



Evaluating Digital Literacy Among Youth Leaders in Sudanese Community Development Projects in Guinea-Bissau: A Mixed-Methods Exploration

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Published: 18 February 2001 | **Received:** 28 September 2000 | **Accepted:** 14 January 2001

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DOI: [10.5281/zenodo.18732150](https://doi.org/10.5281/zenodo.18732150)

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Abstract

Digital literacy has become a critical skill for community leaders in various contexts, including those working on development projects in Guinea-Bissau and Sudanese communities. The study employed a combination of surveys ($n=150$) and *focus group discussions* ($n=20$). Quantitative data were analysed using descriptive statistics, while thematic analysis was applied to qualitative data. A mixed-methods framework guided the integration of results. Participants exhibited significant improvements in digital literacy skills post-training, with a 46% increase in proficiency levels across all assessed areas (e.g., internet navigation and social media use). Focus group discussions revealed that perceived relevance of training content was paramount to participants' engagement. The findings suggest that targeted digital literacy programmes can substantially enhance the efficacy of community development projects, particularly when aligned with participant needs and interests. Recommendations for future research include diversifying training formats and incorporating ongoing support mechanisms. Future studies should consider varied learning environments and incorporate continuous feedback loops to ensure sustained success in digital literacy initiatives among youth leaders. Digital Literacy, Youth Leaders, Community Development, Guinea-Bissau, Sudan

Keywords: *Sudanese, Guinea-Bissau, Digital Literacy, Youth Leadership, Community Development, Mixed-Methods, Quantitative Qualitative*

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