



# E-learning Platforms and Accessibility in Gender Equality Initiatives: A Case Study from Senegalese Villages in Kenya

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### Abstract

This study addresses a current research gap in Computer Science concerning E-learning Platforms for Gender Equality in Remote Senegalese Villages: Performance and Accessibility Analysis in Kenya. The objective is to formulate a rigorous model, state verifiable assumptions, and derive results with direct analytical or practical implications. A structured analytical approach was used, integrating formal modelling with domain evidence. The results establish bounded error under perturbation, a convergent estimation process under stated assumptions, and a stable link between the proposed metric and observed outcomes. The findings provide a reproducible analytical basis for subsequent theoretical and applied extensions. Stakeholders should prioritise inclusive, locally grounded strategies and improve data transparency. E-learning Platforms for Gender Equality in Remote Senegalese Villages: Performance and Accessibility Analysis, Kenya, Africa, Computer Science, conference paper This work contributes a formal specification, transparent assumptions, and mathematically interpretable claims. Model estimation used  $\hat{\theta} = \text{argmin}\{\theta\} \text{sumiell}(y_i, f\theta(\xi)) + \lambda l \text{Vert}\theta r \text{Vert} 2^2$ , with performance evaluated using out-of-sample error.

**Keywords:** *African geography, gender studies, e-learning systems, accessibility analysis, rural development, participatory research, ICT for development*

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