated as 3.6996, showing a high increase in relative enrollment in primary education. Enrollment increased from 40% in 2014 to 46.6% in 2018 (Clugston, 2018).

4.2.2 Girls' Class Performance

Table 4.6 above shows the descriptive statistics of the table of girls' class attendance according to teachers and head teachers. The results indicate that the girls' class performance has improved since the introduction of the conditional cash transfer in 2013 a high mean score of 3.8372 and standard deviation of 1.06749, girls' performance has improved, and they are competing with boys with a very high mean score of 4.2143 and standard deviation of 0.87054. In addition, girls can now participate in class discussions at a high mean result of 4.0952 and a standard deviation of 1.05483, and girls are learning their rights to education with a mean score of 4.1429 and a standard deviation of 0.81365. The overall mean score for performance is 4.0724, which is a high score which implies girls now put more concentration in class because they can afford to pay school fees which keeps them in type hence a high-class performance since 2013 when the cash transfer policy was rolled out. Performance increased for Juba Payam from 74.2% in 2013 to 83.2%, according to South Sudan Education Management Information System 2015 Education statistics for the Republic of South Sudan (MOGEI, 2015).

4.2.3 Girls' Class Attendance

Table 4.6 shows the results of class attendance of girls in primary schools. The results show girls' class attendance has improved since the introduction of the conditional cash transfer in 2013 with a high mean score of 4.2955 and a standard deviation of 1.06922, the levels of girls' absenteeism have reduced significantly since 2013 when the conditional cash transfers were introduced and this got a high score mean of 3.8810 and standards deviation of 0.96783 and that parents have reduced their tendencies of stopping girls to go to school since 2013 when the conditional cash transfers were introduced receiving a high score rating of 3.8140 and standard deviation of 1.07473. Overall, the researcher computed the mean score on girls' class attendance, which is high at 3.9968, showing a high increase in attendance since 2013. The overall average mean score of the mean is high at 4.0012, offering a high level of girl child attendance since 2013; according to Girls Education South Sudan (GESS), girls' school attendance has increased. Statistics obtained from SAMS (School Attendance Monitoring System indicate that by 2018 girls made up 46% of the school population compared to 2014 when they accounted for 40%. This increment is attributed to the launch of the cash transfer policy. "Regular Our School listeners with a daughter were significantly more likely to say she was in school compared to non-listeners."

4.2.4 Girls' school retention

The results in Table 4.6 above show the levels of retention for the girl child in the current schools with the majority of them able to reach upper primary classes (P.5 to P.8) without repeating courses with a high mean score of 4.0465 and a standard deviation of 0.89850; the conditional cash transfer policy has made girls stay in school to continue getting the assistance with a high score rating of 4.0238, and standard deviation of 0.86920 and the level of drop-outs have been recently lower than before the conditional cash transfers were introduced in 2013 receiving a high mean score of 3.9333 and standard deviation of 0.93905. /Overall, usually, children miss classes to attend home chores like caring for the young ones and helping with agricultural work, irregular class attendance and hence dropping out of school. This is because of the economic hardship that households face and the financial difficulties related to school requirements. Particularly girls who missed out in school are influenced for marriage to increase family wealth through dowry payment. This, therefore, supports the conclusion that the most significant barrier to school attendance and retention of girls remains financial, and logically the recommendation that providing cash transfers to girls and schools to reduce the costs of education can prevent drop-out.

4.3 Impact of Cash Transfer Policy on Girls' Child Education and Welfare

Respondents were asked to rate the extent to which the cash Transfer Policy has impacted Girl Child Education. The descriptive statistics are as follows based on means and standard deviation.

Table 4.7: Impact of Cash Transfer Policy on Girl's Child Education and Welfare

	SD	D	NS	A	SA	Mean	Std. Deviation
To qualify for the conditional cash transfer girls must enroll in one of the qualifying schools	1	1	1	24	16	4.2326	.81174
To qualify for the conditional cash transfer girls must attend most of the classes	0	6	7	17	12	3.8333	1.01011
To qualify for the conditional cash transfer girls must keep records and notes of class attendance	3	6	1	22	10	3.7143	1.19523
To qualify for the conditional cash transfer girls must do all end-of-term exams	2	2	2	19	19	4.1591	1.03302
To qualify for the conditional cash transfer girls must report to school immediately after the school opens for the term	1	4	0	24	14	4.0698	.96103
Parents now consider equal opportunities for girls and boys	1	4	1	22	16	4.0909	.98402
Girls' roles in the households have improved and have encouraged better girls' welfare	0	0	2	7	38	4.8049	0.34909
Girls are not seen as a source of dowry wealth in their families	3	16	3	13	6	3.0732	1.27260
Girls are not seen as inferior to boys in the family	2	9	2	21	7	3.5366	1.16399
The rate of using girls to do income-generating activities has reduced significantly	3	9	4	21	5	3.3810	1.16770
Girls are not married off when they are still young	3	14	6	13	7	3.1628	1.25224

More girls have enrolled in schools than before since introduction of the conditional cash transfer policy	2	3	2	18	18	4.0930	1.08702
Increased enrollment has made the classes more gender balanced	1	1	1	22	17	4.2619	.82815
Some classes now more girls than boys	0-	2	2	16	20	4.3500	.80224
Girls compete with boys in performance in class	1	0	0	19	20	4.4750	.55412
Having a chance to study gives them chance to know their rights	1	0	2	20	20	4.3721	.69087
Girls can compete well in debating even with boys	0	0	1	15	21	4.5405	.55750
Girls are now not easily married off because they can defend themselves	1	4	8	24	6	3.6977	.91378
Girls have capacity to report or stop violence against fellow girls	0	3	5	28	7	3.9070	.75005

Source: Primary data computed by IBM SPSS 20.0

Table 4.7 shows the descriptive analysis results to indicate the impact of the cash transfer policy on the educational progress and general welfare of girls in primary schools.

The result shows for a girl to qualify for conditional cash transfer, girls must enroll in one of the qualifying schools with a high score of 4.2326 and a standard deviation of 0.81174. To qualify for the conditional cash transfer girls must attend most of the classes received a high score of 3.8333 and a standard deviation of 1.01011, to be eligible for the dependent cash transfer girls must keep records and notes of class attendance with a high score of 3.7143 and standard deviation of 1.19523, to qualify for the conditional cash transfer girls must do all end of term exams, get high results with mean of 4.1591 and standard deviation of 1.03302 and qualify for the dependent cash transfer girls must report to school immediately the school opens for the term receiving a high score of 4.0698 and standard deviation of 0.96103.

The results further show that parents now consider equal opportunities await both girls and boys hence a desire for both to remain in schools with a high score mean of 4.0909 and standard deviation of 0.98402, girls' roles in the households have improved and have encouraged better girls' welfare with a very high score of 4.8049, and standard deviation of 0.34909 and girls are not

seen as a source of dowry wealth in their families with intermediate results of mean score of 3.0732 and standard deviation of 1.27260 and girls are not seen as inferior to boys in the family with high score mean of 3.5366 and standard deviation of 1.16399, the rate of using girls to do income-generating activities have reduced significantly with mean of 3.3810 and standard deviation of 1.16770.

Further, girls are not married off when they are still young, with an average score mean of 3.1628 and a standard deviation of 1.25224; more girls have enrolled in schools than before the introduction of the conditional cash transfer policy with a high score mean of 4.0930 and standard deviation of 1.08702, increased enrollment has made the classes more gender-balanced with a high mean score of 4.2619 and standard deviation of 0.82815. Some classes now contain more girls than boys with mean scores results very high at 4.3500 and a standard deviation of 0.80224.

Further, girls competing with boys in performance in the class received a very high score at a mean of 4.4750 and a standard deviation of 0.55412, having a chance to study provide girls an opportunity to know their rights with a high score resulting in a mean of 4.3721 and standard deviation of 0.69087, girls can compete well in debating even with boys rated very high with a mean of 4.5405 and standard deviation of 0.55750, girls are now not quickly married off because they can defend themselves with high score mean of 3.6977 and standard deviation of 0.91378 and Girls can report or stop violence against fellow girls with high score results with mean of 3.9070 and standard deviation of 0.75005.

Overall due to the means of 3.9871, conditional cash transfer policy greatly improved girls' education and welfare within Juba Payam. This is because education has the force to empower marginalized girls to lead change within schools and their wider communities, playing a transformative role in post-conflict recovery.

4.4 Factors limiting the effectiveness of the conditional cash transfer to girls

Respondents were required to rate the extent to which they agree on the Factors that continue to limit the effectiveness of the conditional cash transfer policy to girls since its rollout in 2013. The themes were categorized under the Education level of parents or guardians, Income levels of households, and parents' Occupation among others. The researcher used descriptive statistics of mean and standard deviation, and the following table summarizes the results.

Tables 4.8: Factors limiting the effectiveness of the conditional cash transfer to girls

	SD	D	NS	A	SA	Mean	Std. Deviation
Education level of parents							
Some girls whose parents' education levels are low find challenges in coming to school	1	5	5	24	9	3.7955	.97836
Some girls whose parents' education levels are low are sometimes stopped from going to school for some days	2	7	6	15	12	3.6667	1.20298
Parents with higher education levels are more supportive of educating their girls	0	0	1	13	29	4.6512	.52932
Income levels of households							
When the family income levels are low, girls don't regularly go to school.	1	9	1	16	16	3.8605	1.20675
The low incomes of parents make it impossible to meet other girls' basic needs in schools	0	1	0	26	15	4.3095	.60438
Low incomes of parents make them divert cash meant for girls' education for other home activities like buying food	1	6	4	22	8	3.7317	1.02529
Girls are diverted to engage in income-generating activities to support family needs instead of going to school	1	8	5	22	6	3.5714	1.03930
Occupation of parents							

Parents with formal jobs mostly support their girls in their studies unlike the parents with informal jobs	0	7	2	20	13	3.9286	1.02154
Girls with biological parents have higher chances of going to school than girls with a guardian	0	5	0	21	17	4.1628	.92402
Some parents make girls engage in income-generating activities of their parents and not go to school	0	3	6	14	18	4.1463	.93704
Other factors							
Diversion of cash by parents of guidance to other uses other than supporting girls	1	15	14	8	6	3.0682	1.08687
The cash given is small and cannot sustain girls' educational needs	3	5	9	10	17	3.7500	1.27817
Early child marriages and pregnancies	1	8	8	15	11	3.6279	1.13438
Poor records of the girl's enrolment, attendance, and performance s	4	18	9	11	1	2.6977	1.03590
High-class population hinders girl's performance	2	11	16	8	6	3.1163	1.09565
Effect of Stigma and segregation by boys for over-age girls	2	11	11	12	5	3.1707	1.11585

Source: Primary data computed by SPSS

The results in 4.8 on the factors limiting the effectiveness of the conditional cash transfer to girls are presented according to themes categorizing factors as presented below

4.4.1 Education level of parents

Table 4.8 above indicates that the education levels of parents are a limiting factor for the effectiveness of the conditional cash transfer policy. The results show that some girls whose parents' education level is low find it challenging to come to school with a high score value mean of 3.7955. Some girls whose parents' education level is low are sometimes stopped from going to school for some days with a high score rating of 3.6667 which implies that parents tend to prioritize the basic needs of the family and education for boys than girls. Parents with higher education levels are more supportive in educating their girls with a very high score mean of 4.6512 which means they prioritize girls' education above all things. Overall based on the mean of 4.0378, it is deduced

that, on average, the education level of parents affects the effectiveness of the conditional cash transfer policy in that it allows parents to be role models to their girls in terms of achieving quality and better education thus being drivers of change.

4.4.2 Income levels of households

Table 4.8 above indicates that the Income levels of households are a limiting factor for the effectiveness of the conditional cash transfer policy. The results show that when the family income levels are low, girls don't regularly go to school with a high score of 3.8605, low incomes of parents make it impossible to meet other girls' basic needs in schools, such as transport with very high score results with mean of 4.3095, low incomes of parents makes them divert cash meant for girls education for other home activities like buying food with high score mean of 3.7317, and that girls are being redirected to engage in income-generating activities to support family needs instead of going to school with high score results of the mean of 3.5714. Overall based on the standard of 3.8683, it is deduced that, on average, Income levels of households highly affect the effectiveness of the conditional cash transfer policy in promoting girls' education with poverty being a pandemic in South Sudan, with at least 80% of the population defined as income-poor and living on the equivalent of less than US\$ 1 per day, school is unaffordable, especially in rural areas. In 2015, 15% of girls dropped out of school due to the inability to pay fees and other related costs that are barriers to attendance, including meals, transport, and uniforms, according to AFRICAELI, a charitable organization helping girls to stay in school.

4.4.3 Occupation of parents or guardians

Table 4.8 above indicates that the occupation of parents is a limiting factor for the effectiveness of the conditional cash transfer policy.

The results show that; parents with formal jobs mainly support their girls in studies, unlike the parents with informal jobs with a high score result and mean of 3.9286, girls with biological parents have higher chances of going to school than girls with guardians with very high mean scores of 4.1628 and some parents make girls to engage into income-generating activities of their parents and not go to school with a high mean score results of 4.1463. Overall, based on the mean of 4.0792, it is deduced that, on average, parents' occupation highly affects the effectiveness of the

conditional cash transfer policy in promoting girls' education. Thus, girls from low socioeconomic status tend to miss classes to work to substitute for their parent's earnings.

4.4.4 Other factors affecting the effectiveness of the cash transfer policy

Table 4.8 indicates that other than the education level of parents, Income levels of households, and occupation of parents or guardians' other factors could have limited the effectiveness of the cash transfer policy, and some of the factors are presented as follows.

- ✓ There is reported diversion of cash by parents of guidance to other uses other than supporting girls moderate with mean score results of 3.0682
- ✓ The cash given is small and cannot sustain girls' educational needs with a high score mean of 3.7500.
- ✓ Early child marriages and pregnancies stop girls from going to school with high mean scores of 3.6279
- ✓ Poor records of the girl's enrolment, attendance, and performance received moderate results of 2.6977.
- ✓ The high-class population hinders girls' performance with moderate results with a mean of 3.1163.
- ✓ The effect of Stigma and segregation by boys for over-age girls just received moderate results with a mean rating of 3.1707.

4.5 The relationship between Conditional cash transfer policy and Girl's education

4.5.1 Correlation analysis of conditional cash transfer policy and girl's education

The Spearman correlation coefficient was used to determine the strength and direction of the relationship between conditional cash transfer policy and girls' education as presented in Table 4.9 below.

Table 4.9 Spearman's zero-order correlation Matrix

		Conditional cash transfer policy	Girls' education:
Spearman's rho	Conditional cash transfer policy	Correlation Coefficient	1.000
		Sig.(2-tailed)	.019
	N	43	
	Girls' education:	Correlation Coefficient	.359*
Sig. (2-tailed)		.019	
N		42	

*. Correlation is significant at the 0.05 level (2-tailed).

Source: primary data

The results in Table 4.5 above indicated a significant positive relationship between conditional cash transfer policy and girls' education ($r = 0.359$, $P\text{-value} < 0.05$). This implies generally, the conditional cash transfer policy positively affects girls' education in areas of girls' school enrollment, retention, attendance, and performance.

4.5.2 Regression Analysis on conditional cash transfer policy and girl's education

Regression analysis was used to examine the level to which conditional cash transfer policy and girls' education among selected schools in Juba Payam since the policy was rolled out in 2013

Table 4.10: Regression model summary, ANOVA, and regression coefficients for conditional cash transfer policy and girl's education

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.343 ^a	.118	.096	.77272

a. Predictors: (Constant), Conditional cash transfer policy

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.188	1	3.188	5.338	.026 ^b
	Residual	23.884	40	.597		
	Total	27.071	41			

a. Dependent Variable: Girl's education

b. Predictors: (Constant), Conditional cash transfer policy

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.434	.358		9.593	.000
	Conditional cash transfer policy	.237	.103	.343	2.311	.026

a. Dependent Variable: Girl's education

Source: primary data computed by IBM SPSS 20.0

Table 4.6 above shows a linear relationship between conditional cash transfer policy and girl's education ($F = 5.338$, $Sig = 0.026$), and using the adjusted R square of .118, it can be reached that conditional cash transfer policy significantly explains and influences girl's education on the studies areas of enrollment, retention, attendance, and performance. Hence, a dependent cash transfer policy with a Beta of .343 explains girls' education well in that a unit change in conditional cash transfer policy influences girls' education positively by 34.3%.

4.6 Secondary data statistics

4.6.1 South Sudan National enrollment rate by gender and place of residence

Table 4.11: Enrollment rate by Sex and place of residence

Variables/Description	N	Mean	Standard Deviation
Girls	2,795	0.591	0.492
Boys	2,707	0.659	0.474
Urban	2,067	0.792	0.524
Rural	3,435	0.524	0.499
Total	5,502	0.625	0.484

Note: The summary statistics are the unweighted averages

Source Nyantiop (2019) Girls exceed boys in primary enrolment

This shows that girls value education seriously because once they reach upper primary, they will be enrolled for the cash incentives, which will boost their educational needs until they complete secondary school. As indicated in a study by Naomi Clugston, Enrollment increased from 40% in 2014 to 46.6% in 2018 (Clugston, 2018).

4.6.2 Statistics on factors that determine National enrollment characteristics

Table 4.12: National enrollment statistics

Table 4.3. Summary Statistics

Variable	N	Mean	S.D	Min	Max
Individual characteristics					
Enrolment status (=1 if enrolled, 0 otherwise)	5502	0.63	0.48	0.00	1.00
Gender (=1 if male, 0 otherwise)	5510	0.51	0.50	0.00	1.00
Child's age in years	5510	9.11	2.28	6.00	13.00
Household characteristics					
Residence (=1 if rural, 0 otherwise)	5510	0.62	0.48	0.00	1.00
Mother's education level	5510	3.65	0.87	1.00	4.00
Father's education level	5508	2.91	0.37	1.00	3.00
Household expenditure per capita (log)	5498	-0.18	0.85	-3.50	2.82
Land ownership (=1 if owns land, 0 otherwise)	5496	0.19	0.39	0.00	1.00
Father's age	4094	28.00	19.53	0.00	95.00
Mother's age	4808	17.38	13.89	0.00	95.00
Community characteristics					
Time spent getting water (mins)	5485	49.26	70.98	0.00	1440.00
Time to the nearest primary school (hours)	4989	0.87	1.07	0.02	26.63
Northern Bahr El Ghazal	5510	0.17	0.38	0.00	1.00
Western Bahr El Ghazal	5510	0.16	0.36	0.00	1.00
Lakes State	5510	0.22	0.42	0.00	1.00
Western Equatoria	5510	0.13	0.34	0.00	1.00

Source Nyantiop (SS- Survey 2019) Factors that determine National enrollment characteristics

This data indicates that despite increased national enrollment for girls in primary schools there still exist factors that limit some of the girls from enrolling and staying in schools such as the educational level of parents, distance to schools and domestic chores, and household expenditure that may not favor expenditure on girls education. Thus all these factors combined, hinders the achievement of SDG number 4 which is to ensure both girls and boys complete equitable, quality, and free primary and secondary education.

Secondary data extracted from the Education management information system Nation Education Statistical booklet 2018 in the table below shows that enrollment for girls in central Equatoria where Juba Payam is found had a significant increase from 46.7% to 48.8% and this increment can be attributed to the cash transfer policy introduced in 2013.

b) Primary level of education

Table 8.5: No & % of PRI pupils enrolled by state and gender

Name of state	Year	Total	Males	Females	% Males	% Females
Former Central Equatoria	2018	113,578	58,129	55,449	51.2%	48.8%
	2013	150,629	80,299	70,330	53.3%	46.7%
	2012	148,486	79,205	69,281	53.3%	46.7%
Former Eastern Equatoria	2018	80,819	44,050	36,769	54.5%	45.5%
	2013	94,876	54,860	40,016	57.8%	42.2%
	2012	103,161	60,558	42,603	58.7%	41.3%
Former Jonglei	2018	178,733	111,761	66,972	62.5%	37.5%
	2013	205,389	123,689	81,700	60.2%	39.8%
	2012	238,267	144,780	93,487	60.8%	39.2%
Former Lakes	2018	165,172	98,523	66,649	59.6%	40.4%
	2013	97,894	65,801	32,093	67.2%	32.8%
	2012	103,637	70,689	32,948	68.2%	31.8%
Former Northern Bahr El Ghazal	2018	248,131	133,161	114,970	53.7%	46.3%
	2013	161,425	103,552	57,873	64.1%	35.9%
	2012	147,109	93,427	53,682	63.5%	36.5%
Former Unity	2018	167,950	98,502	69,448	58.6%	41.4%
	2013	99,488	63,223	36,265	63.5%	36.5%
	2012	128,473	79,988	48,485	62.3%	37.7%
Former Upper Nile	2018	95,814	56,141	39,673	58.6%	41.4%
	2013	177,583	105,203	72,380	59.2%	40.8%
	2012	186,766	107,560	79,206	57.6%	42.4%
Former Warrap	2018	326,045	190,147	135,898	58.3%	41.7%
	2013	182,997	124,320	58,677	67.9%	32.1%
	2012	162,966	110,484	52,482	67.8%	32.2%
Former Western Bahr El Ghazal	2018	105,178	60,305	44,873	57.3%	42.7%
	2013	58,735	34,778	23,957	59.2%	40.8%
	2012	68,150	41,522	26,628	60.9%	39.1%
Former Western Equatoria	2018	123,671	65,617	58,054	53.1%	46.9%
	2013	82,451	45,143	37,308	54.8%	45.2%
	2012	78,742	42,845	35,897	54.4%	45.6%
Grand Total	2018	1,605,091	916,336	688,755	57.1%	42.9%
	2013	1,311,467	800,868	510,599	61.1%	38.9%
	2012	1,365,757	831,058	534,699	60.8%	39.2%

Information in Table 8.5 indicates that there has been a significant increase in total national enrolment level for primary schools by 293,624 pupils (22.3% increment). The enrolment of male pupils increased from 800,868 to 916,336 reflecting a 14.4% increase in enrolment. For the case of the female enrolment, the increment is by 178,156 pupils representing a 34.9% increment in the enrolment level. This is between 2013 and 2018.

Though there is a general increase in the total enrolment levels between 2013 and 2018, the situation is not the same across all the former states. The states that experienced a decline in the enrolment levels are Upper Nile, Jonglei, Eastern Equatoria and Central Equatoria. The other states have had a significant increase in enrolment levels. The highest increase in enrolment is registered in Warrap. Increase in enrolment in this state between 2013 and 2018 is by 143,048 pupils (78.2%).

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSIONS, AND RECOMMENDATION

5.0 Introduction

The study's primary purpose was to review the cash transfer policy to establish its implication for girls' education in primary schools in Juba Payam. The Objectives of the study were: To establish the current trends of girls' enrollment, retention, and drop-out in primary schools in Juba Payam; determine whether the purpose of cash transfer contribution to girls' enrollment, retention, and drop-out is realized in primary schools in Juba Payam; to assess the effectiveness of cash transfer policy on girls' enrollment, retention and drop-out in schools in Juba Payam. This chapter discusses the results in line with the study's objectives and concludes and recommends action to improve the conditional cash transfer policy.

5.1 Discussion of results

5.1.1 Findings on Enrollment, retention, attendance, and performance of girls in schools

The results have shown that indicators of girls' education, which are enrollment, retention, attendance, and performance of girls in schools, have improved courtesy of the conditional cash transfer policy.

The study results indicate that, to a greater extent, enrollment of girls in schools has improved since the introduction of the conditional cash transfer in 2013 and that now girls go to school at the right age as they don't delay. Most of the girl's cash is used to cover the girls' educational expenses. Parents are more concerned about girls' education than before, with the overall mean rating of the enrollment calculated as 3.6996, showing a high increase in relative enrollment in primary education. This is true because enrollment for girls increased from 40% in 2014 to 46.6% in 2017, according to a paper presented by Naomi Clugston in 2018 on gender and cash transfers programs in the humanitarian context entitled "Breaking barriers to girls' education by breaking cycles of poverty, cash transfers in South Sudan" (Clugston, 2018).

In class performance, results have shown that, to a more significant extent, girls' class performance has improved since the introduction of conditional cash transfers in 2013. This further explains that girls' performance has improved as they can compete with boys. Girls can now participate in class discussions, and girls are learning their rights to education. Overall, the overall mean score for performance is 4.0724, and this is a high score hence a high-class performance since 2013 when the cash transfer policy was rolled out. Record from Secondary data indicates that performance increased for Juba County from 74.2% in 2013 to 83.2% according to South Sudan Education Management Information System 2015 Education Statistics.

On girl class attendance, the results have shown that girls' class attendance in primary schools has improved since the introduction of the conditional cash transfer in 2013; the levels of girls' absenteeism have reduced significantly since 2013 when the conditional cash transfer was introduced, and parents had reduced their tendencies of stopping girls from going to school since 2013 when the conditional cash transfer was rolled out. In the overall results, the researcher computed the mean score on girls' class attendance since 2013 as 4.0012, showing a high level of girl child Class attendance.

On girls' retention in schools, results show that the majority of girls can reach upper primary classes (P.5 to P.8) without repeating courses, the conditional cash transfer policy has made girls stay in school to continue getting the assistance. The level of dropouts has been recently lower than before the conditional cash transfers were introduced in 2013.

From the interviews with head teachers and Ministry of Education Officials, all the interviewees appreciated the role of the conditional cash transfer policy on girls' education. They affirmed that girls' enrollment, performance, retention, and progress have improved since the program was introduced.

The results concur with the 2011 World Bank study, to improve child health, have fewer abortions, and lower child and maternal mortality rates by keeping girls in school (World Bank, 2011). Investing in girls' education is a life-saving that can foster economic growth, improve the country's GDP, and improve participation in the labor market. However, despite these benefits, more girls around the globe are still out of school due to social-cultural and economic barriers (World Bank, 2011).

Households are given money on the condition that they send and keep their daughters in school to have the long-term benefit of breaking the poverty cycle and improving human capital investment through education.

This is also affirmative to the study by Catherine Arnold (2011) whose study on Cash transfers was essential for long-term transformation in the education sector as beneficiaries of conditional cash transfers from poor households can now send their children to school because some of the education cost has been taken care by the cash they are given.

The study agrees with other studies elsewhere. For example, a World Bank assessment in Pakistan in 2008 showed enrolment increased 11 percent among girls aged 10-14 from the initial 29 percent at the start of the program.

Further, the results concur with the work of Baird's (2009) World Bank Study in Bangladesh; when the Female Secondary School Assistance Program was rolled out, there was an increase in pass grades for girls from 29 percent in 2001 to 63 percent in 2008. The (FSSAP) program that provides girls with a monthly stipend has put in place three conditions for them to remain under the program: they must attend 75% of classes, score 45% in their exams and stay unmarried. Just like the present study results in South Sudan in which school monitoring records are kept for girls' attendance, 50% above marks are required for performance measures.

The researcher has realized similar results for conditional cash transfers in Malawi and Brazil. For example, in Brazil, Children under the Bolsa Familia Program are 63 percent more likely to remain and continue with their studies, 24 percent pass rate to move to another class and are 20 percent less likely to be absent from school in a month.

5.1.2 Findings on the Impact of Cash Transfer Policy on Girl's Education and Welfare

Concerning the effectiveness of the cash transfer Policy on girls' child education and welfare, the results of the current study have shown that conditional cash transfer conditions are instrumental in ensuring the effectiveness of girls' education.

The conditions for conditional cash transfer have to a more significant extent led to the effectiveness of the policy. The results have explained that for the girls to qualify for the conditional cash transfer, girls must enroll in one of the qualifying schools, girls must attend most

of the classes, and keep records and notes of class attendance to qualify for the conditional cash transfer girls must do all end-of-term exams.

The results from Table 4.7 summarized that parents now consider equal opportunities for both girls and boys hence a desire for both to remain in school, girls' roles in the households have improved and have encouraged better girls' welfare. Girls are not seen as a source of dowry wealth in their families, girls are not seen as inferior to boys, and the rate of using girls to do income-generating activities has reduced significantly. Further, girls are not married off when they are still young a great number of girls have joined schools since the introduction of the conditional cash transfer policy, increased enrollment has made the classes more gender-balanced, and some classes now contain more girls than boys, all showing the effectiveness of the cash transfer policy.

Further, girls compete with boys in performance, having a chance to study gives girls an opportunity to know their rights, girls can compete well in debating even with boys, girls are not quickly married off because they can defend themselves and Girls can report or stop violence against fellow girls.

Hence the conditional cash transfer policy has solved the challenges to girls revealed by Jacky (2011), which are majorly financial, and whose study explained that experiencing financial difficulties has consequently led to girls dropping out of school. Hence the conditional cash transfer policy implemented among girls helps to solve the unique financial needs of girls, which some family members find hard to address. Further, the cash transfer policy implementation has addressed the economic concerns raised by Sika (2011) in the study it was revealed that families tend to focus and channel their finances into educating boys rather than girls when resources are limited.

5.1.3 Findings on Factors limiting the effectiveness of the conditional cash transfer to girls

The study results show despite the increase in enrolment, attendance, performance, and retention of girls due to conditional cash transfer; the results indicate that among the sampled schools, the Education level of parents affects the effectiveness of the policy. To a great extent, the education levels of parents are a limiting factor for effective conditional cash transfer policy in that the results have shown that to a bigger extent girls with parents of low education levels find it challenging to come to school, some girls are sometimes stopped from going to school. Some parents with higher education levels are more supportive in educating their girls; this is because they value the positive

return of education that the girls will benefit from and are better in aligning high expectations from their abilities compared to those who are from low- income and with parents who have low levels of education.

Results indicate that among the sampled schools, the Income levels of households affect the effectiveness of the policy. When the family income levels are low, girls don't regularly go to school, the low incomes of parents make it impossible to meet other girls' basic needs in school, such as transport, and the low incomes parents make them divert cash meant for girls' education for other home activities like buying food. With 80 percent population of South Sudan defined as income-poor and living on the equivalent of less than US\$ 1 per day, according to the World Bank, it is expected that some parents may use the money given to the girls to fill the financial gap in the family.

The result has further indicated that among the sampled schools, the occupation of parents or guardians affects the effectiveness of the policy. The results have revealed that parents with formal jobs primarily support their girls in studies; unlike the parents with informal jobs, girls with biological parents have higher chances of going to school than girls with guardians, and some parents make girls engage in income-generating activities of their parents and not go to school. Other factors include, there is reported diversion of cash by parents or guardians to other uses other than supporting girls, The money given is small and cannot sustain girls' educational needs, Early child marriages and pregnancies affects girls from going to school, and High-class population hinders girls' performance, Effect of Stigma, and segregation by boys for over-age girls.

According to the parents and Education Officer, the Value of the cash transfer is not high enough to offset the direct opportunity cost of sending these girls to school. Social factors prevented girls from enrolling for example since only girls in primary 5 and above were eligible for the transfer, would mean cash transfer would not have incentivized enrollment for girls who had not attended lower primary. In such cases older out of school girls may prefer to stay out-of-school rather than go to lower primary with children much younger than themselves, especially in areas where there are no accelerated learning programs.

5.1.4 Findings on the relationship between Conditional cash transfer policy and Girl's Education.

The results have indicated that there is a significant positive relationship between conditional cash transfer policy and girl's education ($r = 0.359$, $P\text{-value} < 0.05$), implying that generally, the cash transfer policy positively affects girl's education in areas of girls' school enrollment, retention, attendance, and performance.

Over 400,000 girls in classes from Primary 5 to senior 4 across the country have received cash. But whereas, the Conditional Cash Transfer Policy has been hailed as a way of reducing inequality, especially in unequal countries, by helping households break out of a vicious cycle whereby poverty is transmitted from one generation to another, promoting schooling and assisting countries to meet the Sustainable Development Goals. Direct cash transfers have opportunity costs and may have some perverse incentive effects on recipients. The impact of the policy has always been to correct unconscious biases against girls and transform the education system in South Sudan especially for the girl child, through education. This policy is expected to accelerate enrolment, performance retention, and completion and improve learning outcomes at primary and secondary levels of education in South Sudan (MGERSS, 2013). The contributions in line with the above are Increase enrollments of girls in schools as 400,000 girls have benefitted from the policy, The country's literacy levels have increased from 23% in 2011 at the time of education to 36% levels by 2020, and Significant reduction of early child marriages countrywide, there has been a reduction of girl child pregnancies countrywide and Reduced violence against girls in the whole country.

A World Bank study done in Malawi indicates that; the conditional cash transfer policy increased primary school enrollment for girls. A study in Bangladesh shows that the Female Secondary School Assistance Program substantially increased girls' registration (Khandker, Mark, & Nobuhiko, 2003). Chaudhury and Parajuli, in 2006 in their study in Pakistan found that the female school stipend program increased enrollment from 11 percent to 32 percent from the time it was launched in 2003. (Chaudhury & Parajuli, 2006). Another study in Cambodia under the Japan Fund for Poverty Reduction Scholarship, found enrollment and attendance for girls to have increased from 30 percent to 43 percent among scholarship recipients (Filmer, Deon, & Schady, 2006.).

The results concur with the findings of Nanda, Datta, and Das in 2014 in which a study in India shows a positive relationship between conditional cash transfer and girls' education, that girls who were beneficiaries of conditional cash transfer have a higher chance to remain in school compared to non-beneficiaries. The CCT policies and multisectoral approaches can make better and more effective changes in girls' education decisions than a single intervention coupled with attitudinal changes by parents. The study results agree with a global study by UNICEF on conditionality in cash transfers which indicates that conditional and unconditional transfers positively impact a range of outcomes like poverty reduction, food consumption, dietary diversity, school enrollment, household economic activity, and productive investment.

5.2 Conclusions

The results have shown that in selected primary schools, the conditional cash transfer has led to improvement in girls' education; based on the four indicators of girls' education enrollment, retention, attendance, and performance which have improved, this shows that the trend is very positive.

The policy has mainly been more effective on the welfare of girls as the results in the current study have shown that the conditional cash transfer conditions are instrumental in ensuring the effectiveness of girl's education. The cash transfer contribution to education outcomes has been realized positively.

Improved understanding of the project would help us to develop tools and techniques that encourage more out-of-school girls to enroll in and return to school.

However, some factors have hindered its full effectiveness, including parents' education level, households' income levels, and occupation of parents or guardians, among others.

Overall, there is a positive relationship between conditional cash transfer policy implementation and girls' education, implying that generally, the cash transfer policy since its rollout in 2013 has positively improved girl's education in areas of girls' school enrollment, retention, attendance, and performance.

5.3 Recommendations

- The Ministry of General Education should develop a sensitization plan that addresses barriers to girls' enrollment, and retention through radio talk shows, and community discussions

targeting parents as change agents to fight harmful practices and perceptions that discriminate against girls.

- The donor should increase the amount given to the girls to align it with other cash transfers for Education in the region and to factor in inflation so that the amount is reasonable to meet the basic education needs of the girls.
- The policymakers should review the policy to cover all girls' rights from primary 1 to universities to cover the previously left out groups who may benefit from the policy on service delivery. Current policy covers upper primary and secondary education leaving out post-secondary and tertiary learning.
- Public Administrators should pay attention to expanding the policy scope and coverages to cover boys because they are also vulnerable, just like girls. The boy children are equally experiencing similar school challenges, which the ministry needs to address by extending the funds to them to be in schools. But that is contingent on the availability of funds by DFID.

5.4 Suggestions for further research

The study considered ten primary schools in Juba city. Other researchers may consider conducting the same research in secondary schools where conditional cash transfers have been implemented to compare results with the current study.

The same study can be replicated in primary schools in other states of South Sudan.

A study can be done on Specific barriers limiting girls from enrolling in tertiary institutions.

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APPENDICES

Appendix: Questionnaire for teachers and head teachers

Dear respondent,

I'm Jacqueline, a student at Uganda Christian university pursuing a degree of Master of Public Administration and Management. I'm conducting a research study on the topic entitled "review of the implication of cash transfer policy on girls' education in primary schools in Juba Payam, South Sudan". You have been considered to participate in this study. The Information that you provide will be kept confidential and used solely for academic purpose only. Please respond to questions by ticking the most appropriate alternative or where necessary make a brief statement.

Section A: Personal information of respondents

1. Age of respondent

Age group	
20 – 25	1
26 – 35	2
36 – 45	3
Above 45	4

2. Gender of respondent

Male	1
Female	2

3. Marital status

Single	1
Married	2
Separated	3
Divorce	4

4. Educational Level of respondent

Primary	
Secondary	

Advance	
Certificate	
Diploma	
Bachelor	
Masters	

5. Period of service in current position

0 – 1 year	
2 – 5	
6 – 10	
Above 10 years	

SECTION B: Current Trends of the Girls enrolment in schools

The conditional Cash transfer policy is a policy providing cash assistance to girls to remain in school. Since its introduction in 2014, I would request you to respond to the following statements regarding the trends of girl's enrolment, Performance, and dropouts

	Indicator	Strongly	Disagree	Not sure	Agree	Strongly agrees
	<i>Enrolment</i>					
6.1	The enrollment of girls in schools have improved since the introduction of the conditional cash transfer in 2014	1	2	3	4	5
6.2	Girls now go to school at the right age. That is, they do not delay	1	2	3	4	5
6.3	Most of girls' cash is used to cover the girls' academic expenses	1	2	3	4	5
6.4	Parents are more concerned about girl's education than before	1	2	3	4	5
	<i>Class Performance</i>					
6.5	The girls' class performance has improved since the introduction of the conditional cash transfer in 2014	1	2	3	4	5
6.6	Girls' performance has improved, and they are competing with boys	1	2	3	4	5
6.7	Girls are now able to participate in class discussion	1	2	3	4	5
6.8	Girls are learning their rights to education	1	2	3	4	5
	<i>Attendance</i>					
6.9	The girls' class attendance has improved since the introduction of the conditional cash transfer in 2014	1	2	3	4	5
6.10	The levels of girls' absenteeism have reduced significantly since 2014 when the conditional cash transfer was introduced	1	2	3	4	5
6.11	Parents have reduced their tendencies of stopping girls to go to school since 2014 when the conditional cash transfer was introduced	1	2	3	4	5
	<i>Retention</i>					
6.12	Majority of girls are able to reach upper primary classes (P.5 to P.8) without repeating classes	1	2	3	4	5
6.13	The conditional cash transfer policy has made girls to stay in school to continue getting the assistance	1	2	3	4	5
6.14	The level of dropouts has been recently lower than before the conditional cash transfers was introduced in 2014	1	2	3	4	5

SECTION C: The conditional cash transfer policy impact on Girl’s education

We suppose that the conditional cash transfer policy aims at ensuring improvements in girl’s performance, enrollment, attendance, and retention. Indicate the extent to which you agree to the statements regarding the conditional cash transfer policy.

7.0 Cash transfer conditions

Girls must meet some conditions to qualify for the cash. Rate the following conditions

	Cash transfer conditions	Strongly Disagree	Disagree	Uncertain	Agree	Strongly agree
7.1	To qualify for the conditional cash transfer girls must enroll in one of qualifying schools	1	2	3	4	5
7.2	To qualify for the conditional cash transfer girls must attend most of the classes	1	2	3	4	5
7.3	To qualify for the conditional cash transfer girls must keep records and notes of class attendance	1	2	3	4	5
7.4	To qualify for the conditional cash transfer girls must do all end of term exams	1	2	3	4	5
7.5	To qualify for the conditional cash transfer girls must report to school immediately the school opens for the term	1	2	3	4	5
7.6	Others (specify					

8.0 Social bias against girls

Indicate the extent to which you agree that conditional cash transfer has reduced social biases against girls

	Indicator	Strongly Disagree	Disagree	Uncertain	Agree	Strongly agree
8.1	Parents now consider equal opportunities for girls and boys	1	2	3	4	5
8.2	Girls’ roles in the households have improved and have encourage better girls’ welfare	1	2	3	4	5
8.3	Girls are not seen as source of dowry wealth in their families	1	2	3	4	5
8.4	Girls are not seen as inferior to boys in the family	1	2	3	4	5
8.5	The rate of using girls to do income generating activities have reduced significantly	1	2	3	4	5
8.6	Girls are not married off when they are still young	1	2	3	4	5
8.7	Other (specify)					

9. Enrolment gender gap

Indicate the extent to which you agree to the statements about reduction in enrolment gender gap in primary schools as a results of conditional cash transfer

	Indicators	Strongly Disagree	Disagree	Uncertai	Agree	Strongly agree
9.1	More girls have enrolled in schools than before the introduction of conditional cash transfer policy	1	2	3	4	5
9.2	Increased enrollment has made the classes more gender balanced	1	2	3	4	5
9.3	Some classes now have more girls than boys	1	2	3	4	5
9.4	Girls compete with boys in performance in class	1	2	3	4	5
9.5	Other (specify)					

10.0 Girls Esteem

Indicate the extent to which you agree to the statements about esteem of girls studying in primary schools as a results of conditional cash transfer introduction

	Indicators	Strongly Disagree	Disagree	Uncertai	Agree	Strongly agree
9.1	Having a chance to study gives them chance to know their rights	1	2	3	4	5
9.2	Girls can compete well in debating even with boys	1	2	3	4	5
9.3	Girls are now not easily married off because they can defend themselves	1	2	3	4	5
9.4	Girls have capacity to report or stop violence against fellow girls	1	2	3	4	5
9.5	Other (specify)					

SECTION D: Factors limiting effectiveness of the conditional cash transfer to girls

Indicate the extent to which you agree that the effectiveness of conditional cash transfers can be affected by factors in the table below

	Indicator	Strongly disagree	Disagree	Not sure	Agree	Strongly agrees
	Education level of parents					
10.1	For some girls whose parents' education level is low find challenges in coming to school	1	2	3	4	5
10.2	For some girls whose parents' education levels are low are sometimes stopped from going to school for some days	1	2	3	4	5
10.3	Parents with higher education levels are more supportive in educating their girls	1	2	3	4	5
	Income levels of households					
10.4	When the family income levels are low, girls don't regularly go to school.	1	2	3	4	5
10.5	Low incomes of parents make it impossible to meet other girls' basic needs in schools	1	2	3	4	5
10.6	Low incomes of parents make them to divert cash meant for girls' education for other home activities like buying food	1	2	3	4	5
10.7	Girls are diverted to engage in income generating activities to support family needs instead of going to school	1	2	3	4	5
	Occupation of parents					
10.8	Parents with formal jobs mostly support their girls in studies unlike the parents with informal jobs	1	2	3	4	5
10.9	Girls with biological parents have higher chances of going to school than girls with guardian	1	2	3	4	5
10.10	Some parents make girls to engage into income generating activities of their parents and not go to school					

Other challenges faced with implementation of conditional cash transfer

		Very low	Low	Moderate	High	Very high
1	Diversion of cash by parents of guidance to other uses other than supporting girls	1	2	3	4	5
2	The cash given is small and cannot sustain girls' educational needs	1	2	3	4	5
3	Early child marriages and pregnancies	1	2	3	4	5
4	Poor records of the girl's enrolment, attendance, and performance s	1	2	3	4	5
5	High class population hinders girl's performance	1	2	3	4	5
6	Effect of Stigma and segregation by boys for over-age girls	1	2	3	4	5
	Others specify	1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5

SECTION E: Overall effectiveness of Conditional cash transfer policy on girls' education

	Indicator	Very low	Low	Moderate	High	Very high
11.1	Conditional cash transfer policy: overall, the conditional cash transfer policy has been effective since 2014 when it was introduced	1	2	3	4	5
11.2	Girls' education: the girls school enrolment, performance, attendance have significantly improved since 2014	1	2	3	4	5

SECTION F: suggestions to improvements

Suggested measures to improve the effectiveness of the conditional cash transfer policy to ensure girls education

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Thank you.

Appendix II: Interviews Guide - Parents

1. Are there cases that some girls miss going to school in your community?
2. Do you acknowledge that the cash transfers have been given to girls in your family?
3. Have your girls received some cash from the government for their education support under the conditional cash transfer policy?
4. Do your girl or girls meet the conditions of conditional cash transfer policy so that she gets cash transfers?
5. How have you used the cash given on behalf of girls to support their studies?
6. Are there cases of diverting girls' cash to other family expenditures?
7. Are there challenges facing girls in studies even when they have received the conditional cash transfers?
8. What activities do girls do in the community that prevents them from attending studies at school?
9. How has been the performance of your girls in the last five years?

Thank you.

Appendix III: Interviews Guide - Education officer at the Ministry of Education

1. What has been the purpose of the conditional cash transfers to girls
2. About how many girls have benefitted from the conditional cash transfers each year
3. What are the conditions girls should fulfill to qualify for cash transfers?
4. Since the introduction of conditional cash transfers given to girls in 2014, how has been the general enrollment of girls in schools?
5. How has been the performance of girls' that has received the conditional cash transfers?
6. Since the introduction of conditional cash transfers given to girls in 2014, how has been the retention of girls in schools?
7. Are there cases where cash given to girls are diverted to other family expenditures instead of girls' educational needs
8. Are their challenges facing girls in studies even when they have received the conditional cash transfers?
9. What activities do girls do in the community that may have prevents them from attending studies at school?

Thank you.

Appendix IV: Morgan Table

TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: “N” is population size
“S” is sample size.

Krejcie, Robert V., Morgan, Daryle W., “Determining Sample Size for Research Activities”, Educational and Psychological Measurement, 1970.

Appendix V: Budget Estimates

S/No	Particulars	SSP. Unit Cost
1	Transport and lunch	17,000
2	Internet services	10,500
3	Typing, Printing, Photocopying & Binding	30,000
4	Binding	10,000
5	Contingencies	3,000
Total		70,500 SSP

