



Evaluating Digital Literacy Training Programmes in South Africa's Informal Settlements: A Policy Analysis

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Abstract

Digital literacy training programmes are increasingly recognised as essential for reducing socioeconomic disparities in South Africa's informal settlements, where access to digital resources is often limited and uneven. The study employs a mixed-methods approach, combining quantitative assessments of programme participation rates and qualitative interviews to gather insights from participants and stakeholders. A notable finding is the significant disparity between male and female enrollment in digital literacy programmes, with women accounting for only 35% of total enrollments, highlighting the need for tailored interventions to address gender biases. The analysis underscores the urgent need for inclusive digital literacy programmes that cater specifically to the needs of informal settlement residents, particularly addressing barriers related to affordability and accessibility. Policy recommendations include the development of more targeted funding strategies and partnerships with community leaders to promote digital literacy skills among marginalized groups.

Keywords: *Sub-Saharan, Participatory Evaluation, Adult Education, E-Literacy, Gender Studies, Community Engagement, Socioeconomic Analysis*

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