

Bridging the Gender Gap in Education: Lessons from Developing Nations

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ABSTRACT

There are still significant gender gaps in education that plague many developing countries, with such barriers as poverty, early marriages, and gender discrimination. But some countries do report progress in addressing and closing this gap. This study examined how these countries have navigated such obstacles by examining education policies, cultural factors, and social conditions. The impacts of various initiatives directed toward improving female enrollment, retention, and completion rates are assessed based on reports, case studies, and academic literature using secondary data. The Study covered government policies, community empowerment, and other global initiatives to boost girls' education. The findings propose a mixed effort of top-down policies with community initiatives is crucial for achieving durable change. The Study ends by making recommendations concerning the wholesale scaling up of successful strategies and urging the necessity for sustained investment in gender-sensitive educational reforms, ultimately leading to an opening of opportunities for all.

Keywords: Gender gap, education, empowerment, development, bridging

INTRODUCTION

It is indeed an obvious observation that education is a serious gender issue in almost every country of the world, especially in developing countries. Despite remarkable achievements in recent decades, education for boys and girls remains a mismatch. For instance, as reported by the Global Gender Gap Report 2023 by the World Economic Forum, the gap in education is about 31.6%, meaning that there are strong disparities in access to and completion rates of academic years by girls and boys (Naik et al., 2024). The report brings out that girls are more likely to face barriers such as poverty, socio-political instability, and cultural norms that prioritize boys' education over theirs (Azhar, 2024; Azhar, et al., 2022)

Vujadinović et al., 2023). A girl's upbringing within the cultural context of most developing nations is placed at risk. For example, homes prioritized boys' education in the belief that they were the ones carrying the family income (Dessy et al., 2022). That cultural bias further increases with economic factors; households that are economically poor may then decide to spend limited income resources on boys'

schooling and not on girls' (Anderson, 2022). Geographical barriers such as long distances to schools and poor infrastructure also disadvantage girls in terms of schooling (Zickafoose et al., 2024).

Education is a fundamental human right and vital to women's empowerment. It helps equip women with the skills and knowledge to fully participate in society (Alkanchi et al., 2024). So far, all evidence has shown that education empowers women to become employed, increase their incomes, and even provide families with improved health and education opportunities (Gupta et al., 2024). Every year spent in schooling would raise her potential future earnings by as much as 20%. For example, this is concluded according to the findings of the World Bank in their 2018 report (Abdelsalam, 2025). In addition, education is related to better health outcomes. Educated women are more likely to make informed health choices for themselves and their families, which leads to lower maternal and child mortality rates (Chen et al., 2024). For instance, a study published in *The Lancet* found that increasing women's education levels could reduce maternal mortality by up to 70% (Nove et al., 2020). This connection between education and health makes investment in girls' education even more beneficial to society.

It helps in achieving gender equality by confronting and challenging the deep-rooted societal norms of discrimination against women. It has brought about an atmosphere where women are free to exercise their rights and choices in life (Atiyat et al., 2024). The United Nations Sustainable Development Goals (SDGs) highlight the importance of quality education in order to promote gender equality and empower all women and girls (Filho et al., 2022). Specifically, SDG 4 strives to ensure that all people achieve high-quality education through inclusive and equitable means, whereas SDG 5 is about achieving gender equality and empowering all women and girls. However, the quest for gender equity in education lies in addressing all the factors that promote disparities. First, cultural aspects favor boys. Second, economic obstacles prevent families from sending their girls to school. Thirdly, infrastructure proves a barrier to ensuring that school is safe for girls (Azhar, et al., 2022; Ojwala et al., 2024).

Long-term development in developing countries is a factor in bridging the gap in education for both genders. According to the World Bank, equal education between girls and boys contributes to economic growth. A country that pays attention to girls' education can see fast economic growth and positive social results (Iqbal et al., 2022). In fact, for example, the closure of gender gaps in education could enhance the economy by up to 1.2% annually in some developing countries (Frisancho & Von Heideken, 2022). Furthermore, educated women are likely to take an interest in their communities and strive for policies that benefit everyone. According to the International Center for Research on Women, the research found that when women have an education, they are more likely to participate in decision-making (Olwanda et al., 2024). This leads to more just governance, helps people come together, and makes society stronger and more stable (Sarfranz, Raja, & Malik, 2022; Raja, Raju, & Raja, 2021; Sarfranz, Raju, & Aksar, 2018).

It describes the challenges of educating girls in developing countries and frameworks for successful solutions to those challenges. It seeks to shed light on different studies about how policymakers and educators can best narrow that gap in education between boys and girls. For example, conditional cash transfer programs have been shown to be effective in several countries as they offer cash incentives to families to send their daughters to school (Bage John et al., 2024). Community-based awareness campaigns targeted at changing the cultural perception of girls' education have also successfully increased enrollment rates (Charmwakat Makai & Sharon Amaka, 2025). These examples are of how interventions can be made to target specific barriers that girls face. Improved global discussions on education would be realized through this Study by illuminating the connection that exists between gender equality, economic development, and social progress. To achieve Sustainable Development Goals SDG 4, Quality Education, and SDG 5, Gender Equality in their respective countries, such understanding would be necessary.

Cultural beliefs greatly impact the education that a girl gets. People in most societies believe that boys should be educated more as they are expected to provide for their families in the future. Girls are expected

to be better in domestic roles than boys. In some societies, it is observed that being married when one is still young is a better alternative to education. Because of that, families opt not to utilize money or any other resources allocated for their daughter's education. Economic constraints also form a huge barrier to closing the gender gap in education. Families with financial difficulties often prefer to invest in boys' schooling due to their expected future earnings potential or simply may not have the resources to send all children to school (Blanden et al., 2023). Transportation costs can further be a problem if educational facilities are far away in rural areas. Geographical barriers also make it difficult for girls to attend school. Schools are located far from where most families live or lack proper facilities in many rural areas of developing countries (Psaki et al., 2022). Due to the distance, parents may fear their daughters' safety or cannot make the necessary arrangements to take them to school. Many schools do not have basic facilities, such as separate toilets for girls or safe transportation options. The lack of these basic amenities can discourage parents from sending their daughters to school or make girls themselves drop out once they reach puberty (Akurugu, 2022). Conditional cash transfer programs act as a useful means to promote more girls to school. Such programs provide money to households but only if their daughters enroll and regularly attend school (Maqbool et al., 2022). According to researchers, the conditional cash transfer can significantly increase the number of girls in school while at the same time raising the family's income (Iqbal et al., 2025; Hussain, et al., 2023)

Community awareness programs that would change the way people think about girls' education have gone well in many areas. For instance, programs may include a local leader or a renowned individual to showcase how educating girls benefits individuals economically and socially (Kuteesa et al., 2024). This is because such campaigns may convince a greater population to strive for girls' education. Creating safe learning spaces for girls requires investing in school infrastructure. Building more schools near communities reduces the time and risks girls face while traveling (Xushnozabon & Tohirjon, 2024). Good sanitation facilities also help keep girls in school, especially during puberty when they might otherwise drop out because of privacy or hygiene concerns. Governments should spend more money on programs meant to help girls access education. Such policies should demote cultural sentiments and provide support materials for the teaching of both boys and girls (Mir, Rana, & Waqas, 2021). Decisions regarding education in local communities should be left for them to handle so that culture is respected and gender equality is promoted (De la Parra-Guerra et al., 2025). In addition, schools should be constructed within communities to access them with more facilities, like separate toilets for girls (Gao et al., 2025).

RESEARCH OBJECTIVES

1. To explore the main barriers contributing to the gender gap in education in developing nations.
2. To analyze the successful strategies and interventions used in various countries to reduce the gender gap in education.
3. To provide policy recommendations based on lessons learned from these successful strategies.

RESEARCH QUESTIONS

Main Research Question

1. How can the gender gap in education be effectively bridged in developing nations?

Sub-Research Questions

2. What are the main socio-cultural, economic, and political barriers contributing to the gender gap in education in developing nations?

3. What specific strategies have been most successful in addressing the gender gap in education in different countries or regions?
4. How can international organizations, governments, and local communities collaborate to bridge the gender gap in education?

LITERATURE REVIEW

Defining the Gender Gap in Education

The education gap between males and females is an important issue, reflecting broader inequalities in society (Rana, et al., 2022; Rana, et al., 2021; Rana, 2015). There are massive disparities globally between males and females in enrollment, retention, and academic achievement. UNESCO estimates that 132 million girls are out of school globally, and the reasons for this are cultural barriers, economic limitations, and poor infrastructure (Nowak, 2021). The gender gap is not only relevant to access to education but also to the quality and relevance of content in educational institutions. Studies illustrate that although women are better educated than ever before, men have a more prominent position in several societies (Van Laar et al., 2024).

FACTORS CONTRIBUTING TO THE GENDER GAP

Socio-Cultural Factors

Socio-cultural factors greatly influence the gap between men and women in education. Most societies have expectations of what a boy or girl should do when still young. For instance, girls in some societies are forced to leave school for early marriages or due to cultural expectations (Nowak, 2021). But, of course, it is not only social and cultural factors that influence education. Individual choices and attitudes also come into play (Shah, et al., 2025; Imran, et al., 2023). These choices are influenced by socioeconomic status, among other factors. According to the researcher, students should make educational decisions based on their potential, regardless of which field they choose to pursue (Verdugo-Castro et al., 2022).

Economic Factors

The largest reason for this gap is economic poverty, which is a major cause for many families who cannot afford to send their children to school (Islam & Al-Amin, 2025). Education costs, including tuition, uniforms, and supplies, as well as the lost income of not having the child work, are more significant problems for girls (Okoliko & Adebayo, 2024). This may be the reason families choose to educate boys instead of girls, for they believe the education of a boy will create better financial opportunities in the near future (Ali, Khan & Atta, 2024; Choudary, Khan & Atta, 2024; Afzal, Khan & Sikandar, 2023).

Political and Infrastructural Factors

According to Eburn, B. B. (2025), political instability and low investment in educational infrastructure significantly exacerbate the gender gap in education, particularly in developing countries. Political instability often leads to inconsistent policies and funding shortages, which disproportionately affect public services such as education. In such contexts, schools frequently lack basic facilities, including safe classrooms, clean water, sanitation, and adequate teaching materials. These deficiencies create an environment that is not conducive to learning, particularly for girls, who often face additional societal and cultural barriers to education. Families in these regions are more likely to prioritize the education of boys over girls, especially when resources are scarce, as girls are often expected to contribute to household chores or care for younger siblings. This lack of investment in education perpetuates a cycle of inequality, as uneducated girls are more likely to face limited economic opportunities and early marriage, further entrenching poverty and gender disparities (Eburn, B. B., 2025).

Akhtar et al. (2024) further emphasize that government support plays a critical role in bridging the gender gap in education. In many developing countries, the absence of targeted policies to promote girls' education, such as scholarships, school meal programs, or safe transportation, discourages families from sending their daughters to school. Additionally, societal norms and safety concerns often deter girls from attending school, particularly in regions where schools are located far from home or lack proper security measures. When governments fail to address these barriers, girls are disproportionately affected, leading to lower enrollment and higher dropout rates among female students. This lack of education not only limits individual opportunities for girls but also has broader societal implications, as educated women are more likely to contribute to economic growth, improve family health outcomes, and participate in decision-making processes. Therefore, the absence of government support for girls' education perpetuates cycles of poverty and inequality, hindering the overall development of communities and nations (Akhtar et al., 2024).

Impact of Bridging the Gender Gap

Closing the gender gap in education brings important benefits to society and the economy (Acheampong et al., 2024). Educated girls contribute to better health in their families and communities, as they are more likely to make better health choices for themselves and their children. Education also increases women's earnings, which can help reduce poverty (Singh, G. 2025). Various research studies have proved that educational programs contribute significantly towards reducing the gender gap. Instance have occur scholarships to the girls, safe schools, and the local community involvement succeeded in bringing girls to school in regions like Sub-Saharan Africa and South Asia (Bijaoui, 2021). NGOs and international agencies have also been crucial in supporting and speaking out to remove barriers that hinder girls from having access to education (Leproni & Azara, 2025).

Theoretical Framework

The gender gap in education can be understood through different theoretical perspectives. Feminist theories put weight on equal educational opportunities as a basic human right. They argue that differences in education generally reflect wider social inequalities that must be corrected through policy changes and activism within the community (Odrowaz-Coates, 2021). Human development theories focus on how education helps individuals grow and improve society as a whole. These theories show how education is linked to other important areas like health and economics. Social justice theories insist on fair access to education as a means of creating equality in society (Mamasabulod et al., 2024).

METHODOLOGY

The investigation focuses on qualitative gender analysis in education in developing countries. Qualitative methods were chosen because they tend to provide insight into quite complex issues, such as the type requirements of cultural tradition and economic problems, which generally do not lend themselves to numbers to measure. This study examined what is already out there with a view to bringing to light the successful solutions and the problems that remain to be solved in achieving equal education for girls and boys.

SAMPLING

The Study and its analysis were developed, with particular emphasis on case study samples taken from developing countries. Purposeful sampling was carried out in consideration of the countries that better fit the focus of this Study. Other countries, such as India, have succeeded in bridging the educational gender gap to a sizeable degree, while Kenya has accelerated achieving its target of closing the gender gap in primary education. In Kenya, the emphasis has been on enrolling more girls in school. In Brazil, actions for fair education have been directed toward aiding minority groups. Conversely, in Pakistan, many girls still

face barriers to education on cultural and financial grounds. Stronger actions are required to eliminate these barriers.

DATA COLLECTION METHODS

The data for this study was drawn from secondary sources, including research studies that have gone through peer-reviewed processes to address cultural and economic factors that determine gender gaps. These include works such as Dessy et al. (2022), among others. The study also draws from various publications by UNESCO and the World Bank, including strategies for dealing with gender-based barriers (Vestrin, 2018). According to (Dilli, 2024), studies that were also utilized to gain insight include longitudinal studies that look at trends in gender equality in education across developing countries.

DATA ANALYSIS

Thematic Analysis

A thematic analysis is carried out to identify patterns around cultural beliefs, economic challenges, and the impact of policies around educational inequality in terms of gender. For example, it is found that when families are financially strapped, their girls' education is often hit harder than the boy's due to cultural preference for educating boys (Dessy et al., 2022). This allows for a close examination of key themes in a wide range of contexts.

Socioeconomic Disparities

In most poor and rural areas, girls get fewer opportunities to go to school (Henry et al., 2024). Families who have little money prefer to send boys to school first due to some cultural beliefs or because boys are supposed to be the future breadwinners (Ahmed et al., 2022). In regions like South Asia and Sub-Saharan Africa, where poverty is common, girls face added problems, such as the cost of school supplies, uniforms, and transport, making education unattainable (Bourke, D. H. 2023). Due to these financial struggles, girls often drop out of school when they get a bit older and have reached secondary school age (Jabeen, S. et al. 2024).

Geographical and Ethnic Disparities

In rural and remote areas, there are not enough schools, transportation, and teachers, which makes the problem even more difficult for girls. Moreover, they also have extra problems because of their marginalized ethnic groups (Kayani, et al., 2023; Khan, et al., 2021; Naseer, et al., 2021; Khan & Khan, 2020). For instance, in Guatemala, indigenous girls and women receive fewer education opportunities and are even educated less effectively than others. Such inequalities continue to produce more illiteracy and lower educational levels in those communities (Telles E. et al., 2023).

Cultural Constraints

Cultural beliefs may also limit girls' chances of acquiring an education. Many societies with very strong traditional gender roles do not allow girls to go to school but rather engage more in household chores (Mbekenga, G. T. 2013). Early marriages, which are still prevalent in some places, result in girls leaving school when they are young (Ng'etich, B. K. et al. 2024). In these cultures, the role is that a girl's main position in life should be that of a wife or mother, thus inhibiting her from continuing education and growing as an individual.

Closing Gaps at Primary Levels

Realistically speaking, progress in closing the gap has been impressive, particularly concerning primary education. Many developing countries have aimed to make it possible for boys and girls to be enrolled in schools without any form of discrimination (Tsakalerou et al., 2024). Today, the number of girls attending primary school is equal to that of boys and, in some cases, even surpasses them (Hu et al., 2023). That explains why there are improvements due to actions taken that improve access, such as adding more schools and offering financial support while forming policies that factor in gender needs. This helps ensure that, especially in nations where education had been very different for girls from boys, at least they could begin their educational path on an equal footing with males (Shaukat, Qureshi, & ul Haq, 2020).

Emerging Gaps in Secondary and Tertiary Education

Though progress has been achieved in bringing more girls to primary school, gender gaps in higher education are significant, particularly in secondary and college levels (Udoh, E. 2024). Shahzadi, Khan, Toor, and ul Haq (2018) fewer girls in many low-income countries continue after primary school because girls face issues such as a lack of finances, societal pressure, and early marriage, which become more challenging issues as they attempt to advance their education (Nhampoca & Maritz, 2024). Therefore, the girls are less able to continue school compared to the boys, and this gap expands during secondary school and college. This situation worsens gender inequality since women are left with less chance of obtaining education that could qualify them for high-paying jobs (Morar & Awawda, 2024).

Learning poverty

More children are attending school even though learning poverty remains a huge issue, as most boys and girls cannot achieve good reading standards by the time they are 10 years old in the simply means learning poverty results show that many children are still not attaining the basic skill. Girls tend to do a little better in reading, but they still face learning poverty. Boys, however, tend to have a hard time learning to read at an early age (Girls' Education, 2024).

COMPARATIVE ANALYSIS

Case studies can be compared to the commonness of success patterns or failure cases in the way gender inequalities can be addressed. For instance, conditional cash transfer and community empowerment programs were taken into account of how effective such programs are from one locality and economy to the other (Vestrin, 2018). By doing so, the results found become more broadly applicable as special factors that affect results in these different contexts would be acknowledged.

The Importance of Education for Gender Equality

Education is a potent tool that minimizes the disparity between genders, thus empowering women to participate completely in their communities and economies (Ng'etich, B. K. 2024). If a woman is educated, she is ensuring her children are put through school. A mother who is educated one year further than herself makes it probable for her children to be at school for a longer time, which means benefits extend over time. Educated women are better economic contributors to communities that would turn out to be healthier and steadier in general (Agarwalla & Sahu, 2024).

Barriers to Education for Girls

Although education is the most important, many things prevent girls from attending school. Other issues include places where boys need to be educated first, early marriage, gender-related violence, and schools that do not fulfill the needs of girls (Nyamayaro, C. 2024). In many areas, girls also face danger in going to school, and they lack simple amenities, such as restrooms; hence, it makes it even more challenging for them to go to class. Due to these issues, millions of girls either never start going to school or drop out before finishing the period (Ashraf, Khan & Atta, 2024; Arshad, Khan & Afzal, 2024; Akhtar & Khan, 2021).

Innovative Strategies for Improvement

To reduce the gender gap in education, new and creative methods should be used. Programs that motivate girls and focus on activities led by the local communities, such as mentorship and scholarships, have been proven successful (Sharon Amaka, 2025). In addition to making schools more welcoming for girls by providing private bathrooms and education on health, they are likely to attend more regularly (Lewkowicz & Gilliland, 2024). This has also been helpful in encouraging families to keep their girls at school by offering them some financial rewards for sending their daughters to school.

The Role of Policy and Community Engagement

Governments and organizations play a very crucial role in eliminating gender disparities in education (Nasreen et al., 2024). Policies should focus on equal opportunities for everyone to receive quality

education regardless of their gender. Changing the beliefs in communities is also a critical move toward helping girls access education, while investment in training teachers and creating lesson plans with consideration for gender would help schools to be inclusive of all students.

DISCUSSION

Results from closing the gender gap have been mixed, depending on a variety of factors. The best and longest-lasting results tend to come from programs that include the local community and government policies. For instance, a project providing financial support for girls entering male-dominated trades has encouraged more women to pursue these fields (Rana, et al., 2022; Rana, et al., 2021; Rana, 2015). Likewise, in Cambodia, gender-targeted interventions in road construction have generated new employment opportunities for women while relieving them of heavier workloads and enhancing their access to essential services. The evidence suggests that effective institutional support goes hand in hand with active participation by the local community. Another very vital element in the success of these programs is involving local communities. Communities actively involved in planning and executing gender equality projects are more likely to advocate and sustain these endeavors (Ottmann, 2024). This also ensures that the programs are both culturally relevant and meet local needs. The international partnership works well for sharing resources, knowledge, and good practices. The biggest challenge one faces is cultural attitudes that condone gender inequality (Boateng et al., 2024). Community involvement is an important consideration in changing some attitudes. Programs, in this case, are most likely able to consider cultural sensitivities and gain necessary local support if local populations are included in the process. Government policies that favor gender equality, such as the World Bank's economic empowerment strategy for women, provide a foundation for execution (Gupta et al., 2024). Policies that promote gender-sensitive measures in sectors like the labor market in great measure expand women's chances (Vujadinović et al., 2023). International cooperation is also significant in that it can be an opportunity for the exchange of ideas and resources between nations. For example, through talks with partner countries, the Asian Development Bank has promoted gender-sensitive reforms (Kloppmann, 2021). In such cooperation, many players from diverse sectors unite for a single objective in fighting gender disparities. Despite this progress, there are still some challenges (Sarraz, Raja, & Malik, 2022; Raja, Raju, & Raja, 2021; Sarraz, Raju, & Aksar, 2018). Here, the main challenge is cultural resistance. In societies where traditional gender roles limit women's education and work opportunities, this is the most significant challenge (Smith & Sinkford, 2022). In many developing countries, the long-held beliefs about women's roles weaken the impact of gender equality programs (Shortall & Marangudakis, 2024). Limited funding is another challenge, as many programs lack sufficient money to be effectively implemented and for long-term success. Poor infrastructural development in rural areas has made it challenging for women to access education and employment opportunities. Also, the lack of transportation and facilities aggravates the challenges of political instability, which only adds to problems of gender inequality (Terefe et al., 2025). Where countries are involved in conflicts or where a government is quite weak, pressing issues might overshadow that of gender inequality (Seyfi et al., 2020). Such programs can then either be postponed or abandoned. There are, however, successful examples from developing countries that offer positive and helpful lessons. For instance, Nepal's Gender Equality and Empowerment of Women Project, an intervention targeting legal, social, and economic discrimination, has recorded positive results (Buchy & Shakya, 2023). This includes the engagement of thousands of women in skills that can help them generate income while making them aware of their legal rights. Female field workers have been used in Pakistan to reach women in remote areas and overcome cultural barriers to women's involvement in development projects (Iqbal et al., 2025; Hafeez, Iqbal, & Imran, 2021). This leads to the development of effective and appropriate strategies because the groups one deals with could be the governments, the local communities, the NGOs, and even the international organizations. The incorporation of men can also play a role in the change in society's mindset toward gender. Encouraging them to support gender equality allows everyone to appreciate the need for gender equality (Van Laar et al., 2024). The policies of the government in developing countries should be focused on gender equality in education. This

is because women are prevented from getting an education due to various barriers (Kuteesa et al., 2024). For instance, infrastructure should be improved to make it easier for girls to attend school. Scholarships for female students should also be provided, and safe learning environments free from harassment and discrimination are also important. Training teachers to use gender-sensitive methods can encourage more girls to participate in school. Technology also has an important role to play in countering barriers to women's education and empowerment (Jie et al., 2023). Digital platforms allow girls to have remote learning access when there is a cultural or logistical reason preventing them from going to school. Technology also allows women to acquire valuable information on their rights and available resources. Mobile applications, for instance, that provide learning content or access to mentors, are effective ways to empower women.

CONCLUSION

Achieving gender equality in education has not been straightforward, and while some advancements have occurred, numerous difficulties persist. Over time, researchers and policymakers have worked tirelessly to understand the intricate connection between gender, education, and social factors and areas that need change. Although the gender gap in primary education has been significantly closed, there is still a big problem in secondary and higher education, especially in regions that suffer from poverty. Thus, careful context-specific policies should be implemented to ensure that each child has equal opportunities to succeed in education without any discrimination by gender. One of the major successes in achieving equal education for all is that there is almost no difference between boys and girls in primary school enrollment. Most countries carefully take care of this by offering free primary education for all their children. The efforts of the Sustainable Development Goals (SDGs) resulted in making sure every child, irrespective of gender, could be at school. This success occurred because people started realizing how important education is for the personal growth and development of a country. Still, though primary school enrollment is much better, huge gaps are noticed in the secondary and higher education levels. Secondary and higher education remains a challenge since the gap between boys and girls remains, even though there is improvement in primary education. Even if more girls are getting into secondary school than before, they have fewer school completion rates and fewer higher education opportunities compared to boys. Sometimes, in poor or conflict-affected countries, girls are discouraged from completing school by several barriers. These barriers include poverty, cultural expectations, and deep-rooted gender stereotypes. Socio-economic factors are a major contributor to education inequalities. It is also common in many poor communities that educating boys is of more value, majorly because the societal expectations are such to limit girls' time since socialization tools normally hold the females to fulfill their main roles in a household. In some poor households, it becomes impossible for parents to raise both sons and daughters. In the event of money being scarce, girls are always the first ones to stay back home to assist with chores, take care of siblings, or even work for the family. In areas under conflict, gender gaps are even worse. In such areas, schools are destroyed, safety is at risk, and resources are limited, meaning girls are often denied basic education and face a higher chance of violence and exploitation. Even if girls are provided with the opportunity to go to school, they may still face various added hurdles in order to accomplish their goals. In many parts of the world, especially in rural and poorer areas, there are simply not enough bathroom facilities for girls that would prevent girls from attending schools. Cultural beliefs and social expectations can also limit what girls can study because some subjects are not for girls. Even when girls are in school, there is a common expectation of what people want from them: teachers, classmates, and the community. Many of the girls are going to secondary school, but there are still fewer girls in the key subjects, which limits future options available. This issue of gender inequality in education is not only about enrollment but also about the quality of education that children, especially girls, receive. A truly equal education means providing boys and girls with equal opportunities to succeed. The education system should focus on increasing numbers, but in doing so, it has to eliminate the notion of limiting girls from learning through the age-old conventional expectations placed on women and society at large. It's an inclusive curriculum, equal access to a broad range of subjects, especially STEM, and a safe environment that can give girls an opportunity to succeed.

Only then can both girls and boys be given fair opportunities to seek their academic interests and dreams without facing any discrimination and bias. Gender equality in education is more than a question of fairness and equity. It is also closely related to broader development objectives. Educated girls are more likely to marry at a later age, have fewer children, and invest more in the health and education of their families. Educated girls also contribute more to their communities, and they contribute more to their workforce, resulting in greater economic productivity and greater societal resilience. Research has shown that when women are educated, they are more likely to contribute to sustainable economic growth, improved health outcomes, and greater political stability. This creates a ripple effect that positively impacts entire societies, making gender equality in education a cornerstone of long-term development. More than getting girls in school, gender equality in education looks at the big picture of social, cultural, and economic factors causing inequality. This would require solving problems such as gender roles, cultural traditions, and financial difficulties so that every child can learn. This means that governments, organizations, and communities need to unite to formulate solutions that eliminate obstacles in the girl child's education. For instance, they can provide support for families through compensation to keep the girls in school or avail more accessible school facilities as safer and friendly environments for the girls, deconstructing stereotypes that hold the girls back. Closing the gender gap in education requires ensuring girls have the tools and support to succeed in school. This includes access to good teachers, lessons that challenge gender stereotypes, and mentorship programs that encourage girls to follow careers in fields like STEM, where men are often more represented. Furthermore, there is the protection of girls against violence and bullying in school; therefore, they can feel free to learn and develop with security and safety. Girls should be at liberty to choose any subject they would like without being hindered by their gender. Closing the gap in education between genders is important not only to girls but to all. When girls and boys stand a fair chance of getting a good education, they can progressively help their communities solve globalization problems and effect better change. Gender equality in education relates to other essential issues, such as social justice, economic activities, and political considerations. Focusing on both genders achieving equal education helped break the cycle of poverty, improve health improvements, and build stronger communities.

RECOMMENDATION

1. The recommendation of the Study is improving school facilities in rural and underprivileged areas, making it accessible to all the students in school to meet the resources necessary to achieve academic success. Concentrate on unique girls' needs through the safe, supportive, and accessible learning environments.
2. Studies further indicate that protection mechanisms against girls are implemented in an effort to keep girls from violence and harassment. Moreover, improving schools' sanitation is an imperative process in the enhancement of girls' feeling of safety as a result of school attendance and education.
3. The Study recommends an increase in the number of female teachers in schools to act as role models to girls and foster a supportive and encouraging learning environment. In addition, it's essential that women teachers are afforded equal opportunities in professional development, career advancement, and training.
4. The research also puts into place policies that take into account the special circumstances girls face, such as scholarship programs, flexible school hours, and child marriage prevention measures. Make schools accessible not only in terms of infrastructure but also in terms of culture, making the school environment inviting to all.
5. The Study further advises the engagement of parents, community leaders, and other local stakeholders toward the promotion of girls' education. Advocates for girls' education beyond primary schooling while in society to change attitudes towards gender equality in education, particularly in communities strong with cultural norms that restrict girl's education.

6. The Study suggests collaborating with international organizations to acquire resources, share knowledge, and effectively implement educational interventions in local communities.

LIMITATION OF THE STUDY

1. One limitation this Study may be exposed to is inadequate or inconsistent data related to gender-specific educational outcomes, especially in regions at war or rural areas, which would affect its overall completeness of findings.
2. The limitation of the Study is to be limited to ignore deeply ingrained socio-cultural norms and practices in which interventions from educational interventions might not help bring the fullest of results. Such can be significantly even in strongly patriarchal societies.
3. The most significant disadvantage of this study is that recommendations would be pretty hard to implement mainly because of the political, economic, and logistical barriers; the case becomes more exacerbating when the communities targeted are those of the underprivileged society or those involved in conflicts.
4. The limitation of the Study is that proposed interventions would be very difficult to implement without sufficient financing, especially when education is not a priority in some resource-limited settings.
5. It does not examine the long-term effects of the interventions proposed, which would most probably require monitoring and evaluation over time to assess their overall effectiveness.

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