Replicating EdTech Solutions for Remote Learning in Egyptian Rural Schools,

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Abstract

This replication study revisits the implementation of Educational Technology (EdTech) solutions for remote learning in Egyptian rural schools from to . The study employs a systematic review approach, synthesizing data from previous evaluations of EdTech initiatives implemented between and in Egyptian rural schools. The methodology includes literature search strategies, selection criteria for studies to be included, and thematic analysis methods. Findings indicate that while some initial improvements were observed in student engagement and learning outcomes, the sustainability of these gains was limited by ongoing technical issues and lack of teacher training support. The replication study confirms the mixed results of previous EdTech interventions but highlights the importance of long-term infrastructure development and continuous professional development for educators. Recommendations include prioritising robust network infrastructures, enhancing teacher digital literacy programmes, and conducting more longitudinal studies to assess sustained impacts. Model estimation used $\hat{\{\theta\}} = argmin\{\theta\} sumiell(yi, f\theta(\xi)) + \lambda lVert\theta rVert 2^2$, with performance evaluated using out-of-sample error.

Keywords: *Geographical, Sub-Saharan, Rural, Distance Education, Learning Analytics, Participatory Design, Technological Infrastructure, E-Learning Systems*

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