



School-Based Gender Equality Projects and Their Impact on Empowerment and Academic Outcomes in Zimbabwean Urban Centers

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Abstract

In Zimbabwean urban centers, gender inequality remains a significant issue affecting academic performance and empowerment. A mixed-methods approach was employed, including surveys, interviews, and educational assessments to evaluate project effects. The intervention led to a statistically significant increase ($p < .05$) in students' self-reported gender equality attitudes by 24% compared to controls. School-based gender equality projects have the potential to enhance student empowerment and academic performance, warranting further implementation and evaluation. Immediate replication of successful interventions should be encouraged, along with ongoing monitoring of project impacts in urban settings. gender inequality, school-based programmes, urban adolescents, empowerment, academic outcomes

Keywords: *Geographic, Urban, Empowerment, Gender, Equity, Qualitative, Quantitative*

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