



Gender Dynamics in Education Among Sub-Saharan African Girls in South Africa: An Ethnographic Exploration

Mpho Khumalo¹, Kgoloko Sithole², Nkosana Mkhize^{2,3}

¹ Department of Advanced Studies, Graduate School of Business, UCT

² Nelson Mandela University

³ Graduate School of Business, UCT

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Correspondence: mkhumalo@yahoo.com

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Author notes

Mpho Khumalo is affiliated with Department of Advanced Studies, Graduate School of Business, UCT and focuses on Education research in Africa.

Kgoloko Sithole is affiliated with Nelson Mandela University and focuses on Education research in Africa.

Nkosana Mkhize is affiliated with Nelson Mandela University and focuses on Education research in Africa.

Abstract

Sub-Saharan African girls in South Africa face significant gender dynamics that affect their educational experiences. An ethnographic approach was employed, involving participant observation, interviews with educators and students, and document review in selected schools across South Africa's diverse regions. Girls reported a higher prevalence of school-related harassment compared to boys (45% vs. 20%), particularly in rural areas where educational infrastructure is less developed. The study underscores the need for comprehensive gender-sensitive policies and interventions to address these challenges effectively. Schools should implement gender-neutral anti-harassment programmes, and policymakers must prioritise equitable resource distribution to support girls' education.

Keywords: *Sub-Saharan, South Africa, Gender, Education, Anthropology, Community, Culture*

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