



# Innovative Learning Platforms for STEM Education in South African Rural Schools: A Policy Perspective

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## Abstract

In South Africa, rural schools face significant challenges in providing equitable access to STEM education. A mixed-methods approach combining qualitative interviews with school administrators and quantitative data from student performance metrics. Findings indicate that while some rural schools have successfully implemented digital learning platforms, there is a notable disparity in access and usage across different regions. The introduction of targeted policy interventions is crucial to ensure equitable distribution of these platforms and maximise their educational impact. Develop a national strategy for the deployment of digital learning resources, focusing on areas with limited infrastructure and resources.

**Keywords:** *Africanization, Community Engagement, E-Distance Learning, Geographical Information Systems, Participatory Action Research, Rural Development, Technological Pedagogical Content Knowledge*

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