



Gender-Specific Education Programmes and Literacy Development Among Female Secondary School Pupils in Eastern Cape, South Africa: A Longitudinal Study

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Abstract

Gender-specific education programmes have been implemented to address disparities in literacy levels among female secondary school pupils in South Africa's Eastern Cape. A longitudinal design was employed, involving pre- and post-programme assessments with a sample of 300 female secondary school pupils in the Eastern Cape, South Africa. Female participants showed an average improvement of 15% in literacy scores after participating in gender-specific education programmes over two years. The study concludes that gender-specific interventions have had a positive impact on literacy levels among female secondary school pupils in the Eastern Cape, with significant gains observed in reading comprehension and writing skills. Future research should focus on replicating these findings across different regions and genders to ensure broad applicability of the results.

Keywords: *African, Geographic, Gender Studies, Longitudinal, Literacy, Methodology, Pedagogy*

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