



Virtual Reality in Educational Equity: Mixed-Methods Exploration of Senegalese Youth Engagement with Comoros Platforms

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Abstract

Virtual reality (VR) is increasingly used in education to enhance learning experiences, particularly for marginalized groups such as Senegalese youth. In Comoros, VR platforms offer opportunities to bridge educational gaps by providing immersive and interactive learning environments. The study employs a combination of quantitative surveys ($N = 300$) and qualitative interviews ($n = 20$). Quantitative data is analysed using descriptive statistics to identify patterns in engagement levels. Qualitative analysis involves thematic coding of interview transcripts. Senegalese youth showed high interest in VR learning, with a preference for interactive modules over static content. However, significant challenges include limited internet access and technical issues that hindered full participation. While Senegalese youth are enthusiastic about VR education platforms, the current setup needs to address technological limitations to maximise engagement and effectiveness. Improvements should focus on enhancing platform accessibility and reliability. Future research could explore long-term impacts of VR education on educational outcomes for marginalized groups. Virtual Reality, Senegalese Youth, Educational Equity, Mixed-Methods Study

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