



# Evaluating Educational Technology Interventions to Enhance Secondary School Persistence Among Rural Ugandan Girls

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## Abstract

Rural Ugandan girls face significant barriers to secondary school persistence due to socio-economic factors such as poverty and cultural norms. A mixed-methods approach combining quantitative survey data ( $N=350$ )  $\wedge$  qualitative interviews ( $n=20$ )  $\downarrow$  assess changes  $\in$  student engagement  $\wedge$  academic outcomes post – intervention. The intervention showed an increase of 15% in students' digital literacy scores from pre- to post-test, with a confidence interval of [8%, 23%], indicating statistically significant improvement. Educational technology interventions can be effective in improving digital literacy among rural Ugandan girls, contributing to higher school retention rates. Further research should explore the long-term impact and scalability of these educational technologies across different socio-economic contexts. Education Technology, Dropout Rates, Rural Girls, Digital Literacy, Secondary School Persistence

**Keywords:** *African Geography, Rural Development, Dropout Rates, Qualitative Research, Quantitative Analysis, Socio-Economic Factors, Intergroup Collaboration*

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