



Gender Dynamics in Education across Sub-Saharan Africa: Insights from Chad 2006

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Abstract

Gender dynamics in education have been a significant concern across Sub-Saharan Africa, with varying levels of attention and research focus. An ethnographic approach was employed, involving participant observation, semi-structured interviews, and document reviews among a diverse set of stakeholders including teachers, students, and community leaders. Key themes emerged around early marriage and its impact on girls' secondary school enrollment, with an observed proportion of 42% of girls married before the age of 18 in the sampled schools. The findings highlight significant challenges faced by girls in Chad's education system, particularly related to gendered social norms that impede educational opportunities. Recommendations include targeted interventions addressing early marriage and promoting inclusive policies aimed at reducing barriers for girls in accessing secondary education.

Keywords: *Sub-Saharan, African, CulturalAnthropology, GenderStudies, QualitativeResearch, IndigenousKnowledge, SocialCognition*

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