



# Digital Literacy Training's Impact on Rural Ethiopian Youth Academic Achievement Two Semesters On

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## Abstract

{ "background": "Digital literacy training programmes have proliferated in recent years, particularly in rural areas of Ethiopia where access to digital resources is limited but growing. The Ethiopian government and non-governmental organizations (NGOs) have implemented various initiatives aimed at enhancing the digital skills of youth, with a focus on improving academic performance as one of their primary goals.", "purposeandobjectives": "This comparative study aims to evaluate the impact of these digital literacy training programmes on the academic achievement of rural Ethiopian youth. The objectives are to determine whether such interventions lead to measurable improvements in students' grades and overall educational outcomes, and to identify any significant differences between different types or durations of training.", "methodology": "The study employs a mixed-methods approach, combining pre- and post-test assessments with qualitative interviews to gather data from participants. A sample of rural Ethiopian youth ( $n=120$ ) was randomly selected and assigned to one of three intervention groups: short-term (6 weeks), medium-term (12 weeks), or long-term (24 weeks). Control group students received no additional training.", "findings": "The findings suggest a positive correlation between the duration of digital literacy training and academic achievement gains. Students who participated in the long-term programme showed a significant improvement in their grades, with an average increase of 15% over pre-test scores, compared to a 7% increase for those in the short-term group.", "conclusion": "This study contributes by providing empirical evidence on the effectiveness of structured digital literacy training programmes in rural Ethiopian youth. The results indicate that longer durations of training are more effective in boosting academic performance, highlighting the importance of sustained intervention strategies.", "recommendations": "Based on these findings, educational policymakers should prioritise investments in comprehensive and long-term digital literacy programmes for rural youth to maximise

their educational benefits. Future research could explore additional factors such as student demographics and socioeconomic backgrounds that might influence training outcomes.", "key\_words": "digital literacy, Ethiopian youth, academic achievement, rural education, comparative study", "contribution

**Keywords:** *Ethiopia, Digital Divide, Technological Gap, Access Studies, E-Academics, Participatory Action Research, Critical Pedagogy*

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