



# Digital Literacy Programmes' Impact on Rural Ethiopian Children's Educational Achievement: A Six-Month Pre-Post Analysis

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## Abstract

Digital literacy programmes are emerging as a significant educational intervention in rural communities worldwide. A mixed-methods approach was employed, including quantitative data from pre- and post-assessments administered to a sample of rural Ethiopian primary school students. A notable increase in digital literacy skills (62% proficiency improvement) among participants was observed within six months, correlating with enhanced academic performance indicators. The findings suggest that targeted digital literacy programmes can significantly improve educational achievement among rural children in Ethiopia. Further research should explore the sustainability of these programmes and their long-term impact on students' learning trajectories.

**Keywords:** *African Context, Digital Divide, Educational Impact, Participatory Research, Quantitative Methods, Qualitative Inquiry, Socio-Technical Systems*

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