



# Comparative Cognitive Development in Senegalese Childhood: An African Perspective

Oumar Ndiaye<sup>1</sup>

<sup>1</sup> Department of Interdisciplinary Studies, Council for the Development of Social Science Research in Africa (CODESRIA), Dakar

**Published:** 07 June 2012 | **Received:** 12 February 2012 | **Accepted:** 30 April 2012

**Correspondence:** [ondiaye@yahoo.com](mailto:ondiaye@yahoo.com)

**DOI:** [10.5281/zenodo.18945620](https://doi.org/10.5281/zenodo.18945620)

## Author notes

*Oumar Ndiaye is affiliated with Department of Interdisciplinary Studies, Council for the Development of Social Science Research in Africa (CODESRIA), Dakar and focuses on Psychology research in Africa.*

## Abstract

Cognitive development in Senegalese children has received limited comparative attention from international psychology literature, highlighting a gap in understanding developmental processes across diverse cultural contexts. The study employed standardised cognitive tests administered by trained psychologists across multiple schools in urban and rural areas of Senegal. Data collection included baseline assessments at age six, with follow-up evaluations at ages nine and twelve to capture developmental trajectories. Significantly higher proportions of Senegalese children demonstrated advanced memory skills compared to their counterparts from other African regions, suggesting a culturally enriched approach to learning and memory development in the context of Senegal's educational system. The findings underscore the importance of considering cultural influences on cognitive development when studying child psychology in Africa. This study provides evidence that can inform educators and policymakers about effective teaching strategies tailored to local contexts. Future research should focus on longitudinal studies examining long-term developmental outcomes, particularly in relation to socioeconomic factors such as income levels and access to resources. Additionally, a more diverse range of cognitive tasks should be explored to capture the full spectrum of child development. Cognitive Development, Senegal, African Child Psychology, Memory Skills, Cultural Influences

**Keywords:** *Sub-Saharan, AfricanDevelopment, Cross-Cultural, TheoreticalFrameworks, MultidisciplinaryApproaches, QualitativeResearch, Phenomenology*

## ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

✉ **REQUEST FULL PAPER**

**Email:** [info@parj.africa](mailto:info@parj.africa)

Request your copy of the full paper today!

## SUBMIT YOUR RESEARCH

**Are you a researcher in Africa? We welcome your submissions!**

Join our community of African scholars and share your groundbreaking work.

**Submit at:** [app.parj.africa](http://app.parj.africa)



Scan to visit [app.parj.africa](http://app.parj.africa)

**Open Access Scholarship from PARJ**

Empowering African Research | Advancing Global Knowledge