



Rural School Improvement Programmes in Eritrea: A Comparative Analysis of Dropout Rates Among Female Students

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Abstract

Rural schools in Eritrea face significant challenges in maintaining student enrollment, particularly among female students who often drop out due to socio-economic factors. A comparative study design was employed, involving surveys and interviews in three Eritrean villages with differing levels of programme implementation to assess changes in student retention rates. Female dropout rates decreased by 15% after the introduction of targeted support interventions such as financial assistance for school uniforms and meals. The study supports the efficacy of tailored educational support programmes in mitigating dropout risks among female students, especially in resource-limited rural settings. Further research should explore scalability options and potential long-term impacts of these interventions on gender equality in education outcomes. Rural Schools, Dropout Rates, Female Students, Educational Support, Eritrea

Keywords: *Rural, Sub-Saharan, Developmental, Gendered, Comparative, Quantitative, Empirical*

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