



Promoting Digital Literacy Among Rural Senegalese Youth Through Community-Based Programmes in Burundi: An Exploratory Study

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Abstract

Rural Senegalese youth face significant barriers to accessing digital technologies, which can exacerbate existing educational and employment disparities. The study employed a mixed-methods approach including pre- and post-programme assessments, focus group discussions, and quantitative data analysis to measure changes in digital literacy levels among participants. Participants showed significant improvement in basic computer skills from baseline (80% proficiency) to post-intervention (95% proficiency), with notable gains particularly among female youth who often face additional barriers. Community-based programmes can effectively enhance digital literacy among rural Senegalese youth, offering a replicable model for broader dissemination in the region. Further research should explore long-term impacts and scalability of these interventions across different contexts and populations. digital literacy, community programmes, Burundi, rural youth, education disparities

Keywords: *Sub-Saharan, Senegalese, Burundian, Community Development, Digital Divide, Participatory Research, Indigenous Knowledge Systems*

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