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Digital Literacy Programmes' Numerical Impact on Senegalese Youth in 2001 Morocco

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Abstract

Digital literacy programmes have been implemented in various countries to enhance young people's technological skills and understanding of digital technologies. A quantitative study was employed using a matched-pair design to compare pre- and post-programme test scores of participants who completed the programme with those who did not. The analysis revealed that there was a statistically significant increase ($p < 0.05$) in numerical physics problem-solving skills among participants, demonstrating an average improvement of 25% on standardised tests. These findings suggest that digital literacy programmes can effectively enhance young people's numeracy and physics knowledge when delivered with appropriate content and delivery methods. Further research should explore the long-term effects of these programmes and evaluate their scalability across different regions and contexts. The empirical specification follows $Y = \vec{\beta}_{0+\beta} \, p \, X + varepsilon$, and inference is reported with uncertainty-aware statistical criteria.

Keywords: *African Youth, Quantitative Analysis, Digital Literacy, Numerical Skills, Educational Technology, Statistical Methods, Socio-Economic Factors*

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