



Gender Disparities in Educational Resource Access Among Senegalese Secondary School Girls

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Abstract

Gender disparities in educational resource access are prevalent globally, with secondary school girls often facing challenges that hinder their academic success and personal development. Qualitative data was collected through semi-structured interviews with a purposive sample of 25 Senegalese secondary school girls in Ethiopia, supplemented by document analysis of available educational resources and gender-based policies. Findings indicate that girls faced significant barriers to accessing high-quality textbooks and technological resources compared to boys. For example, only 30% of the interviewed girls reported having access to up-to-date textbooks, while 70% noted difficulties in obtaining them. The study reveals a clear gender gap in educational resource availability among Senegalese secondary school girls, with implications for policy and practice aimed at closing this disparity. Recommendations include the development of targeted interventions to enhance access to quality educational resources for girls and the promotion of inclusive policies that address gender disparities in education.

Keywords: *African contexts, qualitative d... gender studies, participatory observation, empowerment models, educational equity, resource allocation analysis*

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