



# Cultural Fusion Schools in Dakar, Senegal: Comparative Analysis of Student Achievement Rates with Traditional Institutions

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## Abstract

Cultural Fusion Schools in Dakar, Senegal are a recent educational innovation designed to blend traditional and modern educational practices. In contrast, traditional institutions remain the dominant form of education in the region. A mixed-methods approach combining quantitative data on standardised test results with qualitative interviews to explore perceptions of educational efficacy and student experiences. Cultural Fusion Schools showed a statistically significant improvement ( $p < 0.05$ ) in mathematics scores compared to traditional institutions, while maintaining high levels of cultural integration as perceived by students. The mixed-methods study provides evidence that Cultural Fusion Schools can be effective educational alternatives for improving student achievement rates without compromising cultural heritage education. Policy makers should consider funding and support for the development and expansion of Cultural Fusion Schools to ensure a balanced approach to modernizing traditional educational systems.

**Keywords:** *African Geography, Methodology, Mixed Methods, Quantitative Research, Qualitative Research, Cultural Studies, Educational Innovation*

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