



The Adoption Paradox: Insights into Educational Technology's Impact on Indigenous Students in Urban East African Slums

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Abstract

The rapid adoption of educational technology (EdTech) in urban East African slums has garnered significant attention, yet its impact on indigenous students remains underexplored. The study employed a mixed-methods approach, including qualitative interviews with educators and quantitative surveys targeting students in selected slum areas. This study underscores the importance of tailored interventions to ensure equitable access and effective utilization of EdTech by Indigenous students in urban slums. Educators and policymakers should prioritise training programmes that enhance digital literacy among indigenous communities, particularly for female students, to maximise educational outcomes. The empirical specification follows $Y = \beta_{0+\beta} p X + \text{varepsilon}$, and inference is reported with uncertainty-aware statistical criteria.

Keywords: Ethiopia, Indigenous Ethnic Groups, Urban Settlements, Educational Technology Adoption Study, Participatory Action Research, Digital Divide Analysis, Socio-Technical Framework

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