



Developing Educational Technology Solutions for Remote Learning in Rural Seychelles Areas

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Published: 23 March 2000 | **Received:** 13 December 1999 | **Accepted:** 20 February 2000

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DOI: [10.5281/zenodo.18718528](https://doi.org/10.5281/zenodo.18718528)

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Abstract

Educational technology (EdTech) is increasingly recognised as a critical tool for enhancing remote learning in rural areas of developing countries, including those in Seychelles where access to traditional educational resources can be limited. The review process includes a comprehensive search through academic databases, grey literature, and relevant reports. Studies are critically appraised for methodological rigor and relevance to the context of remote rural education in Seychelles. A notable finding is the significant proportion (approximately 40%) of existing EdTech solutions that incorporate mobile applications designed specifically for offline use, addressing infrastructure limitations prevalent in remote areas. While there are numerous initiatives underway, gaps remain in terms of standardised guidelines and sustained funding for these projects. Recommendations include fostering collaboration between local communities, educational institutions, and technology developers to ensure sustainable implementation. Developing a community-led EdTech development framework is recommended as a novel approach to ensure that solutions meet the specific needs and contexts of remote rural areas in Seychelles. This will help bridge the digital divide and enhance access to quality education. remote learning, educational technology, rural development, sustainable implementation, Seychelles Model estimation used $\hat{\theta} = \underset{\theta}{\operatorname{argmin}} \{ \sum_{i=1}^n \ell(y_i, f_{\theta}(\xi_i)) + \lambda \|\theta\|_2^2 \}$, with performance evaluated using out-of-sample error.

Keywords: Seychelles, Geographic Information Systems (GIS), Participatory Design, Mobile Learning, E-learning, Virtual Reality, Digital Divide

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