



School-Based Interventions and Gender Norms in Early Adolescents: A Survey Analysis in South African Schools,

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Abstract

School-based interventions have been proposed as a strategy to address gender norms in early adolescents, particularly in contexts where traditional gender roles are prevalent. A survey research design was employed, utilising a structured questionnaire distributed across multiple South African schools from to . Data collection involved self-reported assessments of students' attitudes towards traditional gender roles and their reported experiences in school environments. Findings indicate that while there were significant improvements in understanding of equitable gender relations, behavioural changes in the classroom remained limited, suggesting a need for further interventions addressing cultural barriers. Despite initial positive feedback from students regarding increased awareness about gender equity, sustained action is required to translate this knowledge into practical behaviour change across all school settings. Recommendation includes enhancing teacher training programmes and integrating gender sensitivity education more deeply within existing curricula to promote long-term impact on student attitudes and behaviors. School-based interventions, early adolescents, gender norms, South African schools

Keywords: *African geography, gender norms, intervention studies, qualitative methods, social change theories, early adolescence, cultural anthropology*

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