



Gender Equity Through Vocational Education for Rural Out-of-School Adolescent Girls in Uganda

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Abstract

This study explores gender equity through vocational education for rural out-of-school adolescent girls in Uganda's rural areas. A mixed-methods approach was employed, including surveys ($N=200$) \wedge *focus group discussions* ($n=15$). Findings suggest a significant increase in enrolment rates by 30% for girls who received vocational training compared to controls. Vocational education programmes are effective in enhancing educational participation among rural adolescent girls, with noticeable improvements observed in their engagement and aspirations. Investments should be directed towards expanding access to vocational training and ensuring ongoing support post-programme completion.

Keywords: *African Geography, Rural Development, Gender Studies, Feminist Theory, Qualitative Research, Quantitative Analysis, Socioeconomic Factors*

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