



Virtual Reality as a Pedagogical Tool: A Framework for Enhancing Educational Access and Success Rates in Senegalese Primary Schools with Dropout Prevention Strategies in Guinea- Bissau Context

Seyni Bah¹, Rahim Nyang², Abdoulaye Kaba^{2,3}, Issa Guma¹

¹ Lusíada University of Guinea-Bissau

² AECAR - Higher School of Commerce, Administration and International Relations

³ Department of Research, AECAR - Higher School of Commerce, Administration and International Relations

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Correspondence: sbah@yahoo.com

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Author notes

Seyni Bah is affiliated with Lusíada University of Guinea-Bissau and focuses on Business research in Africa.

Rahim Nyang is affiliated with AECAR - Higher School of Commerce, Administration and International Relations and focuses on Business research in Africa.

Abdoulaye Kaba is affiliated with AECAR - Higher School of Commerce, Administration and International Relations and focuses on Business research in Africa.

Issa Guma is affiliated with Lusíada University of Guinea-Bissau and focuses on Business research in Africa.

Abstract

Virtual reality (VR) technology is increasingly being explored as a tool to enhance educational outcomes in various settings, including primary schools in developing countries where access and success rates are often challenging. The study will draw on existing literature and pedagogical theories to develop a comprehensive model that integrates VR technology into educational practices, considering socio-economic factors in the target regions. The theoretical framework provides a structured approach for educators, policymakers, and technology developers to consider the application of VR in enhancing educational access and success rates. Pilot studies should be conducted to validate the model's effectiveness before full-scale implementation. Collaboration between local communities, schools, and tech companies is essential for successful integration.

Keywords: *African Geography, Dropout Prevention, Educational Technology, Pedagogy, Virtual Reality, Access Equity, Learning Environments*

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