Digital Literacy Training Programmes in Senegalese School-Age Children: A Systematic Review from an Egyptian Perspective

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Abstract

Digital literacy in Senegalese school-age children is a growing area of interest due to increasing access to digital technologies and their integration into educational settings. A comprehensive search strategy was employed using databases such as PubMed, Scopus, and Google Scholar. Studies were screened based on inclusion criteria related to the target population (Senegalese school-age children) and intervention type (digital literacy training programmes). The analysis revealed a predominance of instructional design frameworks in digital literacy training programmes, with an emphasis on interactive learning experiences. This review underscores the importance of aligning digital literacy training programmes with local educational contexts to maximise their impact and sustainability. Further research should focus on evaluating long-term outcomes and explore variations in programme effectiveness across different socio-economic backgrounds. Model estimation used $\hat{\{\theta\}} = argmin\{\theta\} sumiell(yi, f\theta(\xi)) + \lambda lVert\theta rVert 2^2$, with performance evaluated using out-of-sample error.

Keywords: *African Geography, Digital Divide, Mobile Learning, Participatory Action Research, Technological Literacy, Socio-Technical Systems, Critical Pedagogy*

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