Accessing Digital Divide and Implications in Nigeria: The Media Dimension

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Abstract

The digital divide connotes the gap between those who have access to modern information and communication technologies (ICT) and those who do not, due to various factors like income, education, geographic location, or infrastructure. In the context of Nigeria, this divide has profound implications for economic, social, and political development, particularly in the realm of media. The media dimension of the digital divide explores the unequal access to digital platforms, content, and technologies, which influences the dissemination of information, civic engagement, and media consumption. The postulation of Diffusion of Innovation Theory was employed to achieve the goal of this paper. The paper argues that digital literacy, which includes the ability to use digital devices and navigate online platforms, is still a challenge in Nigeria. Although there has been a surge in mobile phone ownership, a large portion of the population, particularly older generations and those in remote areas, lack the necessary skills to fully benefit from digital media platforms. This lack of digital literacy hampers the capacity of citizens to engage with online news, education, and government services. The paper concludes that the digital divide in Nigeria, particularly in the media dimension, has significant implications for access to information, political participation, social inclusion, and education. While efforts to bridge this divide are underway, much work remains to be done. By addressing the infrastructure, economic, and digital literacy challenges, Nigeria can begin to close the digital divide and ensure that all its citizens can participate fully in the digital age.

I. Introduction

Technology has become a tool for enhancing human knowledge. In this age of technology development, digital products have become an essential part of individuals' day-to-day lives, work and entertainment. The impact of technology development has changed communication pattern from a single-way to multi-dimensional in which users become information participants or providers rather than passive receivers. As a result, the new digital ecology has gradually developed. One of such technologies is the Internet, which have made significant impact in modern world (Ahmed & Msughter, 2022).

Computer proficiency has always been important for both education and the job market. Even if school curriculum helps students develop these skills to some level, there

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is still a digital divide that affects people from diverse socio-demographic backgrounds. With its growing reach, the phrase "digital divide," which was originally used to describe people who do not have equitable access to digital technology, is now beginning to be recognized as a determining factor for digital competencies. The purpose of the current study is to examine how socio-demographic factors, which may contribute to the digital divide, affect students' ICT literacy from a particular angle (Owens-Ibie & Aondover, 2024).

Today, there are still many sectors of society that, for various reasons, do not have access to ICTs and are excluded from the benefits that these tools bring. Thus, the term "digital divide" arises, understood as the distance that exists between people or social groups who have access to technology and those who do not (Warf, 2019; Liu et al., 2022). However, as stated by numerous authors (Aydin, 2021; Jamil, 2021), the digital divide, whose origin is determined by multiple and diverse causes, is nothing more than the prolongation of other pre-existing social divides such as economic factors, education, geographic location or gender, among others (Aondover et al., 2022).

The term "digital divide" describes the difference in access to information and communication technology (ICT) between those who have sufficient access and those who have inadequate or no access. (Aondover et al., 2023) According to some academics, the digital divide is a major issue for social justice in the twenty-first century. They have used the term "digital poverty" to refer to this situation (Setthasuravich & Kato, 2020). ICT is also thought to be one of the most effective instruments for achieving the Sustainable Development Goals (SDGs), an initiative started by the UN. Its efficient application has been highlighted as a way to contribute to the targets of the SDGs, especially Goal 10: "Reduced Inequalities" (United Nations, 2020). Having a clear understanding of the concept of the "digital divide," its various viewpoints, and the various ways that not everyone benefits equally from technology can aid in identifying the technology needs that should be addressed in order to develop more cogent frameworks and policies and to intensify efforts to close and close digital gaps (Aondover et al., 2023).

As a result of its effective use being linked to opportunities in education, training, and employability, Goal 10 has been identified as one of the SDGs most influenced by ICT. ICT can significantly contribute to equality by enabling citizens to participate in their economy and gain access to critical information (Aondover et al., 2022). Furthermore, the topic has become much more popular as a result of the coronavirus outbreak. Concerns regarding the digital divide have been highlighted by news outlets, governments, and organizations as being especially serious during the pandemic since so many people were compelled to work, study, access services, and socialize from home. The UN Secretary-General declared that "the digital divide is now a matter of life and death" in the midst of the pandemic.

People have been compelled by the epidemic to drastically change their daily routines in terms of technology (Iivari et al., 2020). Due to this, people now follow new habits in which they rely largely on digital gadgets and the Internet. However, the pandemic has exacerbated a scenario where those who are not properly connected to the Internet are experiencing marginalization and suffering from additional disadvantages due to a lack of resources and effective digital usage (Hile et al., 2023).

The pandemic has made the globe more reliant on technology, so now is a great opportunity to examine current research on the digital divide and see how it has changed in tandem with the expanding digital economy. The digital divide also refers to the gap between individuals, communities, or entire countries that have unequal access to, use of, and the benefits of information and communication technologies (ICTs). There is more to

this term than merely internet access. It takes into account various degrees and aspects of the gap, such as: Unequal physical access to ICTs, such as computers, internet connections, and mobile devices, is known as the "access divide" (Idris & Msughter, 2022).

In general, colleges continue to be essential to the creation of knowledge, the advancement of skills, and socioeconomic development. Teachers can successfully equip students to thrive in the complexity of the twenty-first century and make meaningful contributions to their communities and the larger global society by consistently adapting to the changing reality. Since 2019, there is no denying that technology has risen to prominence in terms of how teaching and learning are conducted. This tendency offers educators and students alike both great opportunities and formidable obstacles. Let's examine this development's possible advantages and difficulties: Enhanced Personalisation and Accessibility: Students with different requirements and learning styles can benefit from flexible learning options offered by technological solutions such as instructional simulations, adaptive learning software, and online learning platforms (Wang, et al., 2021).

The uneven use and availability of technology among academic staff is a concerning inequality that has been exposed by the quick digitization of higher education. The quality of lectures could be compromised by the digital gap, which could have an adverse effect on student learning outcomes and possibly exacerbate already-existing educational disparities. While the digital divide in education has been the subject of some research, few studies have focused on how it affects academic staff members' teaching methods.

II. Review of Literature

The study adopted the Diffusion of Innovation Theory. This theory by Everett Rogers explains how new technologies spread through society. It can be applied to the digital divide by analyzing the factors that influence the adoption of digital technologies among different groups, such as socioeconomic status and education (Msughter et al., 2023). Diffusion of Innovation (DOI) Theory, developed by E.M. Rogers in 1962, is one of the oldest social science theories. It originated in communication to explain how, over time, an idea or product gains momentum and diffuses (or spreads) through a specific population or social system. The end result of this diffusion is that people, as part of a social system, adopt a new idea, behavior, or product. Adoption means that a person does something differently than what they had previously (i.e., purchase or use a new product, acquire and perform a new behavior, etc.). The key to adoption is that the person must perceive the idea, behavior, or product as new or innovative. It is through this that diffusion is possible (Aondover et al., 2022).

Adoption of a new idea, behavior, or product (innovation) does not happen simultaneously in a social system; rather it is a process whereby some people are more apt to adopt the innovation than others. Researchers have found that people who adopt an innovation early have different characteristics than people who adopt an innovation later. When promoting an innovation to a target population, it is important to understand the characteristics of the target population that will help or hinder adoption of the innovation. There are five established adopter categories, and while the majority of the general population tends to fall in the middle categories, it is still necessary to understand the characteristics of the target population. When promoting an innovation, there are different strategies used to appeal to the different adopter categories (Msughter et al., 2022).

Innovators - These are people who want to be the first to try the innovation. They are venturesome and interested in new ideas. These people are very willing to take risks, and

are often the first to develop new ideas. Very little, if anything, needs to be done to appeal to this population.

Early Adopters - These are people who represent opinion leaders. They enjoy leadership roles, and embrace change opportunities. They are already aware of the need to change and so are very comfortable adopting new ideas. Strategies to appeal to this population include how-to manuals and information sheets on implementation. They do not need information to convince them to change (Onyejelem & Aondover, 2024a).

Early Majority - These people are rarely leaders, but they do adopt new ideas before the average person. That said, they typically need to see evidence that the innovation works before they are willing to adopt it. Strategies to appeal to this population include success stories and evidence of the innovation's effectiveness. Late Majority - These people are skeptical of change, and will only adopt an innovation after it has been tried by the majority. Strategies to appeal to this population include information on how many other people have tried the innovation and have adopted it successfully. Laggards - These people are bound by tradition and very conservative. They are very skeptical of change and are the hardest group to bring on board. Strategies to appeal to this population include statistics, fear appeals, and pressure from people in the other adopter groups.

Diffusion of innovation is relevant to this research in numerous ways, firstly it provides a framework for understanding how innovations, in this case, access to technology and digital resources, spread among individuals within a social system. This can assist in determining the elements that affect academic staff adoption of digital tools, including perceived relative advantage, suitability for current workflows, and peer pressure. The distribution of technology access and usage among academic personnel can be analyzed utilizing DOI concepts such as adopter categories (innovators, early adopters, early majority, late majority, and laggards), which can help identify potential gaps and challenges faced by different groups (Onyejelem & Aondover, 2024b). The diffusion of innovation theory clarifies a number of variables, outside of technology accessibility, that affect the uptake of innovations. Additionally, investigating elements like:

Personal attributes: Access and utilization of technology can be influenced by age, technological proficiency, and attitudes towards technology.

Social dynamics: Adoption trends may be influenced by departmental expectations, peer pressure, and institutional support. Organizational context: Access and utilization can be influenced by training opportunities, infrastructural accessibility, and university rules. You can learn more about the particular obstacles preventing academic staff members from having equitable access to digital resources by looking at these variables through the lens of DOI analysis.

It also Creates Plans for Bridging the Gap. When creating initiatives to address the digital divide in higher education, DOI provides helpful advice. Using the results of my investigation, I can: Focus on particular adopter groups: Interventions and training courses should be customized to meet the requirements and worries of various staff groups. Make use of social media: Peer-to-peer learning and support systems should be encouraged in order to encourage adoption and alleviate technology-related anxiety.

III. Results and Discussion

3.1 The Impact of the Divide in Teaching and Research Practices

Kurfi et al., (2021) observed that there are now countless opportunities for study and education thanks to the internet technology. However, the digital divide continues to cast a shadow despite the alluring promises of technology and limitless information. Teaching

and research methods, which are at the core of education, are severely hindered by this divide that separates those who have access to the digital world and its advantages from those who do not. This study explores the wide-ranging effects of this difference, shedding light on the difficulties encountered in labs and classrooms and arguing for ways to close this important division. Uneven Learning Domains: The Effect of the Divide on Instruction. Numerous factors contribute to the digital gap in education, undermining the foundation of education and escalating already-existing disparities:

Resource Disparity: Students find it difficult to interact with classmates online, access digital resources, and participate in online platforms when they do not have dependable internetaccess, devices, or digital tools. Pedagogical Dilemmas: Teachers must constantly modify their approaches to account for students' varying degrees of digital access and proficiency. This may result in a teaching style paradox that caters to the technologically savvy while failing some students. "Global Education Monitoring Report 2021: Inclusion and education," a UNESCO report from 2021, highlights the importance of inclusive pedagogical approaches in the classroom that bridge gaps and meet a range of needs (Maikaba & Msughter, 2019).

Review restrictions: Students with restricted access to technology frequently experience learning improvements that are not fully captured by traditional evaluation methods. This may result in biassed and incorrect assessments, which would impede their advancement even further. "7 Things You Should Know About Online Learning," a 2020 EDUCAUSE publication, emphasizes the necessity of creating efficient assessment plans that are tailored to varied student groups and online learning environments. Voices Silenced: The Effect of the Divide on Research: Additionally, the digital gap has a lasting impact on research, impeding its impact, representativeness, and inclusion.

Poor Engagement: Studies frequently result in biassed samples and skewed results because researchers from underprivileged areas and locations with limited access to technology and research resources are often excluded from participating. This problem is brought to light in a 2019 paper titled "The Digital Divide in Educational Research: A Call for Action," which was published in the Journal of Computer Assisted Learning. The report calls on academics to take proactive measures to close the barrier and guarantee inclusive research methods. Scientific Challenges: The breadth and generalizability of results may be constrained by the inaccessibility of traditional research procedures, which rely on online surveys, data gathering tools, and virtual platforms for a particular demographic. "The Future of Education and Skills 2030," an OECD report from 2023, highlights the necessity of creating cutting-edge research techniques that can successfully capture the experiences and viewpoints of varied people (Maradun et al., 2021).

Dissemination and Availability: The impact and potential reach of research may be hampered if research findings are only made available online or through specialized publications, as this may leave out individuals with low internet literacy or limited access. "Open Access for Everyone: A Guide to Expanding Access to Research," a 2020 UNESCO report, emphasizes the significance of open access programs and a variety of distribution avenues to guarantee increased accessibility and adoption of research findings.

Bridging the Divide: Echo to Harmony: Acknowledging the negative effects of the digital divide is the first step in closing the distance. A number of tactics can be used to establish a more inclusive and fairer environment for research and teaching, including: Making investments in technology is essential to leveling the playing field. This includes extending internet access, especially in underserved areas, and offering reasonably priced devices and internet services. Developing digital literacy skills: To effectively navigate the internet world and take part in research, educators, researchers, and students must be

equipped with fundamental digital skills through extensive training programs (Mojaye & Aondover, 2022).

Encouraging inclusive research and teaching practices: Instructors can take use of blended learning methodologies, modify their lessons to meet the requirements of different students, and think about different approaches to evaluation. Mixed methodologies, alternative dissemination channels, and active community involvement in research design are all options available to researchers. Sponsorship programs for digital inclusion: Projects that address the digital gap in research and education, encouraging inclusive practices and equitable access to technology, might get funding from governments and research organizations. We can progress towards a future where technology empowers teaching and research, amplifies different voices, and fosters a more equitable and inclusive landscape of education for all by recognizing the complex impact of the digital divide and putting comprehensive solutions into place. The echo of the digital divide in this future will be a harmonic symphony of knowledge, creativity, and shared progress rather than a cause of conflict (Msughter, 2023).

3.2 Factors Influencing Access and Participation on the Use of ICT in Education

Even though information and communication technologies (ICT) have the potential to completely transform education, unequal access and participation continue to be a major barrier to their full potential. This study explores the many viewpoints and studies to shed light on the difficult challenges and potential solutions for ensuring equitable access and engagement in ICT-driven education for everyone. By doing this we're delving into the various elements influencing this complicated topic. Comprehending the Various Obstacles: A multitude of intricate elements interact to determine access to and active participation in ICT-based education, going much beyond the simple availability of technology. Among the main groups of these obstacles are:

Facilities and supplies: The absence of inexpensive equipment and instructional software, as well as the unreliability of internet connectivity, are still major challenges, especially in rural areas. This discrepancy is highlighted in a 2022 World Bank report titled "Digital Divide in Education: Challenges and Opportunities," which also lists the millions of people who do not yet have internet connection worldwide. Financial limitations: Affordability is really important. Vulnerable groups are further marginalized by the fact that people from low socioeconomic origins frequently find it difficult to pay for devices, internet services, and other necessities. Digital literacy and skills: Meaningful involvement is hampered by incapacity to use digital tools, traverse online platforms, and operate gadgets (Msughter & Aondover, 2023).

Cultural constraints and gender: Girls' and women's access to and use of technology can be restricted by gender inequality and cultural norms, which can reinforce already-existing inequities. "The Mobile Gender Gap Report 2020," a 2020 GSMA report, highlights the ongoing gender disparity in mobile internet access, especially in poorer nations. Educational practices and support: Instructors may be lacking the knowledge and training needed to successfully incorporate ICT into their lessons, or classrooms may be devoid of the infrastructure and support systems needed to enable fair access and participation. In the 2021 report "Global Education Monitoring Report 2021: Inclusion and education," published by UNESCO, the importance of teacher preparation and supportive.

Investing in infrastructure: It's important to prioritize rural areas, encourage inexpensive internet plans, and increase internet access through public-private partnerships. Grants and financing schemes: Financial barriers can be eliminated by lowering the cost of devices and internet connectivity for underprivileged populations

through targeted subsidies and lending programs. Instruction in digital literacy: For students, teachers, and families to navigate the online world securely and successfully, comprehensive training programs that provide them with key digital skills are required. Gender-sensitive strategies: Promoting girls' access to technology education and training, addressing gender inequities through focused programs, and cultivating favorable cultural attitudes around girls' ICT engagement are all crucial (Msughter & Idris, 2023).

Teacher training and development: It's critical to give educators chances for professional growth so they can use online resources, incorporate ICT into their lessons, and assist students in developing their digital abilities. Creating content that is culturally appropriate: Inclusive education requires the development of digital learning tools that are easily accessible, culturally sensitive, and meet the requirements and styles of a wide range of learners. Observation and assessment: Continuous improvement requires regular monitoring of progress, assessing the success of strategies put into practice, and making adjustments to methods in response to feedback.

3.3 Strategies for Building the Digital Divide in Academia

Academic institutions today have exciting new options for research, cooperation, and knowledge exchange thanks to the digital revolution. However, a harsh reality exists in this environment: the ongoing digital gap, which poses a threat to underprivileged researchers, students, and institutions. This study explores the tactics being used to close this gap and guarantee that everyone has fair access to technology in the classroom. Recognizing the Complex Divide: The academic digital gap impedes diversity and advancement in a number of ways. Inequitable access to infrastructure: One major obstacle continues to be the absence of inexpensive and dependable internet devices, especially in developing nations and rural areas. This discrepancy is brought to light in the 2022 World Bank report "Digital Divide in Education: Challenges and Opportunities," which emphasizes the millions of people who do not yet have access to the internet (Taiwo et al., 2024).

Digital literacy and the skills gap: Students and researchers, especially those from disadvantaged backgrounds, suffer when they are unable to use technology for research, learning, and communication. "The Future of Education and Skills 2030," an OECD report from 2023, highlights the continued gap in digital literacy while highlighting its critical role in today's society. Financial limitations: escalating expenses for hardware and software can put a strain on students and educational establishments, limiting their options and impeding the progress of research. According to a UNCTAD research from 2019, "E-commerce and development 2019: Digital technologies and the inclusive transformation of SMEs," one of the main obstacles to the adoption of new technologies is their cost.

Lack of knowledge and training: Academic institutions and researchers may not be aware of the resources that are available to them or the best ways to incorporate technology into their work, which can limit its full potential. The necessity of information exchange and capacity building is emphasized in the UNESCO study "Global Education Monitoring Report 2021: Inclusion and education," released in 2021. Unequal resource distribution: The digital divide goes beyond individual access; differences in infrastructure and technology resources throughout institutions serve to exacerbate inequality. This institutional gap is highlighted in the "Beyond Infrastructure: Ensuring Equitable Access to Technology and Resources in Higher Education" report published by EDUCAUSE in 2020.

The first step in closing the academic digital divide is acknowledging these complex issues. A number of tactics can be used to promote fair access and capitalize on technology's revolutionary potential: Investing in infrastructure entails several important

initiatives, like boosting affordable internet plans, giving underprivileged populations priority, and extending internet access through public private partnerships. Closing the infrastructural gap can be greatly aided by international cooperation and projects such as the World Summit on the Information Society. One important role society may play is in bridging the infrastructure divide is, creating programs for digital literacy: To effectively navigate the online academic landscape, it is imperative that researchers, staff, and students have access to comprehensive training programs and workshops that provide them with important digital skills. The strategy workshops typically involve an initial explanation of the strategies to be learned, followed by extensive practice sessions (Gadour, 2013). Accessibility and affordability can be improved through collaborative training programs and open-source resources. Grants and financing schemes: Financial barriers can be eliminated by lowering the cost of devices and software for educational institutions and students through targeted subsidies, loan programs, and scholarship programs. Resources can be mobilized through philanthropic endeavors and public-private partnerships (Taiwo et al., 2024).

Open access initiatives: Regardless of geography or institutional affiliation, promoting open access to academic publications, research data, and educational tools can democratize knowledge and enable equitable access to information for all. Events such as Creative Access Week and Open Access Week A culture of knowledge sharing can be promoted by programmers like Creative Commons licenses and Open Access Week. Developing creative pedagogies that use technology to effectively bridge gaps within their own communities, training faculty and staff, and improving technological infrastructure are all ways that universities can build institutional capacity. Collaborating with other institutions and exchanging best practices can improve group efforts. Encouraging inclusion and diversity in STEM fields: By providing targeted outreach programs, mentoring initiatives, and scholarships, underrepresented groupsespecially women and girlsare encouraged to pursue STEM education and professions. This helps close the digital skills gap and fosters a more diverse and inclusive academic environment. We can move towards a future where technology empowers academic pursuits, democratizes knowledge, and bridges the divide by acknowledging the complexity of the academic digital divide, putting tailored solutions into place, and encouraging collaborative efforts. This will ensure that the transformative potential of digital tools benefits everyone within the hallowed halls of academia. The digital divide will become a bridge of shared knowledge, creativity, and fair growth for everybody in this future, rather than an abyss of exclusion.

3.4 Types of Technologies and Skills Hindering Access

The digital divide continues to keep many people from experiencing the full potential of the digital age, despite its promises to democratize access to information and opportunities through technology. This essay explores the complexities of this divide, highlighting two important factors that impede access in learning environments: the disparity in digital abilities and the types of technology themselves. We can establish more equitable access to the transformative potential of technology in education and obtain a greater understanding of the obstacles encountered by looking at these interconnected factors and emphasizing pertinent research from 2019 onwards.

Recognizing the Technological Environment: Initially, it may appear that access to technology is only dependent on hardware and software. But research paints a more complex picture. The report "Digital Divide in Education: Challenges and Opportunities," published by the World Bank in 2022, highlights the variety of technology obstacles and groups them into: Infrastructure: One of the biggest obstacles is the unreliability of internet

access, especially in rural areas. According to a 2020 ITU report titled "The State of Broadband Development," around 3.7 billion people worldwide do not have access to the internet (Msughter & Aondover, 2023).

Affordability: For low-income households, the cost of gadgets and internet plans can be prohibitive, even in cases where infrastructure is present. The affordability gap is brought to light in a 2019 UNICEF report titled "A World Fit for Every Child: Digital Divide," particularly in underdeveloped nations. Applicability of the device: Ineffective learning experiences might be impeded by devices with low processing power, insufficient storage, or out-of-date software. The "Global Education Monitoring Report 2021: Inclusion and education," UNESCO research from 2021, highlights the significance of having the right gadgets to guarantee high-quality instruction (Vitalis et al., 2023).

This lack of expertise shows up in a few different ways: Fundamental knowledge of digital media: Effective learning is hampered by a lack of gadget operation, internet information access, or basic programme usage. Digital citizenship and critical thinking: Learners may be put at danger and have less opportunities for learning if they lack the abilities to recognize reliable information, manage online safety, and utilize technology sensibly. Pedagogical skills: Teachers must possess these abilities in order to assist students' digital development, successfully incorporate technology into their lesson plans, and design compelling online learning environments. Establishing Bridges, Not Walls: The first step in closing the digital divide is to acknowledge these complex issues. There are several strategies that can be used: Putting money into infrastructure: Important actions include encouraging inexpensive internet services, giving priority to rural areas, and extending internet connectivity through public-private partnerships. Programs for affordability and subsidies: Closing the economic divide can be achieved by lowering the cost of devices and internet connectivity for underprivileged populations through targeted subsidies and lending programs (Usman et al., 2022).

Instruction in digital literacy: For students, teachers, and families to navigate the online world securely and successfully, comprehensive training programs that provide them with key digital skills are required. Building teacher capacity requires giving educators chances for professional development that will enable them to use online resources, incorporate technology into their lessons, and assist students in developing their digital abilities. Content appropriate to a certain culture: Inclusive education requires the development of digital learning tools that are easily accessible, culturally sensitive, and meet the requirements and styles of a wide range of learners. We can go beyond crude ideas of the "digital divide" and create comprehensive solutions that genuinely democratize access to high-quality education in the digital age by recognizing the intricate interactions between various forms of technology and digital abilities. Governments, schools, businesses, and communities must work together on this path, but the potential benefits are enormous: In a world where technological advancements foster study, open doors, and close the wealth gap, A single byte at a time (Oreoluwa et al., 2024).

IV. Conclusion

The media dimension of the digital divide is a disparity in access to, use of, and skills in digital media platforms, technologies, and content. These disparities have significant implications for both individuals and societies, affecting their ability to engage in information consumption, public discourse, and participation in digital economies. Understanding the media dimension of the digital divide is crucial in analyzing its impact on democracy, social inclusion, education, and economic development. The digital divide,

in the context of media, highlights several factors that separate different populations in their ability to access and engage with digital media. The paper argues that the ability to access digital media depends on the availability of infrastructure such as reliable internet connections, smartphones, computers, and broadband networks. In many developing regions or rural areas, infrastructure may be lacking or subpar, limiting access to online news, entertainment, educational content, or social media. The media dimension of the digital divide is a complex and pressing issue with profound implications for social inclusion, democracy, and economic development. Bridging the digital divide is not just about increasing internet access but also ensuring that all individuals have the skills, resources, and opportunities to engage with and contribute to the digital media landscape. Addressing this divide requires a concerted effort from governments, businesses, and civil society to promote digital equity and ensure that the benefits of the digital age are accessible to all.

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