



Gender-Sensitive Platforms and Dropout Rates in Zambian Primary Schools: A Qualitative Study

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Abstract

This study examines the impact of gender-sensitive interactive learning platforms on dropout rates in Zambian primary schools. Qualitative research methods were employed, including interviews with teachers, parents, and students. Data was collected through semi-structured questionnaires and observational notes. A notable finding is the significant reduction (30%) in dropout rates among girls who used gender-sensitive platforms compared to those without such resources. The study concludes that gender-sensitive interactive learning platforms can play a crucial role in mitigating dropout issues, particularly for female students. Based on these findings, schools and educational authorities are recommended to integrate gender-sensitive technologies into their curricula to enhance student engagement and retention.

Keywords: *African contexts, gender dynamics, qualitative inquiry, education policy, dropout prevention, participatory research, ethnography*

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