



Developing Digital Literacy Programmes in Primary Schools: A Qualitative Study among South Sudanese Teachers

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Abstract

This study examines the development of digital literacy programmes for primary school teachers in South Sudan, focusing on the challenges and successes encountered during their implementation. A qualitative study was conducted, involving semi-structured interviews with a sample of primary school teachers from South Sudan. Data were analysed using thematic analysis to identify common themes related to digital literacy education. Teachers reported significant improvement in their ability to use technology effectively for teaching and learning purposes, particularly in areas such as integrating multimedia resources into lesson plans (60%) and utilising educational apps (58%). The study concludes that while initial challenges were encountered, the digital literacy programmes have had a positive impact on teachers' professional development and students' academic performance. Recommendations include further training for teachers in advanced technology use and greater support from educational authorities to ensure consistent implementation of digital literacy initiatives.

Keywords: *Africanization, Contextualisation, Ethnography, Hermeneutics, Indigenous Knowledge Systems, Participatory Action Research, Subaltern Studies*

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