



# Implementing and Evaluating Gender Equity Clubs in Senegalese Secondary Schools: A Mixed Methods Study in Guinea-Bissau

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## Abstract

This study examines the implementation of gender equity clubs in Senegalese secondary schools with a focus on Guinea-Bissau. The context involves cultural dynamics and educational systems that influence student participation and outcomes. A mixed methods approach was employed, integrating quantitative surveys with qualitative interviews to gather data from both teachers and students in Guinea-Bissau. Data collection occurred over two years (-). The club implementation was largely consistent across schools, but there were significant differences in student attitudes toward gender roles, with a notable increase in awareness of equitable practices among participants. While the clubs demonstrated strong adherence to their stated objectives, improvements in students' understanding and application of gender equality principles varied widely. These variations suggest areas for future educational interventions. Further research should focus on tailoring club curricula to address specific cultural contexts and monitor long-term effects on societal attitudes towards gender equity.

**Keywords:** *African Geography, Gender Studies, Ethnography, Qualitative Research, Quantitative Analysis, Mixed Methods, Participatory Action Research*

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