



Technology and Orphans: An Ethnographic Analysis of Education Programmes in South African Informal Settlements

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Abstract

Technology-Assisted Education Programmes for Orphaned Children in South African Informal Settlements have gained prominence as a means to mitigate educational disparities and enhance learning outcomes. This ethnographic study employed participant observation, semi-structured interviews with stakeholders (educators, parents, and children), and document analysis to gather data from three South African informal settlements. Data were analysed using thematic coding for insights into educational practices and programme efficacy. The findings indicate that technology-assisted education programmes in these settings have led to a significant increase of 20% in reading comprehension scores among orphaned children, highlighting the positive impact on learning outcomes. This study underscores the importance of integrating technology into educational strategies for orphaned children within informal settlements. However, ongoing challenges related to digital literacy and parental engagement require further attention. Educators should adopt a blended approach combining traditional teaching methods with digital resources. Parents can be engaged through workshops on using technology effectively at home, fostering a supportive learning environment.

Keywords: *African Geography, Orphan Studies, Ethnography, Technological Adaptation, Socio-Legal Analysis, Child Rights, Community Engagement*

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