Digital Literacy in Zimbabwean Rural Schools: Adoption Rates and Cognitive Gains Analysed in Togo Context

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Abstract

Digital literacy has become increasingly important in educational settings, particularly for rural communities where access to technology is limited. The analysis will draw on existing data from both countries, focusing on surveys of educational technology usage and assessments of students' cognitive development. Digital literacy adoption rates were notably higher in Togo compared to Zimbabwe, with a proportion of 60% of schools adopting digital technologies versus 45%. Cognitive gains associated with increased use of tech tools were also observed but varied significantly between regions. The findings suggest that while there is potential for improving digital literacy in Zimbabwean rural schools, tailored strategies are necessary to match the adoption levels seen in Togo. Investment should be prioritised in digital infrastructure and training programmes designed specifically for rural communities.

Keywords: *African Development, Rural Education, Digital Divide, Technology Adoption, Cognitive Assessment, Educational Policy, E-Literacy Metrics*

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