



Digital Literacy Initiatives in Cairo's Informal Housing Zones: A Comparative Study from 2005 to 2005

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Abstract

Digital literacy initiatives in Cairo's informal housing zones aim to bridge the digital divide by providing adult learners with skills necessary for modern life. A comparative analysis using survey data from participants enrolled in various digital literacy programmes across Cairo's informal housing zones was conducted. Data were analysed to determine the proportion of participants who achieved proficiency levels in basic computer skills by the end of the study period. In a sample of 500 adult learners, 78% demonstrated significant improvement in computer literacy skills, with notable gains in areas such as internet browsing and word processing. However, issues related to consistent access to technology were prevalent among participants. The study concludes that while digital literacy programmes have shown promising outcomes for participants' basic computer skills, ongoing support and infrastructure development are crucial for sustained learning and integration into the digital world. Integrate community-based workshops with formal education to ensure technology accessibility. Additionally, establish long-term partnerships between educational institutions and local authorities to enhance programme sustainability. Digital Literacy, Cairo, Informal Housing Zones, Adult Learners, Comparative Study Model estimation used $\hat{\theta} = \operatorname{argmin}\{\theta\} \operatorname{sumiell}(y_i, f\theta(\xi)) + \lambda \operatorname{Vert}\theta \operatorname{rVert} 2^2$, with performance evaluated using out-of-sample error.

Keywords: *Cairo, Informal Housing, Adult Education, Digital Divide, Empirical Research, Quantitative Analysis, Qualitative Inquiry*

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