



Digital Literacy Programmes and Dropout Rates among Adolescent Girls in Lagos, Nigeria: An Ethnographic Investigation into Gender Gaps in Computer Science Education

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Abstract

Digital literacy is increasingly important in today's workforce, yet gender gaps persist in computer science education for adolescent girls. An ethnographic study employing participant observation and semi-structured interviews to understand barriers and facilitators to participation in computer science education. Nine-month dropout rate analysis revealed a significant disparity with 42% of girls dropping out compared to 30% of boys, highlighting the need for tailored interventions. Digital literacy programmes are effective but face challenges related to cultural norms and gender biases. Tailored support is essential to increase retention rates. Develop culturally sensitive digital literacy curricula and provide mentorship programmes focused on addressing social barriers to education.

Keywords: *African geography, dropout rates, gender studies, participant observation, qualitative methods, technology access, youth engagement*

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