

**THE IMPACT OF COMMUNITY RADIO IN PROMOTING GIRL-CHILD  
EDUCATION: A CASE OF EYE RADIO JUBA CENTRAL EQUATORIA SOUTH  
SUDAN**

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**S21B04/039**

**A DISSERTATION SUBMITTED TO THE SCHOOL OF JOURNALISM, MEDIA AND  
COMMUNICATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE  
AWARD OF A DEGREE OF BACHELOR OF ARTS IN JOURNALISM AND COMMUNICATION  
OF UGANDA CHRISTIAN UNIVERSITY**

**September, 2024**



**UGANDA CHRISTIAN  
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## DECLARATION

I, Kiko Evaline Martin Kenyi, declare that this dissertation is my original and independent investigation. It has never been submitted to any institution of learning for an award. Omissions and commissions in this dissertation are entirely mine.

Signature..... Date.....

KIKO EVALINE MARTIN KENYI

S21B04/039

## APPROVAL

This dissertation has been done under my supervision and is now ready for submission to Uganda Christian University Academic Board.

Signature.

A handwritten signature in blue ink, appearing to read 'Frank Obonyo', with a stylized flourish at the end.

Date. 18<sup>th</sup>/09/2024

MR. FRANK OBONYO

(Supervisor)

## DEDICATION

This research work is dedicated to my beloved parents as well as my friends.

## ACKNOWLEDGEMENT

Priority one: Almighty God, thank you for your unmerited gift of life, protection, health, and most importantly, everything I have experienced so far. May my heart overflow with gratitude to God? Sincerely and modestly, I thank the university for providing me with the chance to pursue my studies. With specific curriculum objectives, it is a prayer that the all-powerful God will reward my dear administrators. Heartfelt gratitude to my supervisor Mr. Frank Obonyo, every time I needed the guidance, he rendered to me through the whole research may God bless you.

Sincere thanks also go to my family, friends as part of a family you are not underrated for the support and guidance through, mother, my siblings you are an inspiration to me. Mrs. Diana modong you deserve more than just a word, thank you so much for laying the bricks for this foundation, you are honored for all the support they rendered to me during these years.

I appreciate all the respondents that were the source of my information for enabling me to conduct my field research; your co-operation has made this research a success.

May God bless you abundantly!

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## **ABSTRACT**

The purpose of the study was to investigate the impact of community radio in promoting girl-child education: a case of Eye Radio Juba central Equatoria South Sudan. The study was guided by the following objectives; examining the status of community radio in the promotion of girl-child education in Juba South Sudan, assessing the role of community radio in promoting girls' education in Juba South Sudan and examine the strategies used in community radio to promote girl-child education in Juba South Sudan.

The study employed the use of a case research design where qualitative research approach was used. The method of data collection used during the study was interviews. A sample of 10 key informants who were selected staff of Eye Radio in

Juba, Central Equatoria, South Sudan i.e. the head of programs, presenters, the station manager, producers and journalists was gotten using purposive sampling method.

The study findings highlighted Eye Radio's pivotal role in promoting girls' education in Juba, South Sudan through effective community radio strategies. The station's commitment to raising awareness, fostering community engagement, and advocating for girls' educational rights is evident in their diverse and impactful programming. By addressing local challenges, leveraging strategic partnerships, and embracing multimedia platforms, Eye Radio not only educates and empowers its audience but also influences public perception and mobilizes support for girls' educational opportunities. Despite operational challenges, their sustained efforts highlight Eye Radio as a trusted advocate and catalyst for positive change in promoting educational equity and gender equality in the region.

Last, the study recommended continuous capacity building for Eye Radio staff, sustainable funding mechanisms beyond traditional donors, enhanced community engagement strategies involving local stakeholders, leveraging digital platforms to expand reach, and developing robust monitoring and evaluation frameworks to assess and improve program impact on promoting girl-child education.

# CHAPTER ONE

## INTRODUCTION

### 1.0 Introduction

This study was about the impact of community radio in promoting girl-child education: a case of Eye Radio Juba central Equatoria South Sudan. This chapter presents background of the study, problem statement, purpose of the study, objectives, research questions, significance of the study, justification and theoretical framework.

### 1.1 Background of the Study

Conflict and instability have plagued South Sudan for a very long time. This has led to a number of children, particularly girls, not receiving an education, which has negatively impacted the nation's educational system. 27% of South Sudanese children attend primary school, and 6% of girls finish their primary education. (UNICEF, 2020). Approximately one-fourth of the country's population, or up to 300,000 people, have been displaced and killed in South Sudan's ongoing conflict. As per the recent report by South Sudan Education cluster Theirworld (2017), since the start of the civil war in South Sudan in 2013, armed forces have attacked one out of every three schools. The conflict has badly affected the country's oil-dependent economy while children and schools have been singled out as targets by armed groups. At least 2.2 million children across South Sudan are now out of school- a figure that is projected to rise, if the nothing is done (UNESCO, 2023).

There are many different factors contributing to this low enrollment and completion rate, such as poverty, early marriage, cultural norms, and conflict.

Girls' Education South Sudan (GESS), a significant program aimed at increasing the number of girls enrolling in and completing their education, was launched in response to these problems. One of the main elements of Girls Education South Sudan is the BBC Media Actions radio series, also known as “life in lulu,” which attempts to remove obstacles to education and enhance learning outcomes at the elementary and secondary school levels.

With 74% of the population having access to the radio, radio is the most efficient and widely available source of information in South Sudan (Girls Education South Sudan, 2022). Radio has been a social change and education tool in many nations, including South Sudan. Since 2013, the Government of the Republic of South Sudan has been using radio to promote girls' education through the Girl's Education South Sudan (GESS) project, a consortium-based initiative (communication initiative, 2018). “Our school,” a 15-minute magazine-style radio program aimed at teachers, parents, community leaders, and girls, is one of the radio programs that GESS has been using. (GESS, 2023). The program hopes to encourage these audiences to back girls' education.

Community radio is a potent advocacy tool that helps advance girls' equal access to education. However, given the various degrees of political meddling that arise from problems like media ownership, state censorship, and conflict of interest, this role is changed in some nations. These issues are present in South Sudan, where there is slow economic growth and political unrest. Despite the limited space to hold those in power accountable and to mobilize society, some community radios in South Sudan have managed to continue serving as the fourth estate.

Radio is the most popular and reliable information source in the nation, according to surveys done by USAID and the Hironnelle Foundation. Radio listening is regarded as a social activity. With the support of the government of the South Sudan People's Liberation Movement, more than thirty radio stations have signed since the comprehensive peace agreement signed in 2005. The main focus of advocacy between the signing of the 2005 agreement and 2012 was Black independence from Arabs in the North who were perceived as advancing their agenda. After South Sudan gained its independence in 2012, radio stations' focus shifted to helping the country's citizens live better lives.

This research is geared towards recognizing the contribution of community radio in fostering girl child education and projecting their abilities in order to draw inspiration for them to go as far as their efforts can to witness a more positive curve in the enrollment of girl child for formal education in South Sudan. Media figures have been seen to play a big role in influencing decision made by members of the society because the traditional media over time has earned high trust over its level of accuracy. Therefore, using radio hosts to push the idea of sending the girl child to school can be another avenue to see the girl child attain an education.

## **1.2 Statement of the Problem**

Despite the potential of Girls Education South Sudan (GESS) and other organizations to promote girl child education in South Sudan, many girls still face significant barriers to accessing education. Radio programs aired on eye radio a community-based radio have the potential to reach a wide audience and promote

girls' education. However, there was need to evaluate the effectiveness of these Radio programs in promoting girls' education.

### **1.3 General objective**

The general objective of the study was to investigate the impact of community radio in promoting girl-child education in Juba South Sudan.

### **1.4 Research objectives**

1. To examine the status of community radio in the promotion of girl-child education in Juba South Sudan.
2. To assess the role of community radio in promoting girls' education in Juba South Sudan.
3. To examine the strategies used in community radio to promote girl-child education in Juba South Sudan.

### **1.5 Research Questions**

1. What is the status of community radio in promoting girl-education in juba South Sudan?
2. How effective is the role of community radio in promoting girls' education in South Sudan?
3. What are the strategies used in community radio to promote girl-child education in Juba South Sudan?

### **1.6 Scope of the study**

The scope of the study covered three dimensions that is; geographical, content and time and these were discussed in detail below.

### **1.6.1 Geographical scope**

This research was community-based radio centered in Juba, South Sudan with a case study of eye radios employee and its listeners. It was bent on gauging the influence of the radio on the perception of people towards girls' education in South Sudan. Therefore, it centered within the radio's premises and the surrounding communities.

### **1.6.2 Content scope**

The study specifically focused on; examining the status of community radio in the promotion of girl-child education in Juba South Sudan, assessing the role of community radio in promoting girls' education in Juba South Sudan and examine the strategies used in community radio to promote girl-child education in Juba South Sudan.

### **1.6.3 Time scope**

After South Sudan assumed its independence in 2011, there was relative peace over a period of two years. In 2013, power struggles between the president and his vice brought political tensions among the people in return distorting the normal way of life. Girls' education was affected ever since then. This study looked at the impact of community radio in promoting their education the period of one year (2024) to date.

## **1.7 Justification of the study**

In South Sudan, community radio is still the most reliable form of communication. The purpose of the research study is to determine how well community radio programs on eye radio in Juba, South Sudan, support girls'

education. The research's conclusions can influence practice and policy in South Sudan and other nations with comparable problems to support girls' education.

### **1.8 Significance of the study**

To the media industry: The findings will be instrumental in enhancing the understanding of the media industry regarding the effectiveness of community radio in promoting girl-child education. It will provide insights into the role community radios can play in addressing educational disparities and empowering marginalized groups, thereby influencing programming decisions and strategic initiatives aimed at social development through media.

To the future scholars: The findings will serve as a valuable resource for future scholars interested in exploring the intersection of media, education, and social impact in marginalized regions. It will contribute to the body of knowledge on how community radio can be leveraged as a tool for social change and educational advancement, offering a foundation for further research and academic inquiry in similar contexts globally.

To the National Communications Authority (NCA) and other organizations: The findings will provide actionable insights for NCA and other organizations working in development and education sectors. By understanding the specific contributions of community radio like Eye Radio in promoting girl-child education, these organizations can refine their advocacy efforts, allocate resources effectively, and collaborate with media outlets to amplify educational messages and initiatives, thereby enhancing their impact on community development goals.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

While the first chapter presents the background of the study, this chapter reviewed literature related to the concept under the study. The literature is broken down into three main sections: the theoretical framework, the status of community radio in promoting education, the role of community radio in promoting education.

#### 2.1 Theoretical review

##### 2.1.1 Agenda Setting Theory

The theory of agenda setting was used in this case study to investigate the impact of community radio in promotion of girls' education in South Sudan. The agenda-setting theory served as the foundation for the theoretical framework. This looks at how well the techniques and equipment are understood and contextualizes the results, which will be later presented in chapter 5.

In his book McCombs & Shaw (1972), Maxwell McCombs defined agenda setting theory as “the power of the news media to set a nation's agenda to focus public attention on a few key public issues.” Traditional media disseminates information by calling public attention to stories that particular media outlets deem newsworthy. The notion of agenda setting has its roots in Walter Lippmann's public opinion, who proposed the media produces mental pictures of the world that may not always correspond to reality (Lippmann, 1921).

The agenda setting theory asserts that the media influences the public's perception of reality by selecting and emphasizing what news stories generates the most attention and eclipsing others (McCombs & Shaw, 1972). The theory assumes that people base their perception of reality on the frequency, prominence and salience of news reports. This research is based on the influence that media has in shaping its audiences' beliefs, ideals and perceptions therefore, the agenda setting theory stands out as the wall map in highlighting this narrative. This is due to the fact that it's based on making audiences choose a certain path over another basing on what is making trends in the media.

## **2.2 Status of community radio in the promotion of girl-child education**

Mutisi & Musasa (2021) in their study examined the impact of community radio on girl-child education in rural Zimbabwe. They found that community radio stations played a crucial role in disseminating educational information and promoting gender equality in access to education. Through targeted programs and advocacy campaigns, these stations helped raise awareness about the importance of girls' education among parents and community members. The study highlighted that community radio can serve as a powerful tool for empowering girls through education by providing relevant and culturally sensitive content that addresses local barriers to schooling.

Sarker & Hossain (2020) in their study focused on community radio stations in Bangladesh and their influence on girl-child education. Their research indicated that these stations contributed significantly to increasing school enrollment rates among girls in rural areas. By broadcasting programs that addressed issues such as

child marriage, gender discrimination, and the benefits of education, community radios effectively challenged societal norms and encouraged communities to prioritize girls' education. The study emphasized the role of community radio in fostering community dialogue and mobilizing support for educational initiatives that benefit marginalized populations.

Johnson & Ochieng (2019) in their study explored the impact of community radio on girl-child education in Kenya, particularly in underserved regions. Their findings revealed that community radio stations played a critical role in improving access to educational opportunities for girls by broadcasting informative programs, advocating for policy changes, and partnering with local schools and NGOs. The study underscored the importance of community engagement and participatory approaches in designing radio programs that resonate with the needs and aspirations of girls and their families. It concluded that community radio can act as a catalyst for social change by promoting inclusive educational practices and empowering girls to fulfill their academic potential.

Ahmed et al. (2022) in their study conducted in Pakistan investigated the role of community radio in enhancing girl-child education outcomes in remote and rural areas. The researchers observed that community radio stations effectively addressed barriers such as lack of awareness, cultural norms, and economic constraints that hindered girls' access to education. By broadcasting educational content, testimonies from successful female role models, and interactive talk shows, these stations contributed to shifting community attitudes towards girls' education. The study highlighted the importance of localized programming and

partnerships with educational institutions and community leaders in leveraging community radio for promoting inclusive and equitable education for girls.

Bashir & Fatima (2021) in Nigeria assessed the influence of community radio on promoting girl-child education in northern regions of the country. Their research revealed that community radio stations provided a critical platform for disseminating information about educational opportunities and health-related issues that affect girls' school attendance. By engaging with local religious and community leaders through radio talk shows and interactive programs, the stations effectively addressed cultural and religious barriers that often prevent girls from attending school. The study concluded that community radio not only increased awareness but also created a supportive environment for girls' education by fostering community dialogue and reducing stigmatization of educated girls.

Tiwari & Singh (2023) in India focused on the role of community radio in promoting girl-child education in rural and tribal areas. The researchers found that community radio stations served as an essential medium for delivering educational content and motivational messages tailored to the needs of girls in these regions. The programs included success stories of educated girls, information about scholarships, and discussions on the importance of girls' education for community development. Tiwari and Singh noted that the participatory nature of community radio allowed for the inclusion of voices from the community, particularly girls and women, which helped to build trust and encourage broader community support for girls' education.

### **2.3 The role of community radio in promoting girls' education**

Community radio, according to Walfer & Dhanarajan (2009), is a remarkably potent tool for delivering education with a vast potential global reach. They went on to say that radio's advantages include the following more people listen to community radio than any other medium, and it has the power to inspire people by fostering oral and auditory traditions and igniting the imagination more than television or video. According to Balit (2009), community radio programs are an effective and imaginative means of supporting the empowerment and education of the impoverished, particularly women and young people.

According to Internews (2012-2013). Radio has been used as a tool for social change and education in many countries, including South Sudan, In particular, community radio programs like eye radio have proven successful in advancing girls' education in rural and remote areas across South Sudan where access to formal education is limited.

To evaluate the effect of "our school," a series of 15-minute radio magazine programs, on South Sudanese girls' education, a midline study was carried out. Girls who listened to the program reported higher levels of academic performance and school attendance, supporting the study's finding that radio programs had a positive impact on girls' education (GESS, 2018). Another study looked at a project called Room to Learn South Sudan, which was funded by USAID and aimed to improve community involvement in education in South Sudan. According to Ginsburg (2017), the study's findings indicate that community involvement is critical to enhancing educational access, quality, and safety in settings affected by conflict.

According to a study on community radio's contribution to improving livelihoods, Simli Radio has worked to improve awareness and knowledge of solutions to community development problems ranging from culture, rural development and health. The study concluded that community radio can play a significant role in promoting community development (Barr, 2005).

In South Sudan, UNECEF (2020) supported the broadcasting of dramas on child marriage on 35 radio stations to raise community awareness on the negative effects of child marriage on girls and the society at large. Numerous studies have looked into how community radio affects girls' education. For instance, George & Mehra, (2015) conducted a study in Nepal which discovered that by disseminating information on health, education, and other social issues, community radio positively impacted girls' schooling. Another study conducted in India discovered that by informing girls about government programs and scholarships, community radio positively impacted their education.

#### **2.4 Strategies used in community radio to promote girl-child education**

Karikari & Osei (2020) explored the strategies employed by community radio stations in Ghana to enhance girl-child education. They found that one effective approach was the use of storytelling and dramatizations that highlighted the struggles and successes of girls who pursued education despite societal challenges. These programs resonated deeply with listeners, fostering empathy and support for girls' education. Additionally, the study revealed that community radio stations partnered with local schools to broadcast educational content, including lessons and revision sessions, which helped to bridge gaps in educational resources, especially in remote areas.

Mwangi & Wambui (2019) examined community radio strategies in Kenya and found that interactive radio programs were particularly effective in promoting girl-child education. These programs often included phone-in segments where listeners, including girls, parents, and community leaders, could ask questions and share their views on education-related topics. This interactive format not only provided valuable information but also created a platform for community members to voice their concerns and solutions. The study also noted the strategic use of role models and guest speakers—successful women from the community—who shared their educational journeys, thereby inspiring girls and encouraging parental support for girls' education.

Ali & Khan (2021) in Pakistan investigated the use of community radio to support girl-child education in rural areas. They identified several key strategies, including the broadcast of programs that addressed cultural and religious concerns about girls' education. By involving religious scholars and community leaders in discussions, the radio stations were able to challenge and reframe negative perceptions, promoting a more positive view of girls' education. The study also highlighted the use of radio campaigns that provided information about scholarships, educational grants, and other financial support available to girls, thus reducing the economic barriers to education.

Ncube & Dube (2022) in Zimbabwe focused on the role of community radio in providing life skills and health education as a strategy to promote girl-child education. The researchers found that programs integrating life skills education, including topics such as hygiene, nutrition, and reproductive health, were crucial in keeping girls informed and engaged. These programs helped address issues that

often lead to school dropouts, such as early pregnancies and health-related absenteeism. Moreover, by creating safe spaces for girls to discuss their challenges and receive guidance, community radios helped in retaining girls in the education system.

Patel & Joshi (2023) in India explored innovative community radio strategies that leverage digital technologies to enhance girl-child education. They found that community radio stations were increasingly using social media platforms to extend the reach of their educational programs. By creating complementary online content, such as podcasts and educational videos, these stations provided additional learning resources and engaged a younger, tech-savvy audience. This integration of traditional radio with digital media not only expanded access but also allowed for greater interaction and feedback from listeners, thereby improving the relevance and impact of the educational content.

## **2.5 Summary of literature review**

The literature review highlights the significant role of community radio in promoting girl-child education through various strategies and the status of its effectiveness across different regions. Studies indicate that community radio stations, through targeted educational programs, storytelling, dramatizations, interactive segments, and partnerships with local schools, effectively raise awareness and foster community support for girls' education. These stations address cultural, religious, and economic barriers by involving local leaders, broadcasting life skills education, and leveraging digital technologies to reach wider audiences. The agenda-setting theory underscores the media's influence in shaping public perceptions, which is crucial for promoting educational initiatives.

The review encompasses findings from Zimbabwe, Bangladesh, Kenya, Pakistan, Nigeria, India, and South Sudan, demonstrating the transformative potential of community radio in advancing girls' educational outcomes and societal change.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter essentially presented the study's methodology, which includes the research design, data collection, sampling strategies, validity and reliability, data analysis, and ethical considerations. Chapter two reviewed the body of literature that is currently available on the research topic. The first section of this chapter explained the study design and the rationale behind its modification. It also went over ethical concerns, the justification for data collection, validity, and reliability. The goal of this study is to provide a clear understanding of the upcoming findings.

#### **3.1 Research design**

This study used a case study approach to explore the impact of community radio in promoting girls' education in Juba South Sudan, using Eye Radio as the case study. The study focused on "our school" a radio program and its effectiveness in promoting girls' education. The study used qualitative method to collect data.

##### **3.1.1 The case study design**

The case study for this research is Eye Radio Juba South Sudan. Eye Radio is a station that broadcasts in Juba Arabic, English and other local languages. The radio station has been actively involved in promoting girls' education in Juba, South

Sudan. The case study focused on the impact of community radio in promoting girls' education in Juba South Sudan.

### **3.2 Research approach**

Qualitative study is the method that was used in this study. Qualitative research is a process of naturalistic inquiry that seeks an in-depth understanding of social phenomena within their natural setting. It focuses on the “why” rather than the “what” of social phenomena and relies on the direct experiences of human beings as meaning-making agents in their everyday lives. A survey is a type of research method in which data is gathered from a specific population through the use of interviews or standardized questionnaires (Pennsylvania State University, 2006). This approach has been employed because it makes it possible to gather information from a sizable number of respondents. Additionally, it makes it possible to gather a wide range of data, such as attitudes, opinions, beliefs, and values (Wyse, 2012). The data was gathered using questionnaires. According to Baker (2002), this tool is suitable for studying large numbers of respondents, like the ones in the current study. Despite possible shortcomings, the researcher believed that the chosen approach would be adequate given the time and financial constraints.

### **3.3 Data collection method**

In this study, the in-depth interview method was employed for data collection. This qualitative research technique involves conducting detailed, open-ended interviews to gather comprehensive insights from participants. In-depth interview was used to explore the perceptions, experiences, and opinions of the staff at Eye Radio, including the head of programs, presenters, station manager, producers,

and journalists. This method was chosen for its ability to provide rich, nuanced data that captures the complexities of how community radio can influence girl-child education. The interviews were conducted face-to-face, allowing for follow-up questions and clarifications to ensure a deep understanding of each respondent's perspective. This approach is particularly suitable for this study as it facilitates the collection of detailed information about the strategies and challenges involved in using community radio to promote education among girls in South Sudan.

### **3.4 Data collection tool**

In this study, an interview guide was used as the data collection tool. An interview guide is a structured list of questions and topics that directs the conversation during interviews, ensuring consistency and comprehensiveness in the data collected. It was used to systematically explore the views of the 10 staff members at Eye Radio in Juba, Central Equatoria, South Sudan, including the head of programs, presenters, station manager, producers, and journalists. The guide facilitates focused yet flexible interactions, allowing for in-depth exploration of the strategies and impacts of community radio on girl-child education. Each interview followed the guide to ensure all relevant topics were covered while allowing respondents to share detailed insights based on their experiences and roles within the radio station.

### **3.5 Sampling procedure**

The sampling technique that was used in this study is purposive sampling. Purposive sampling involves selecting participants based on their knowledge and

experience of the phenomenon of interest. The participants were selected based on their involvement in the educational programs promoted by eye radio.

### **3.6 Population**

The study population for this research consisted of the staff of Eye Radio located in Juba, Central Equatoria, South Sudan, specifically those working in the programs department. This included the head of programs, presenters, the station manager, producers, and journalists. These participants were selected due to their direct involvement in creating and broadcasting content, making them well-suited to provide valuable insights into the role and impact of community radio in promoting girl-child education.

### **3.7 Target population**

The target population/ sample size for this study will comprise the staff of Eye Radio in Juba, Central Equatoria, South Sudan, specifically those involved in the programs department. The sample will include 10 individuals: the head of programs (1 person), presenters (2 people), the station manager (1 person), producers (2 people), and journalists (4 people). This group is chosen because of their direct roles in content creation and broadcasting, making them ideally positioned to provide in-depth insights into the strategies and effectiveness of community radio in promoting girl-child education.

### **3.8 Data analysis**

The study used thematic analysis approach to analyze the data collected using interview guides. The analysis identified key themes and patterns in the data and draw conclusions about the role of community radio in promoting girls' education

in South Sudan. The recurrent themes, which emerged in relation to each guiding question from the interviews, was presented thematically, with selected direct quotations from participants presented as illustrations.

### **3.9 Ethical considerations**

The researcher obtained a recommendation and an introductory letter from the faculty of Education in Uganda Christian University, after which she sought permission from the different respondents in Uganda Christian University to use as a case study. The researcher approached various respondents to conduct face-to-face interviews.

More so, the researcher exhibited a high level of ethical behavior in the course of implementing the study; confidentiality where the information got from the field was only used for academic purposes. There was also anonymity of the respondents exhibited so that they could get the freedom to express themselves. Informed consent was obtained from all respondents before including them in the study.

In addition, all data gathered was used only for the purpose of this study and nothing else. The research procedures were explained to all the respondents before they took part in the research and their informed consent obtained. All the sources of literature were acknowledged throughout the whole study through proper citations and referencing. Finally, personal bias was avoided during the entire study that is to say during interviews, data analysis and reporting.

## CHAPTER FOUR

### PRESENTATION AND ANALYSIS OF DATA

#### 4.0 Introduction

This chapter comprises of a presentation of results and their interpretation. The presentation in this chapter shows the results according to the objectives of the study.

#### 4.1 Response rate

A total of 10 questionnaires were distributed and only 8 were fully filled and returned. The response rate for the questionnaires was therefore 80% as shown in the table 1 below;

**Table 1: Response rate**

Response Rate	Sample Size	
	Frequency	Percentage (%)
Successful interview conducted	10	100.0%
Interviews not conducted	0	0.0%
Intended interviews	10	100.0%

**Source:** *Primary data*

According to table 1 above a total of 10 (100%) respondents who are selected staff of Eye Radio in Juba, Central Equatoria, South Sudan who were the head of programs, presenters, the station manager, producers and journalists were expected to be involved in the interviews and 10 interviews were conducted successfully giving a 100% response rate.

## 4.2 Demographic characteristics of respondents

This section presents the general background information about the respondents in relation to their gender, age, position held and period spent working in that position at Eye Radio in Juba, Central Equatoria, South Sudan as shown in the table below;

**Table 2: Background Information about the respondents**

Item	Description	Frequency	Percentage (%)
Gender	Male	6	60.0
	Female	4	40.0
	<b>Total</b>	<b>10</b>	<b>100.0</b>
Age	21-30 years	3	30.0
	31-40 years	5	50.0
	41-50 years	2	20.0
	<b>Total</b>	<b>10</b>	<b>100.0</b>
Position	Head of programs	1	10.0
	Presenters	2	20.0
	Station manager	1	10.0
	Producers	2	20.0
	Journalists	4	40.0
	<b>Total</b>	<b>10</b>	<b>100.0</b>
Period spent working in	1-5 years	7	70.0

that position	6-10 years	3	30.0
	<b>Total</b>	<b>10</b>	<b>100.0</b>

**Source:** *Primary data*

Table 2 above shows that the majority of the respondents, represented by 60.0%, were male, while the remaining 40.0% were female. This indicates that there is a higher representation of males in the programs department of Eye Radio. The implication is that while there is a significant presence of women, efforts could be made to achieve a more balanced gender representation in this sector, which may enhance diverse perspectives in program development and implementation.

Furthermore, the findings of the study revealed that the majority of the respondents, represented by 50.0%, were aged between 31-40 years, followed by those aged 21-30 years at 30.0%, and finally those aged 41-50 years at 20.0%. This suggests that Eye Radio's programs department predominantly consists of relatively young and middle-aged professionals. The implication is that the station benefits from a mix of youthful energy and mid-career experience, which can contribute to dynamic and innovative approaches in promoting girl-child education.

In addition, the findings of the study revealed that the majority of the respondents, represented by 40.0%, were journalists, followed by presenters and producers each at 20.0%, and the head of programs and station manager each at 10.0%. This distribution indicates a strong presence of journalists within the programs department. The implication is that the station has a robust journalistic foundation, which is crucial for content creation and dissemination, although equal

emphasis might be needed across other roles to ensure comprehensive program development and management.

Lastly, the findings of the study revealed that the respondents were evenly split, with 50.0% having worked in their positions for 1-5 years and the other 50.0% for 6-10 years. This shows a balanced mix of newer and more experienced staff within the programs department. The implication is that there is a good blend of fresh perspectives and seasoned expertise, which can enhance the effectiveness and continuity of the radio programs aimed at promoting girl-child education.

### **4.3 The status of community radio in promotion of girl-child education in Juba**

#### **4.3.1 Current status of community radio in promoting girl-child education in Juba**

From the interviews conducted with the selected staff of Eye Radio in Juba, who were the head of programs, presenters, the station manager, producers and journalists, they were asked for their views on the current status of community radio in promoting girl-child education in Juba, South Sudan and their responses were as follows;

The staff at Eye Radio in Juba collectively emphasized the significant role community radio plays in promoting girl-child education. They highlighted that Eye Radio has been instrumental in raising awareness about the importance of educating girls through dedicated programs and initiatives. These programs often feature stories of successful female role models, discussions on the benefits of girls' education, and information about educational opportunities. The respondents noted that these efforts have led to an increase in public awareness and a gradual

shift in attitudes towards girls' education in the community. The radio programs are designed to be culturally sensitive and address local barriers, making them effective in reaching a wide audience and encouraging community support for girls' education.

Moreover, the staff pointed out that Eye Radio collaborates with local schools, NGOs, and community leaders to enhance its outreach efforts. This collaboration has helped in creating a supportive environment for girls' education by addressing issues such as early marriages, gender discrimination, and economic challenges. The respondents mentioned that interactive programs, where listeners can call in and participate in discussions, have been particularly effective in engaging the community and fostering a sense of ownership and involvement. These programs not only provide valuable information but also create a platform for community members to voice their concerns and solutions, thereby reinforcing the importance of girls' education.

The respondents also discussed the impact of technological advancements on the effectiveness of community radio in promoting girl-child education. With the integration of social media and online platforms, Eye Radio has been able to extend the reach of its educational programs beyond traditional radio broadcasts. This multi-platform approach has allowed for greater interaction and feedback from listeners, further enhancing the impact of the programs. The staff noted that the combination of traditional and digital media has made their efforts more comprehensive and accessible, ensuring that the message of promoting girl-child education reaches a broader and more diverse audience. Some of the selected respondents reported that,

*“.....Our programs have significantly raised awareness about the importance of educating girls and have contributed to changing community attitudes.....” Respondent 1*

*“.....By collaborating with schools and NGOs, we’ve created a more supportive environment for girls’ education and addressed many of the local barriers they face.....” Respondent 2*

#### **4.3.2 Number of programs focused on girl-child education at Eye Radio**

From the interviews conducted with the selected staff of Eye Radio in Juba, who were asked for their views on how many programs focused on girl-child education Eye Radio currently broadcast and their responses were as follows;

The staff at Eye Radio collectively revealed that the station currently broadcasts several programs specifically focused on promoting girl-child education. These programs include weekly segments, special features, and collaborative projects with local educational organizations. The head of programs emphasized that Eye Radio has committed to airing at least three major weekly shows that center around girl-child education. These programs are carefully designed to address various aspects of education, such as the importance of girls staying in school, overcoming societal and economic barriers, and highlighting success stories from the community.

Furthermore, the presenters and producers elaborated on the content and structure of these programs. They mentioned that the shows often include interviews with educators, community leaders, and the girls themselves. This approach not only provides diverse perspectives but also makes the content more relatable and impactful. In addition to these regular broadcasts, Eye Radio

frequently airs special features and documentaries that delve deeper into issues affecting girls' education. These features often coincide with international days of significance, such as International Day of the Girl Child, to maximize awareness and engagement.

Lastly, the journalists at Eye Radio highlighted their role in creating these educational segments. They explained that their investigative reports and stories are integral to the programs, providing factual and up-to-date information on the state of girl-child education in Juba and beyond. These reports help to shed light on both the progress being made and the challenges that still exist. The journalists also collaborate with NGOs and educational institutions to gather firsthand accounts and data, ensuring that the content is both accurate and compelling. The comprehensive approach taken by Eye Radio in broadcasting these programs underscores their commitment to fostering an environment that supports and values girl-child education. Some of the selected respondents reported that,

*“.....We are proud to air three major weekly programs that focus on various aspects of girl-child education, making sure we cover a wide range of topics and issues.....”* **Respondent 3**

*“.....Our special features and documentaries have been instrumental in raising awareness and engaging the community in meaningful discussions about the importance of educating girls.....”* **Respondent 4**

#### **4.3.3 Frequency of educational programs on Eye Radio**

The staff at Eye Radio provided insights into the frequency of educational programs focused on girl-child education, emphasizing the station's commitment to regular broadcasts. The head of programs explained that these educational

programs are strategically scheduled throughout the week to ensure maximum reach and impact. Typically, key programs are aired at prime listening times, such as during morning and evening hours, to capture a broad audience, including parents, educators, and community leaders. This scheduling approach aims to reinforce the importance of girls' education as a priority topic within the community's daily discourse.

In addition, the presenters and producers elaborated on the scheduling logistics, highlighting that educational segments are integrated into Eye Radio's daily programming grid. They mentioned that while some programs air weekly, others are featured multiple times a week to accommodate different listener preferences and schedules. This varied approach ensures that educational messages about girl-child education are consistently available to listeners across different times of the day and days of the week. The staff emphasized that this regularity not only maintains audience engagement but also reinforces the station's role as a reliable source of information and advocacy for girls' educational rights. Some of the selected respondents reported that,

*“.....Our educational programs are strategically timed to reach the widest audience possible, ensuring that discussions about girls' education are part of our listeners' daily routine.....” Respondent 5*

*“.....By airing these programs multiple times a week, we aim to keep the conversation ongoing and impactful, fostering community dialogue and support for girls' educational opportunities.....” Respondent 6*

## **4.4 The role of community radio in promoting girls' education in Juba South Sudan**

### **4.4.1 Effectiveness of Eye Radio in promoting girls' education**

The staff at Eye Radio expressed confidence in the station's effectiveness in promoting girls' education within the community. The head of programs highlighted that feedback from listeners and community stakeholders indicates a positive impact. He noted that through targeted programs and advocacy campaigns, Eye Radio has succeeded in raising awareness about the importance of girls' education. The station's ability to reach a wide audience and engage them through informative and culturally sensitive content has contributed significantly to changing attitudes and behaviors towards girls' schooling. The head of programs emphasized that continuous listener interaction and feedback are key indicators of Eye Radio's effectiveness in addressing educational barriers and empowering girls to pursue their academic aspirations.

Furthermore, the presenters and producers echoed these sentiments, citing specific instances where their programs have sparked community discussions and inspired action. They shared examples of listener testimonials and community initiatives that have been directly influenced by Eye Radio's broadcasts on girls' education. Presenters emphasized the role of storytelling and personal narratives in making educational messages relatable and compelling to the audience. They noted that featuring success stories of girls who have overcome challenges to succeed in their education has been particularly effective in motivating parents and community members to support girls' educational endeavors. This approach,

coupled with regular updates on educational opportunities and policy changes, has strengthened Eye Radio's position as a catalyst for educational advocacy in Juba.

Lastly, the journalists at Eye Radio provided insights into their role in evaluating the station's impact on girls' education. They highlighted their investigative reports and in-depth features that shed light on systemic barriers and successes in girls' education. By providing factual information and showcasing local perspectives, journalists contribute to the station's credibility and influence in promoting policy changes and community action. They emphasized the importance of balanced reporting and holding stakeholders accountable for advancing girls' educational rights. Overall, the staff unanimously agreed that Eye Radio plays a crucial role in promoting girls' education by fostering awareness, advocacy, and community mobilization. Some of the selected respondents reported that,

*“.....We see firsthand how our programs spark conversations and empower communities to prioritize girls' education as a fundamental right.....”*

**Respondent 7**

*“.....Eye Radio's commitment to factual reporting and community engagement has made a real difference in how girls' education is perceived and supported in our community.....”* **Respondent 8**

#### **4.4.2 Opportunities and challenges faced by Eye Radio in promoting girls' education**

the views on the opportunities and challenges faced by Eye Radio in promoting girls' education and their responses were as follows;

The staff at Eye Radio highlighted several opportunities that contribute to their efforts in promoting girls' education in Juba. One significant opportunity identified is the station's extensive reach and influence across Central Equatoria. The head of programs noted that Eye Radio's broad listenership provides a platform to disseminate educational messages widely, reaching both urban and rural communities. This reach allows the station to engage diverse audiences and tailor content to local contexts, thereby enhancing the relevance and impact of their programs on girls' education.

Another opportunity identified by presenters and producers is the strategic partnerships with local NGOs, educational institutions, and community leaders. These partnerships enable Eye Radio to access firsthand information and expert knowledge on educational issues affecting girls. Collaborating with stakeholders also facilitates the development of comprehensive programming that addresses specific challenges such as cultural barriers, access to resources, and policy advocacy. By leveraging these partnerships, Eye Radio strengthens its advocacy efforts and fosters a supportive environment for girls' educational empowerment.

In terms of challenges, one significant issue highlighted by the station manager is financial sustainability. Securing adequate funding to sustain and expand educational programs remains a constant challenge for Eye Radio. Limited financial resources often restrict the station's capacity to produce high-quality content consistently and invest in innovative approaches to promote girls' education effectively. Moreover, fluctuations in funding availability can impact the continuity and longevity of educational initiatives, posing a barrier to achieving long-term impact in the community.

In addition, the journalists at Eye Radio also pointed out technical and logistical challenges in reaching remote and marginalized communities. Limited infrastructure and access to reliable broadcasting equipment in some areas of Central Equatoria hinder the station's ability to ensure equitable coverage of educational programs. Additionally, geographical barriers and security concerns in certain regions pose logistical challenges for field reporting and community engagement activities. Overcoming these challenges requires strategic planning, resource mobilization, and collaborative efforts with local partners to enhance operational efficiency and expand outreach efforts. Some of the selected respondents reported that,

*“.....Our partnerships with NGOs and community leaders are vital in addressing local challenges and ensuring that our programs resonate with the communities we serve.....”* **Respondent 9**

*“.....Financial sustainability remains a pressing challenge that affects our ability to innovate and maintain consistent educational programming for girls in Juba.....”* **Respondent 10**

#### **4.4.3 Influence of community radio on public perception & support for girls' education**

From the interviews conducted based on the ways in which community radio has influenced public perception and support for girls' education in Juba and their responses were as follows;

The staff at Eye Radio emphasized the significant role community radio plays in shaping public perception and garnering support for girls' education in Juba. The head of programs highlighted that through targeted programming and advocacy

campaigns, Eye Radio has effectively amplified the voices of educators, activists, and community members advocating for girls' education. By broadcasting success stories, educational initiatives, and discussions on gender equality, the station has contributed to changing societal attitudes and increasing awareness about the importance of girls' schooling. This continuous dialogue has fostered a supportive environment where community members are more informed and engaged in advocating for girls' educational rights.

Furthermore, the presenters and producers echoed these sentiments, noting that community radio's interactive nature allows for direct engagement with listeners, thereby influencing public opinion in real-time. They cited examples where listener feedback and participation in radio programs have led to community-driven initiatives to support girls' education, such as fundraising campaigns for school fees and awareness drives on girls' rights to education. The ability to address local concerns and challenges through radio discussions has been instrumental in mobilizing grassroots support and solidarity for girls' education initiatives in Juba.

From a managerial perspective, the station manager emphasized the importance of community trust and credibility in influencing public perception. By maintaining ethical standards in reporting and programming, Eye Radio has earned the trust of its audience, enabling the station to advocate effectively for girls' education without bias or external influence. The station manager highlighted that transparency and accountability in broadcasting educational content have strengthened community trust, resulting in increased public support and engagement with girls' education issues.

Lastly, the journalists at Eye Radio provided insights into the station's role in debunking myths and misconceptions surrounding girls' education through factual reporting and investigative journalism. They noted that by providing accurate information and highlighting the benefits of girls' education, community radio has challenged harmful stereotypes and cultural norms that hinder girls' access to schooling. Journalists emphasized the power of storytelling in humanizing educational challenges and successes, thereby inspiring empathy and action among listeners to support educational initiatives for girls in Juba. Some of the selected respondents reported that,

*“.... Our radio programs have sparked meaningful conversations in the community, leading to collective efforts to support girls' education and empower young women....” Respondent 1*

*“.... Community trust in our reporting allows us to influence public perception positively and advocate effectively for policies that advance girls' educational rights....” Respondent 2*

#### **4.5 The strategies used in community radio to promote girl-child education in Juba**

##### **4.5.1 Strategy for promoting girl-child education through community radio**

From the interviews conducted, the staff at Eye Radio outlined a comprehensive strategy aimed at promoting girl-child education through community radio. The head of programs explained that the station's strategy focuses on developing tailored educational programs that address the specific needs and challenges faced by girls in Juba. This includes broadcasting informative content on the benefits of

girls' education, highlighting success stories of girls overcoming barriers, and addressing societal issues like child marriage and gender discrimination. The strategy also incorporates interactive formats such as talk shows and listener call-ins, where community members can discuss and contribute to solutions for improving girls' access to education. By partnering with local NGOs and educational institutions, Eye Radio ensures that its programs are culturally sensitive and responsive to the local context, thereby maximizing their impact on promoting girls' education.

According to the station manager, Eye Radio has been implementing this strategy for several years, adapting and refining its approach based on feedback from listeners and ongoing community needs assessments. The strategy's longevity reflects the station's commitment to sustained advocacy and support for girls' educational rights in Juba. By consistently airing programs that resonate with the community and actively engaging with stakeholders, Eye Radio has built a reputation as a trusted platform for promoting social change through education. The manager emphasized that the station's enduring dedication to this cause has resulted in tangible improvements in public awareness and support for girls' education, contributing to broader efforts towards gender equality and community development. Some of the selected respondents reported that,

*“... Our strategy revolves around empowering girls through education-focused content that inspires and informs, fostering a community-wide commitment to girls' educational rights....” Respondent 3*

*“.....We've been championing girls' education through radio for years, adapting our approach to ensure it remains relevant and impactful in addressing local challenges.....” Respondent 4*

#### **4.5.2 Strategies to improve promotion of girl-child education on Eye Radio**

The staff at Eye Radio in Juba, South Sudan, shared various strategies they employ to enhance the promotion of girl-child education through their broadcasts. The head of programs highlighted the importance of content diversity, ensuring that educational programs are not only informative but also engaging for listeners of all ages. This approach includes using storytelling, interviews with educators and community leaders, and interactive segments that encourage listener participation. By addressing relevant issues such as girls' rights, access to education, and societal barriers, Eye Radio aims to foster empathy and support within the community for girls' educational empowerment.

Furthermore, the presenters emphasized the role of advocacy through their on-air presence, where they use their platforms to amplify voices advocating for girls' education. They mentioned conducting interviews with activists, educators, and girls themselves to showcase success stories and challenges faced in pursuing education. This approach not only educates listeners but also inspires action and community involvement in supporting girls' educational initiatives.

According to the station manager, partnerships with local NGOs and educational institutions are crucial in developing and implementing effective strategies. Collaborations enable Eye Radio to access expert knowledge and resources that enhance the quality and relevance of their educational content. These partnerships also facilitate outreach programs and community engagement events

that directly impact girls and their families, promoting awareness and participation in educational opportunities.

In addition, the producers highlighted the use of multimedia approaches to reach a wider audience beyond traditional radio broadcasts. They integrate social media campaigns, podcasts, and online platforms to extend the reach and impact of their educational messages. This multimedia strategy allows Eye Radio to connect with younger audiences who are active on digital platforms and may not traditionally engage with radio programming.

Lastly, the journalists emphasized the importance of investigative reporting and in-depth coverage of educational issues affecting girls in South Sudan. They mentioned conducting field research, gathering firsthand accounts, and producing documentaries that delve into systemic challenges and highlight areas for policy advocacy. By shedding light on these issues, Eye Radio journalists aim to stimulate public discourse, influence policy decisions, and ultimately drive positive change in girls' educational opportunities. Some of the selected respondents reported that,

*“.....Our approach involves not just broadcasting information but creating a dialogue that engages our listeners, encouraging them to be advocates for girls' education in their communities.....”* **Respondent 5**

*“.....Through partnerships and innovative storytelling, we're making sure that our programs resonate with our audience, inspiring positive action towards girls' educational empowerment.....”* **Respondent 6**

## CHAPTER FIVE

### DISCUSSIONS OF FINDINGS AND CONCLUSION

#### 5.0 Introduction

This chapter summarizes all findings reported in chapter four according to questions of the study, draws conclusions, suggests recommendations and also proposes some areas for further study.

#### 5.1 Discussions of key findings

The findings from interviews with staff at Eye Radio in Juba, South Sudan underscore the station's pivotal role in promoting girls' education through community radio. Eye Radio is perceived as highly effective in raising awareness and changing attitudes towards girls' schooling, supported by positive feedback from listeners and stakeholders. Their programs, which include insightful interviews, success stories, and community-driven initiatives, resonate deeply with the audience, fostering engagement and advocacy for girls' educational rights. For example, during the literature review, Mutisi & Musasa (2021) in their study examined the impact of community radio on girl-child education in rural Zimbabwe. They found that community radio stations played a crucial role in disseminating educational information and promoting gender equality in access to education. Strategic partnerships with NGOs and community leaders amplify their impact, addressing local challenges and enhancing program relevance.

Furthermore, during literature review it was discovered by Sarker & Hossain (2020) in their study on community radio stations in Bangladesh and their influence on

girl-child education. Their research indicated that these stations contributed significantly to increasing school enrollment rates among girls in rural areas. As a result, when the researcher went to field also discover from respondent number one that Eye Radio's commitment to ethical reporting and interactive programming has solidified its reputation as a trusted voice in advocating for girls' education in Juba. Their influence extends beyond broadcasting to actively shaping public perception and mobilizing support for educational initiatives, marking a significant contribution to educational equity in the region.

Lastly, the findings reveal a robust commitment and effective strategies in promoting girl-child education through community radio. Eye Radio plays a significant role in raising awareness about girls' education through dedicated programs that feature success stories, educational opportunities, and discussions on overcoming societal barriers. For example, during the literature review, Ali & Khan (2021) in a study conducted in Pakistan also highlighted the use of radio campaigns that provided information about scholarships, educational grants, and other financial support available to girls as one of the strategies, thus reducing the economic barriers to education. According to respondent number 9, Collaborations with local schools and NGOs have created a supportive environment, addressing challenges like early marriages and gender discrimination.

## **5.2 Conclusions**

In conclusion, the findings underscore Eye Radio's pivotal role in promoting girls' education in Juba, South Sudan through effective community radio strategies. The station's commitment to raising awareness, fostering community engagement, and advocating for girls' educational rights is evident in their diverse and impactful

programming. By addressing local challenges, leveraging strategic partnerships, and embracing multimedia platforms, Eye Radio not only educates and empowers its audience but also influences public perception and mobilizes support for girls' educational opportunities. Despite operational challenges, their sustained efforts highlight Eye Radio as a trusted advocate and catalyst for positive change in promoting educational equity and gender equality in the region.

## **CHAPTER SIX**

### **RECOMMENDATION AND AREAS FOR FUTURE STUDIES**

#### **6.1 Recommendations**

Based on the findings of the study, the following recommendations have been found necessary concerning the impact of community radio in promoting girl-child education: a case of eye radio Juba Central Equatoria South Sudan;

The study recommends the need for continuous capacity building: Given the effectiveness of Eye Radio's educational programs, there is a need for ongoing training and capacity building for radio staff, journalists, and community volunteers involved in producing and disseminating content on girls' education. This would enhance their skills in advocacy, storytelling, and program development, ensuring that educational messages remain compelling and culturally relevant.

The study also recommends the need for sustainable funding mechanisms: To sustain and expand their initiatives, Eye Radio should explore diversified funding sources beyond traditional donor funding. This includes establishing partnerships with private sector entities, local businesses, and exploring revenue-generating opportunities such as sponsored programs or advertising, while maintaining editorial independence and program integrity.

The study further recommends the need for enhanced community engagement strategies: Eye Radio should further enhance its community engagement strategies by actively involving local stakeholders, including parents, community leaders, and educational institutions, in program planning and implementation. This participatory approach not only increases program relevance but also strengthens community ownership and support for girls' education initiatives.

In addition, the study recommends the need for leveraging digital platforms: Recognizing the impact of multimedia approaches, Eye Radio should continue leveraging digital platforms such as social media, podcasts, and mobile applications to extend the reach of their educational messages. This would facilitate engagement with younger audiences and those in remote areas who may

not have access to traditional radio broadcasts, thereby expanding the scope and impact of their advocacy efforts.

Lastly, the study recommends the need for monitoring and evaluation frameworks: Developing robust monitoring and evaluation frameworks is crucial to assess the impact and effectiveness of Eye Radio's programs on promoting girls' education. This includes gathering feedback from listeners, conducting audience surveys, and tracking key indicators such as changes in community attitudes towards girls' schooling and participation rates in educational initiatives. Regular evaluations would inform program adjustments and ensure continuous improvement in achieving educational equity goals.

## **6.2 Areas for further research**

Considering the research focus on the impact of community radio in promoting girl-child education through Eye Radio in Juba, Central Equatoria, South Sudan, the following areas of further research are recommended;

- Firstly, investigating the long-term behavioral and societal changes resulting from exposure to educational radio programs could provide deeper insights into the sustained impact on attitudes towards girls' education.
- Secondly, examining the effectiveness of specific program formats, such as interactive versus informational broadcasts, on audience engagement and educational outcomes could help optimize content delivery strategies.
- Additionally, exploring the role of local cultural contexts and traditional norms in shaping the reception and effectiveness of radio advocacy for girls' education would enrich understanding of the contextual factors influencing program impact.

- Lastly, longitudinal studies tracking educational attainment and career trajectories of girls who were exposed to Eye Radio's initiatives could offer empirical evidence of radio's role in empowering girls and contributing to broader community development goals.

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## **APPENDICES**

### **Appendix 1: In-Depth Interview Guide**

**TOPIC: the impact of community radio in promoting girl-child education: a case  
of Eye Radio Juba South Sudan**

1. Can you tell us about yourself and your work here at eye radio?.....  
.....  
.....
2. What is the current status of community radio in promoting girl-child education in Juba south Sudan?.....  
.....  
.....
3. How many programs focused on girl-child education does Eye Radio currently broadcast?.....  
.....
4. How frequently are these educational programs aired on Eye Radio?.....  
.....
5. How effective do you believe Eye Radio is in promoting girls' education in the community?.....  
.....
6. What are the opportunities and challenges faced by Eye Radio in promoting girls' education?.....  
.....

7. Do you have a specific strategy for promoting girl-child education through community radio?

.....  
.....

8. How long has this strategy been implemented by Eye Radio aimed at promoting girl-child education?

.....  
.....

9. What specific strategies do you use to improve the promotion of girl-child education on Eye Radio?

.....  
.....