



E-Learning Platforms in Healthcare Training: Quality Improvement and Usage Indices in Remote Rural Mozambique

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Abstract

E-Learning platforms have shown promise in improving healthcare training programmes, particularly in remote rural settings where access to traditional educational resources is limited. A mixed-methods approach was employed, including quantitative data collection through surveys and qualitative insights from interviews. The study utilised statistical models to analyse platform performance and user engagement. Users reported increased satisfaction with E-Learning platforms (85% positive feedback) compared to traditional methods. However, there is a need for more interactive features in the current curriculum design. E-Learning platforms offer significant potential for enhancing healthcare training in remote rural Mozambique but require tailored improvements based on user feedback and platform performance data. Developers should incorporate more interactive elements to match users' preferences, while policymakers must ensure equitable access to these resources across the region. E-Learning Platforms, Healthcare Training, Remote Rural Mozambique, Quality Improvement, Usage Indices
Treatment effect was estimated with $\text{text}\{\text{logit}\}(\pi) = \beta_0 + \beta^T p X_i$, and uncertainty reported using confidence-interval based inference.

Keywords: Sub-Saharan, African, E-Learning, Quality Assurance, Systems, Socioeconomic, Mixed-Methods

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