



Digital Literacy Pedagogy in Malawi's Primary Schools: A Review of Training Programmes and Impact Evaluations

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Published: 12 March 2011 | **Received:** 11 October 2010 | **Accepted:** 21 January 2011

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DOI: [10.5281/zenodo.18935960](https://doi.org/10.5281/zenodo.18935960)

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Abstract

Digital literacy training programmes have become a critical component of educational reforms aimed at preparing students for the digital age. In Malawi, primary schools are increasingly incorporating such initiatives to enhance student learning outcomes and equip teachers with the necessary skills. A systematic review of literature was conducted, including academic journals, reports from educational institutions, and government documents. The analysis focused on identifying key training programmes, evaluating their effectiveness through surveys, and synthesizing findings across studies. Findings revealed a mixed picture regarding the impact of digital literacy training on student learning outcomes. While some programmes showed significant improvements in basic computer skills among students, others reported limited gains or no measurable effects. Teacher satisfaction was generally high, with participants citing improved classroom engagement and resource utilization as key benefits. The review highlights the need for more robust evaluation frameworks to ensure that digital literacy training is not only effective but also sustainable in Malawi's primary schools. Recommendations include refining programme content to better align with local needs and enhancing teacher support mechanisms. Develop a comprehensive impact assessment framework to evaluate digital literacy programmes post-intervention, involving both

quantitative (student learning outcomes) and qualitative (teacher satisfaction) measures. Strengthen professional development opportunities for teachers by offering ongoing training and resources.

Keywords: *African Geography, Digital Literacy, Pedagogy, Primary Education, Teacher Training, Impact Evaluation, Educational Reform*

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