



Rural Technological Engagement and Learning Outcomes: An Examination of Innovative Educational Platforms in Eritrea Over Two Years

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Abstract

Rural communities in Eritrea face challenges in accessing quality education due to geographical isolation and limited resources. Innovative educational technology platforms have emerged as a potential solution, aiming to bridge this gap and improve learning outcomes. The research employs a qualitative approach, conducting semi-structured interviews with educators, administrators, and selected students from various schools across the region. Data analysis focuses on themes related to technology integration, learning outcomes, and student engagement. Findings reveal that while initial platform uptake was high (85% of schools adopted at least one platform), sustained engagement varied significantly, with some schools maintaining consistent usage rates over two years. Notably, students who reported increased access to digital resources showed improved academic performance in mathematics and literacy tests. The study underscores the importance of continued support for technology platforms in rural Eritrea to ensure long-term educational benefits. Recommendations include tailored training programmes for educators and ongoing assessment of platform efficacy. Develop targeted professional development courses for teachers on using digital tools effectively. Implement periodic evaluations to refine platform features based on user feedback and performance metrics. Educational Technology, Rural Eritrea, Student Engagement, Learning Outcomes, Qualitative Study

Keywords: *Rural, Pedagogy, Digital, Technological, Engagement, Contextual, Assessment*

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