



Comparative Digital Literacy Programmes in Ghanaian Primary Schools: A Review

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Abstract

Digital literacy programmes in Ghanaian primary schools aim to equip children with essential digital skills for future employment and civic participation. A systematic literature review was conducted using multiple databases focusing on digital literacy programmes in primary schools within the last decade. The analysis revealed that while there is variability in programme implementation, a consistent theme of integrating local languages into curriculum content emerged. Despite regional differences, all reviewed programmes emphasised foundational skills such as basic computer operations and internet safety. Future research should consider the integration of more interactive technologies like tablets and mobile devices to enhance learning outcomes. digital literacy, Ghanaian primary schools, systematic review, best practices Model estimation used $\hat{\theta} = \operatorname{argmin}\{\theta\} \operatorname{sumiell}(y_i, f\theta(\xi)) + \lambda \operatorname{Vert}\theta \operatorname{Vert}^2$, with performance evaluated using out-of-sample error.

Keywords: *Sub-Saharan, pedagogy, digital divide, e-learning, socio-technical systems, ethnography, critical theory*

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