Digital Literacy Training in Rural Senegalese Women: Usage Outcomes and Gender Disparities Analysis

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Abstract

Digital literacy is increasingly recognised as a critical skill for participation in modern societies, particularly among rural populations who may have limited access to digital resources. A mixed-methods approach was employed, including survey data collection from participants and qualitative interviews with trainers and stakeholders. Usage patterns revealed significant differences between male and female users, with females showing lower engagement rates despite similar levels of interest expressed during training sessions. The study highlights the need for targeted digital literacy programmes that address gender-specific barriers to participation in rural Senegal. Programmes should incorporate gender-sensitive content and tailor training methods to enhance female users' confidence and engagement with digital technologies. Digital Literacy, Rural Senegal, Gender Disparities, Training Programmes

ABSTRACT-ONLY PUBLICATION

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