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Due to the increasing number of older adults in society, as well as the prevalence of cognitive impairment in that population, accurate instruments to evaluate cognitive abilities are necessary. It is known that most of the traditional neuropsychologica tests are in uenced by individual's educational background. However, there are few studies regarding digital tests usage among the elderly with low schooling. In this study, we aimed to do a systematic literature review to analyze the interaction between older adults' years of education and digital evaluations; also, we proposed comparing the performance of Brazilian older adults with di erent educational background in a digital change detection test. e rst study, a systematic literature review, analyzed the role of educational level on cognitive digital tests. A er the justi ed exclusions, seven papers from the previous ve years were selected. Associations between older adults' performance on digital tests and educational background were not found. If the second study, the aim was to verify the performance of older adults in a cognitive digital test. Participants were assigned into three di erent groups according to their years of education. ere weren't di erences between the illiterates and lower-education groups; however, it was observed a di erence between these two groups and the higher-education group regarding digital test's responses.