



Assessment of ICT Infrastructure Development Impact on School Performance in Urban Ghanaian Informal Settlements

Chinedu Ifeakiri¹

¹ University of Maiduguri

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Correspondence: cifeakiri@aol.com

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Author notes

Chinedu Ifeakiri is affiliated with University of Maiduguri and focuses on Computer Science research in Africa.

Abstract

Ghanaian urban informal settlements face significant challenges in educational infrastructure, particularly in terms of Information and Communication Technology (ICT) access. A comprehensive search strategy was employed to identify relevant studies. Studies were screened based on predefined inclusion criteria, followed by thematic analysis and synthesis. Findings indicate that the proportion of schools with access to ICT infrastructure is increasing, though disparities remain concerning both hardware and software availability. The review highlights the need for more equitable distribution of resources to maximise educational outcomes in these underserved communities. Policy recommendations include targeted investments in ICT infrastructure and training programmes for educators and students. Model estimation used $\hat{\theta} = \operatorname{argmin} \{ \theta \} \operatorname{sumiell} (y_i, f\theta (\xi)) + \lambda \operatorname{Vert}\theta \operatorname{rVert}^2$, with performance evaluated using out-of-sample error.

Keywords: *Sub-Saharan, Informality, E-Learning, Participatory Development, Stakeholder Analysis, Technology Adoption, Distance Education*

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