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# Centrality of formal education in women empowerment in Bor, South Sudan

This study explores the role of formal education in empowering women in Bor, South Sudan, a region severely affected by prolonged conflict leading to high school dropout rates, low enrollment, and weakened educational institutions.

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This paper explores the central role of formal education in empowering women in Bor, South Sudan, a region severely affected by prolonged conflict leading to high dropout rates, low enrollment, and deteriorated educational institutions. Cultural practices such as early marriage, teenage pregnancies, and patriarchal norms significantly hinder girls' access to education, as they are often viewed as sources of wealth through marriage and bride price.

Data reveals that 48% of the population lacks formal education, with women disproportionately affected. Additional barriers include poverty, lack of female role models due to few female teachers, insecurity, and the prioritisation of boys' education over girls. These factors contribute to high illiteracy rates among women, limiting their participation in public spaces and decision-making processes.

The study underscores that education is a critical tool for empowerment, fostering personal agency, self-efficacy, and informed decision-making. Recommendations include investing in both formal education and lifelong learning tailored to local contexts, promoting gender-responsive teaching methods, and challenging oppressive gender norms.

By enhancing women's access to education, not only are individual lives improved, but broader societal benefits such as reduced poverty and inclusive development are achieved. The paper advocates for a blended approach to empowerment that combines education with practical initiatives, enabling women in Bor to lead healthier and more prosperous lives.

Read the article [here](#).

Citation: Okemwa, P., Mwangi, S., & Obando (†), J. A. (2024). [Centrality of Formal Education in Women Empowerment in Bor, South Sudan](https://journals.academiczone.net/index.php/ijfe/article/view/3715). *International Journal of Formal Education*, 3(10), 386–394. Retrieved from: <https://journals.academiczone.net/index.php/ijfe/article/view/3715>



A classroom in a primary school in South Sudan  
Credit Image by Kim Haughton 2008 / Trocaire - CC BY 2.0

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