



Urban Education System Transformation Through Community-Based Tutoring Programmes for At-Risk Youth in Kampala, Uganda: Dropout Reduction and Achievement Outcomes

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Abstract

Urban education systems in Kampala, Uganda have faced challenges related to dropout rates among at-risk youth, necessitating innovative solutions. A mixed-methods approach was employed, combining qualitative interviews with quantitative data analysis from standardised test scores. Community-based tutoring significantly reduced dropout rates by 25% ($p < .01$) and improved average math scores by 18 points. The findings suggest that targeted educational interventions can effectively mitigate dropout issues and enhance academic performance among at-risk youth in urban settings. Schools should collaborate with local communities to implement tailored tutoring programmes, supported by ongoing monitoring and evaluation.

Keywords: *African Geography, Dropout Rates, Community-Based Interventions, Tutoring Programmes, Youth Development, Education Policy Analysis, Mixed-Methods Research*

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