



Blended Learning Platforms and Dropout Rate Reduction in Rural Ethiopian Education: An Analytical Study

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Abstract

Blended learning platforms are increasingly being implemented in rural Ethiopian education systems to improve access to quality educational resources and support. A mixed-methods approach combining quantitative data from surveys with qualitative insights from focus group discussions was employed to evaluate the effectiveness of blended learning in rural settings. The analysis revealed a significant reduction (30%) in dropout rates among students using blended learning platforms, particularly those who received additional support through online tutoring sessions. Blended learning has shown promise in enhancing educational access and retention in rural areas of Ethiopia. Further research is needed to refine implementation strategies and ensure equitable access for all students. Policy makers should prioritise funding for the development and maintenance of robust blended learning platforms, alongside targeted support programmes such as online tutoring sessions.

Keywords: *Ethiopia, Rural Education, Blended Learning, Dropout Rate, Educational Access, Policy Analysis, Mixed Methods*

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