



Replicating EdTech Solutions for Remote Learning in Rural Seychelles

Karl Antoine Doullion¹

¹ Seychelles Centre for Indigenous Knowledge

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Correspondence: kdoullion@aol.com

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Author notes

Karl Antoine Doullion is affiliated with Seychelles Centre for Indigenous Knowledge and focuses on Computer Science research in Africa.

Abstract

Remote learning in rural areas of Seychelles has faced significant challenges due to limited internet access and infrastructure. A mixed-methods approach was employed, including surveys, focus groups, and a randomized controlled trial (RCT) to assess the efficacy of the implemented technology solutions. The RCT revealed that students exposed to the replicated EdTech interventions showed an improvement in test scores by an average of 15% compared to those not using the technology. The replication study confirms the effectiveness of the previously tested EdTech solutions, highlighting their potential for scaling up educational access and quality in rural Seychelles. Recommendation includes further pilot testing with a larger sample size before full-scale implementation across all schools in rural areas. 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: *Geographic, Africa, Remote, Learning, Seychelles, EdTech, Infrastructure, Welfare*

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