



A Framework for Technology-Supported Literacy Programmes in Benin's Primary Schools: Enhancing Student Achievement and Retention Through Technological Interventions

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Abstract

Benin's primary schools face significant challenges in enhancing student literacy rates, particularly among marginalized communities. Current approaches often rely on traditional teaching methods without sufficient technological support. The study will employ a systematic review of existing literature, qualitative interviews with educators, and expert consultations to develop the proposed framework. Theoretical constructs will be validated through these methods. The proposed framework addresses current gaps in Benin's educational systems, emphasising the importance of integrating digital tools for effective literacy instruction. School administrators should prioritise professional development opportunities for teachers to effectively implement technology-supported literacy programmes. Parents and community leaders must also be involved to support these initiatives.

Keywords: *African Geography, Community-Based Education, Technological Integration, Instructional Design, Socio-Ecological Model, Participatory Action Research, Indigenous Knowledge Systems*

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