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How GenerationDigital! Empowers a New Generation of Online Citizens

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DEUTSCHE ZUSAMMENARBEIT

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1 Setting the Scene

Shaping Responsible Citizens for Life in a Digital Society

When schools closed during the COVID-19 pandemic, millions of learners suddenly found themselves cut off from classrooms, teachers, and peers. In many places, digital learning became a lifeline – a way to stay connected, keep learning going, and maintain a sense of normality in uncertain times.



Many initiatives rightly focused on the immediate opportunities offered by digital learning technologies. What began as an emergency response, however, revealed something much bigger: education systems were not only facing a crisis of access, but also a moment of transformation. The question was no longer just how learning could continue online, but what kinds of skills young people would need to thrive in a world that is increasingly digital by default.

As digital technologies increasingly shape how people work, communicate, and participate in society, education must address the **full spectrum of digital skills.** Basic digital literacy – knowing how to use devices and applications – is only the starting point. Learners also need the ability to think critically about online information, understand their digital rights, protect their data, and act responsibly in digital spaces. Media literacy, online safety, and ethical digital behaviour have become as essential as reading and writing. In this sense, digital education is no longer just about preparing learners for jobs, but about preparing them for life in a digital society.

This is particularly important for societies across Africa, where rapid digital transformation meets a young and growing population. Digital skills open doors to employment, entrepreneurship, and new forms of economic participation. At the same time, they empower young people to engage responsibly with digital media, participate in public discourse, and navigate online spaces with confidence and awareness. Strengthening digital competencies is, therefore, a pathway toward both **employability and responsible citizenship,** helping to build inclusive, informed, and resilient societies.

These ideas are reflected in the **GIZ project GenerationDigital!** addressing digital skills development in a holistic manner as foundational for sustainable development in digital societies.



2 Overview of the project GenerationDigital!

GenerationDigital! – Supporting Digital Skills for the Next Generation

Every day, children and young people connect, learn and express themselves online. They search for information, share ideas and increasingly take part in digital public life. Yet being part of a digital society requires more than access to technology. It takes skills, confidence and supportive systems that help young people navigate the digital world responsibly. This is where *GenerationDigital!* comes in.

What?

29 implemented projects

8 physical regional exchanges and **20** online meetings

Who?

Civil Society Organisations, Ministries of Education

How many?

up to **460** participants in total

Languages of the projects:

- **16** English
- **9** French
- **2** Portu-guese
- **2** Multiple

GenerationDigital! is a project commissioned by the *German Federal Ministry for Economic Cooperation and Development (BMZ)* and implemented by the *Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)* that supports 25 African countries in strengthening digital skills development for the next generation. Its objective is to empower education stakeholders and reinforce governance structures within digital ecosystems so that children and youth can thrive in a digital society. These skills go beyond employability. They include critical media literacy, awareness of digital rights, the ability to recognize misinformation and fake news, and meaningful digital participation in public and democratic processes. In this way, *GenerationDigital!* helps young people become responsible, informed and engaged digital citizens.

The project places children and young people at its heart while working closely with ministries responsible for education or ICT, national civil society organizations and regional networks. Rather than offering one-size-fits-all solutions, *GenerationDigital!* follows a demand-oriented fund mechanism. Partners propose initiatives based on local needs and national priorities and receive flexible financial and technical support. Through peer learning and regional exchange, promising approaches are shared, adapted and scaled across countries, allowing local innovations to inspire broader change.

By combining local ownership, strong partnerships and shared learning, *GenerationDigital!* builds more than digital skills – it helps lay the foundations for inclusive, fair and resilient societies in which young people can confidently shape their digital futures.

25
Partner countries

Algeria, Benin, Cameroon, Côte d'Ivoire, Democratic Republic of Congo, Egypt, Eswatini, Ethiopia, Ghana, Kenya, Madagascar, Malawi, Morocco, Mozambique, Namibia, Nigeria, Rwanda, Senegal, Sierra Leone, Somalia, South Africa, Tanzania, Togo, Tunisia, Uganda, Zambia, Zimbabwe*



** Although Eswatini and Zimbabwe are no longer partner countries of the programme, the proposals submitted by both countries were nevertheless allowed to be implemented.*

3 Learning Together to Shape Digital Education

When representatives from ministries of education, civil society, and other digital education practitioners come together under *GenerationDigital!*, they bring different contexts share a similar question: how to equip children and young people with meaningful digital competencies in inclusive and sustainable ways?



The project is built on the belief that strong answers emerge through shared experience. In complex and rapidly evolving digital ecosystems, no single actor or country holds all the answers.

Regional exchange events therefore lie at the heart of the project's approach. They create structured yet open spaces for **peer learning**, where participants share concrete policies, pilots and lessons learned. Rather than positioning one actor as the expert, the format values horizontal **exchange and practical reflection**. This strengthens confidence, builds trust and fosters a shared understanding of digital education reform.

As conversations deepen, another dynamic unfolds: ideas begin to travel. A distinctive element of *GenerationDigital!* is its focus on **adaptive replication**: it encourages partners to **adapt and further develop promising approaches**. Successful initiatives are not presented as rigid blueprints, but as inspirations that can be tailored to different national contexts.

Through repeated meetings and virtual follow-ups, these exchanges gradually form **communities of practice** that extend beyond individual events. These informal yet resilient networks enable professionals to stay connected, share progress and test new ideas collectively. Within these communities, questions can be revisited, progress shared and new ideas tested collectively. The result is not only stronger individual capacities, but also greater institutional memory and **regional ownership** of digital education reforms.

The project's demand-driven fund closes the loop between dialogue and implementation. Insights from exchanges inform new project ideas, while experiences from funded activities feed back into regional discussions. In this way, *GenerationDigital!* connects learning, adaptation and action – strengthening digital education ecosystems through collective effort rather than isolated reform.



During the 2025 exchange in Dakar, for example, partners explored a Senegalese pilot using digital learning kits to promote logical thinking and basic programming skills in schools.

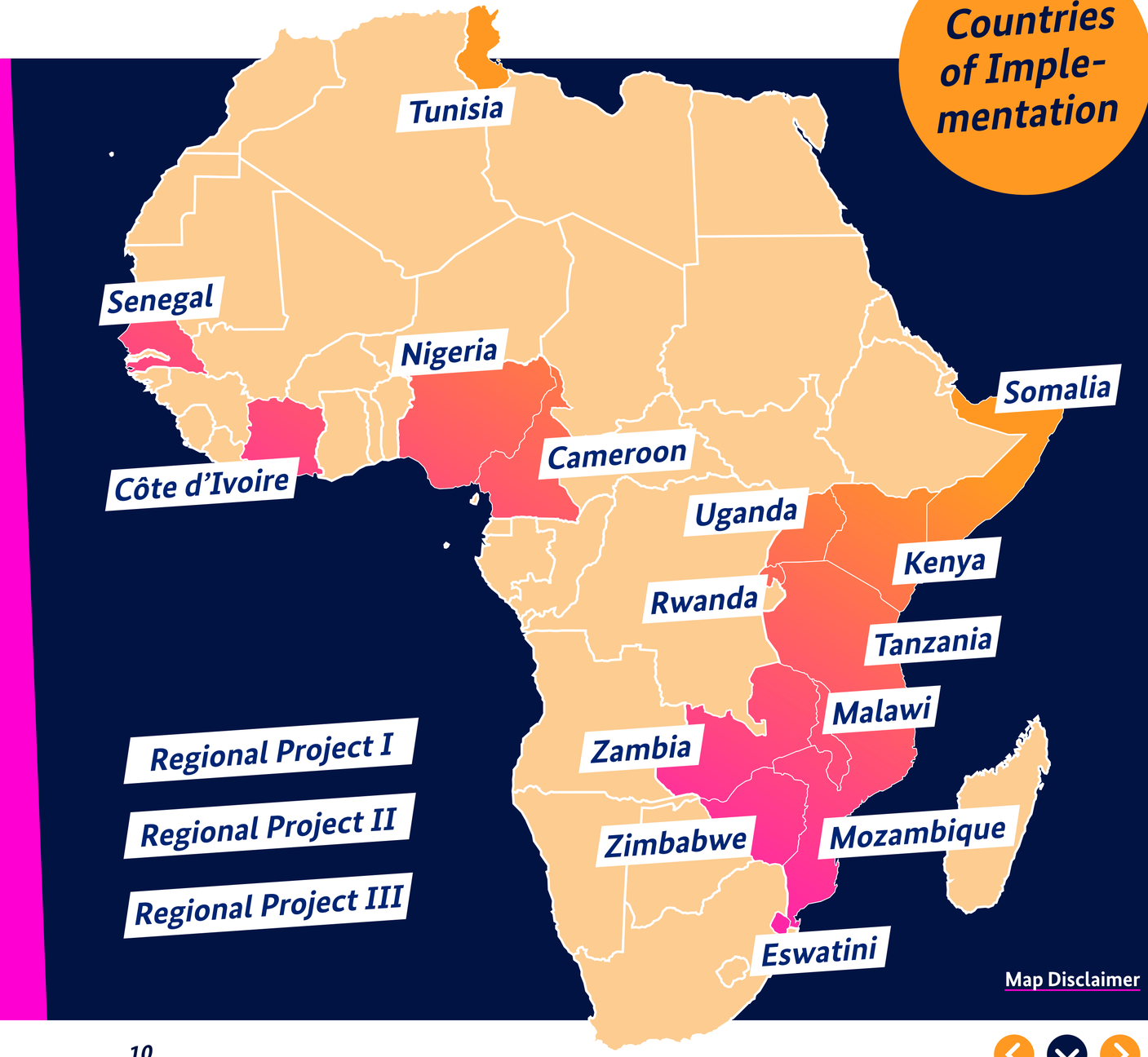
Inspired by this exchange, Cameroon later submitted a funding application adapting the model to its own curriculum and teacher training system. What began as a shared example thus evolved into context-specific follow-up, shaped by local needs.



4 Project Examples

from GenerationDigital!

This section outlines examples of projects which have been implemented by the partners of *GenerationDigital!*



4.1 *Cameroon*

Cameroon Education for All Network (CEFAN) & Ministry of Education





Future-Proofing Education: How the Cameroon Education for All Network is Transforming Digital Learning in the Country's Heartlands

In Cameroon, the *Education for All Network* (CEFAN) set out to bring digital learning to rural classrooms and embed these skills sustainably in the national education system. In regions like Adamaoua and Ouest, many schools were not yet set up for digital teaching.

A study involving 120 participants from 20 state-run pre-schools and primary schools explored the specific training needs of teachers for using digital media.

At the same time, 37 project schools were assessed for internet access and available digital learning resources, from multimedia rooms to learning kits.

With these insights, CEFAN, together with the *Ministry of Education*, rolled out hands-on workshops, training around 160 teachers to use digital media effectively in their classrooms. The lessons learned and the study findings were then shared in advocacy workshops with key education stakeholders.

> ***Digital education is a key driver in preparing young people to succeed in an increasingly connected world, and it is crucial to invest in this area to ensure the resilience of the education system, a prosperous future for the Western region, and the wider impact of education.***
>
> ***Substitute Tchoffo**, Kekem basic district inspector, Haut-Nkam department.*

4.2 *Cameroon*

Ministry of Education



Toolkits for Discovery: How Schools across Cameroon are Becoming Hubs of Digital Exploration

In Cameroon, classrooms will come alive as the *Ministry of Education* introduces innovative 'Digital Learning Kits' to fifteen schools. At first glance, these special kits look like suitcases – but inside are tools to spark logical thinking, teach programming, and explore the basics of electronics.

160 teachers will be trained to use these kits effectively, ensuring digital learning will become part of everyday classroom practice. Beyond that, the project will aim to modernise teaching sustainably. Teachers will document their experiences and share knowledge with colleagues, becoming multipliers who will guide and inspire other schools in their regions.

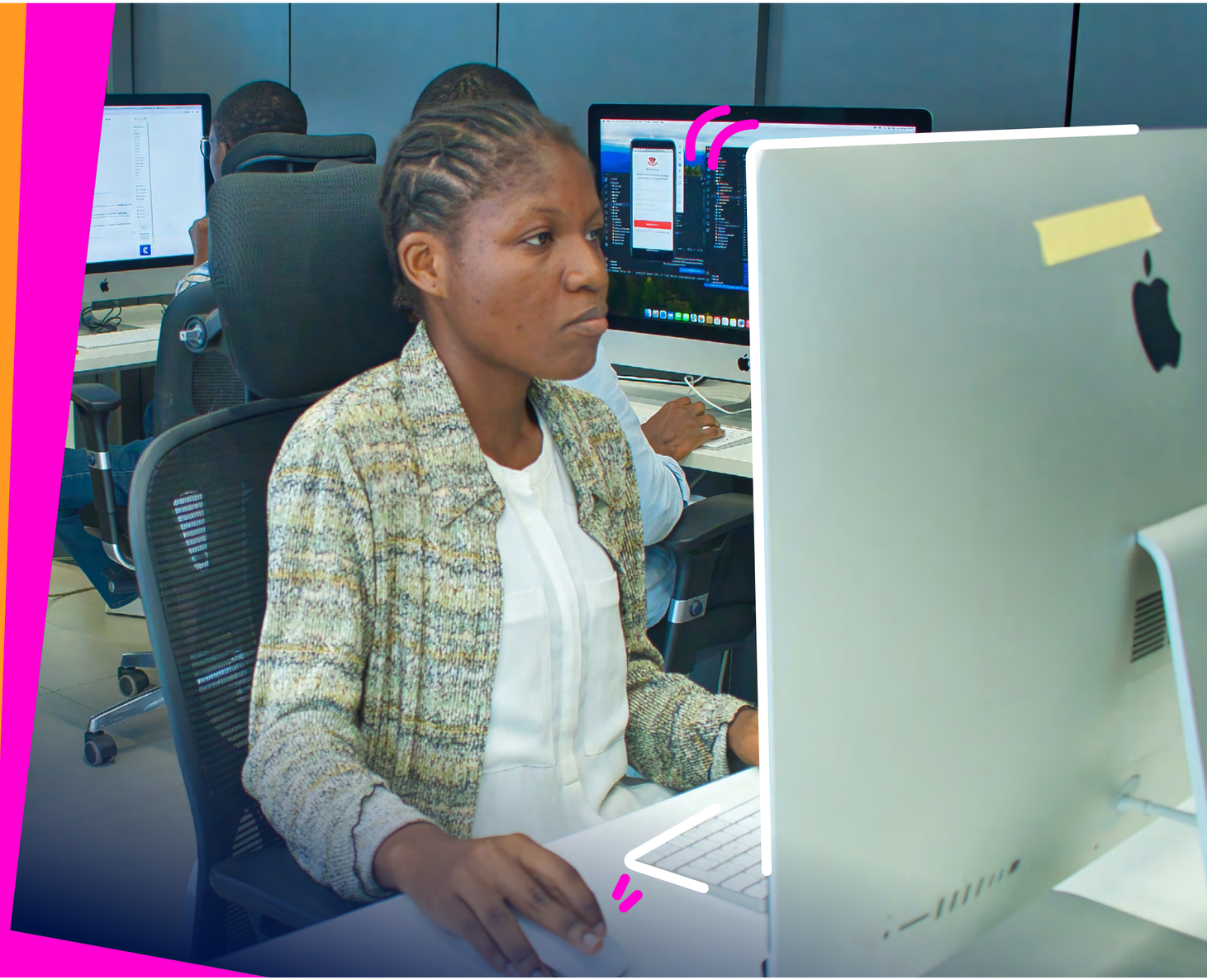
Inspired by a similar project in Senegal, also supported by GenerationDigital!, the initiative will show how hands-on, teacher-led approaches can be scaled for lasting impact. Pupils will explore, experiment, and learn in classrooms transformed into hubs of digital discovery, preparing for a future in a digital world.



4.3 *Côte d'Ivoire*

Ministère de l'Education Nationale et de l'Alphabétisation, MENA (Ministry of National Education and Literacy)





Stepping into the Digital Age: Reshaping the Classroom Experience in Côte d'Ivoire

In Côte d'Ivoire, classrooms are stepping into the digital age. The *Ministère de l'Education Nationale et de l'Alphabétisation, MENA (Ministry of National Education and Literacy)* boosted the digital skills of 360 teachers and school leaders across five regions, helping them bring modern, interactive methods into their school lessons and using them confidently.

The need was clear: schools aimed to catch up with the digital world, make learning more engaging, and improve teaching quality, especially in STEM subjects like science, technology, engineering, and mathematics.

At the same time, a platform was created for teachers to share digital materials and teaching ideas nation-wide. Workshops brought together school principals, teachers, and parents to shape a shared vision for using technology in schools.

This initiative is now sparking change and building the foundation for digitally empowered schools across Côte d'Ivoire.

boosted digital skills of **360** teachers and school leaders

Considering the gaps that we often observe in the teaching council notebooks, due to teachers' lack of time, the use of digital tools promoted by this project will make it possible to organize work meetings more regularly, regardless of where participants are located, and thus to energize pedagogical units or teaching councils.

***Judith Coulibaly**, Principal, Collège Moderne II of Yamoussoukro.*

4.4 *Côte d'Ivoire*

Ministère de l'Education Nationale et de l'Alphabétisation, MENA (Ministry of National Education and Literacy)





Digital Infrastructure for All: How Côte d'Ivoire is Connecting its Regions to the Future of Learning

In Côte d'Ivoire, the *Ministère de l'Education Nationale et de l'Alphabétisation, MENA (Ministry of National Education and Literacy)* will bring digital learning to classrooms nationwide. Yet the starting point was challenging – only about 1% of primary and 19% of secondary schools had multimedia rooms, and technical support was scarce.

Building on a similar project from 2025, the initiative will expand across all regions. Educators and inspectors in 16 regional directorates (DRENA) will be trained, and digital learning materials developed. Pedagogical inspectors in 25 DRENA will become multipliers, sharing skills with teachers. A national mapping of IT services will highlight gaps, helping regions plan infrastructure and support. IT managers from all 41 DRENA will be trained, while a national network will connect regions for sharing ideas and solving problems. Step by step, digital tools will become part of everyday teaching, shaping a more inclusive and future-ready education system.

> ***The success of the digital transformation of education does not depend solely on infrastructure or technological tools. It relies primarily on the development of human capital: men and women capable of mastering these technologies, adapting them to local contexts, and harnessing them to promote a more inclusive, innovative and resilient education system.***
>
> ***Through the DCNPEE project, we are investing in strengthening local skills to make each region a driving force for the gradual, responsible and sustainable modernisation of the Ivorian education system.***
>
> ***Yenataban Koné**, Director of Technology and Information Systems (DTSI), Ministère de l'Education Nationale et de l'Alphabétisation (MENA).*

4.5 *Côte d'Ivoire*

Réseau Ivorien pour la Promotion de l'Education Pour Tous, RIP-EPT (Ivorian Network for the Promotion of Education for All)





Leading the Change: Empowering Ivorian Educators to Embrace Technology with Confidence

In Côte d'Ivoire, the *Réseau Ivorien pour la Promotion de l'Education Pour Tous (RIP-EPT)* is empowering teachers' unions to lead the way in digital learning and integrate ICT into classrooms across the country.

To this end, the organisation surveyed around 580 teachers, 80 of whom spoke about their experiences in detailed interviews. The picture that emerged was clear – many teachers rarely use digital tools, often held back by uncertainty and a lack of understanding.

These insights sparked a broader conversation. In national and regional workshops, teachers' unions and key education stakeholders came together to reflect on the findings and shape strategies for the country's ICT policy in education.

At the same time, the organisation strengthened teacher union representatives, enabling them to champion their peers, support schools in adopting digital tools, and turn these insights into action.

> ***[...] This capacity-building session will produce sound resolutions and, above all, a position paper that reflects our full and collective support for the digitalization of our education systems, with the aim of advancing our education system.***
>
> ***Paul Gnelou**, Chairman, Board of the Réseau Ivorien pour la Promotion de l'Education Pour Tous (RIP-EPT).*

4.6 Eswatini

Swaziland Network Campaign for Education for All (SWANCEFA) & Ministry of Education



Safe Surfing and Smarter Learning: Building a Digital-Ready Education System in Eswatini

The *Swaziland Network Campaign for Education for All* (SWANCEFA) strengthened digital education through advocacy work and teacher training in Eswatini. At a rural pilot school, nine teachers explored digital teaching methods, supported by new internet access and ICT equipment now reaching around 200 pupils.

Beyond the classroom, SWANCEFA worked closely with the *Ministry of Education*, teachers' associations, and parent representatives to develop Online Safety Guidelines. These support teachers, parents, and young people in navigating digital media safely, raising awareness of risks such as cyberbullying.

At the policy level, SWANCEFA brought together voices from across the education sector – from teachers to school leaders – to shape proposals for national education and training policy. Their goal: increase investment in ICT and firmly anchor digital skills within Eswatini's education system.



4.7 *Kenya*

Elimu Yetu Coalition (EYC)





Mapping the Digital Landscape in Kenya: Data-Driven Insights Guiding National Advocacy

In Kenya, the *Elimu Yetu Coalition* (EYC) set out to see digital learning in action. Across ten counties, 1,000 schools were surveyed for connectivity and skills. Only 35% of schools had fixed internet, yet over 85% were connected, mostly via teachers' smartphones. Pupils were eager – 78% mentioned strong interest in using digital tools. The main challenge lied with the teachers, many of whom were not sufficiently trained to use these tools confidently.

The findings sparked conversations from county offices to national policymakers. A national advocacy plan gave counties a framework to close gaps in connectivity, training, and device use, with each region tailoring its own action steps.

The data became a catalyst for change, shaping policy, guiding programmes, and connecting stakeholders. By involving the government from the start, EYC's voice gained influence. Today, the report guides national and international planning – from the Global Partnership for Education to UNICEF's GIGA initiative – and has drawn global attention as a model of evidence-driven advocacy.

> ***By assessing power, connectivity, devices, and teacher capacity, the project has given the county a clear picture of both the progress made and the gaps that still hinder effective digital learning.***
>
> ***Dexster Makoba**, Member, Busia County Education Network.*

4.8 *Kenya*

LVCT Health & United Nations Children's Fund (UNICEF)





Coding for Health: How Oky Kenya blends Digital Skills with Health Education

In Kenya, the organisation *LVCT Health* and UNICEF set out on a shared vision. Supported by GIZ *GenerationDigital!*, they created a project where digital learning and health awareness grow hand in hand.

At its heart is the *Oky* Kenya app, designed for adolescent girls – including girls with cognitive impairments. It helps them build digital skills while gaining clear, accessible knowledge about menstrual health and hygiene. Girls aren't just users – they're ambassadors of the app. In hackathons, coding camps, and design competitions, girls helped improve the app, writing their first lines of code.

The app has been downloaded more than 17,000 times and reached over 130,000 people through community activities, social media, and a call center. More than 8,000 young people took part in digital skills training, turning *Oky* Kenya into a gateway to confidence and participation.

> ***I live in Kibra, Nairobi. LVCT Health invited us as persons with disability to get involved in an app they were making. […]. I may not be familiar with my menstrual cycle and the dates, but Oky helps. It's easy for deaf people like me to use as well.***
>
> ***Rose Sure**, 24-year-old Oky user.*

4.9 *Malawi*

Civil Society Education Coalition (CSEC)





Driving EdTech Policy in Malawi: From Grassroots Awareness to National Investment

In Malawi, the *Civil Society Education Coalition* (CSEC) is bringing digital learning to life. The organisation equips teachers and communities with digital skills while amplifying youth voices and strengthening civil society to drive an inclusive digital transformation.

CSEC shaped national EdTech strategies, advocating for greater inclusion and accessibility in schools. Campaigns on TV, radio, social media, and mobile platforms raised awareness and spurred investment by government and private sector alike.

To turn advocacy into action, 178 local stakeholders – teachers, school committees, and District Education Networks – were trained in EdTech advocacy, while 126 others enhanced their digital skills. The outreach was far-reaching, engaging 3.5 million people through billboards, 770,000 via radio, and more than 60,000 through mobile campaigns and community events.

Building on these foundations, the follow-up phase moves the journey forward. It brings teachers, school leaders, communities, and education networks together to collaborate more closely and act jointly on digital education. At the same time, it keeps momentum on EdTech investment, focusing on long-term, sustainable impact. By connecting actors across levels, cooperation becomes real action on the ground. Local ownership grows, trust deepens, and the path is paved for an inclusive and lasting digital transformation in education.

> ***Through sustained advocacy and strategic engagement, Digital Advocacy Project implemented by Civil Society Education Coalition (CSEC) helped transform digital learning from a pilot initiative into a nationally funded priority, expanding access to quality foundational education for thousands of learners.***
>
> ***Benedicto Kondowe**, Executive Director, Civil Society Education Coalition (CSEC).*

4.10 *Malawi*

Story Workshop Educational Trust (SWET)





Education Bridges in Malawi: Strengthening Teacher Training through ICT Clubs and Radio Programmes

In Malawi, the NGO *Story Workshop Educational Trust* (SWET) strengthened teachers' digital skills. At each of the 16 national teacher training colleges, the organisation set up ICT clubs where members received practical training and learned to organise themselves. These clubs became hubs for peer-to-peer learning, empowering teachers to explore, experiment, and share knowledge independently.

Alongside this, 16 radio clubs were established and enabled 94 teachers to trial digital teaching methods and to share their experiences with other education stakeholders in 36 radio programmes they produced themselves. Each episode presented practical, easy-to-understand approaches, tailored to classroom realities. Feedback from teachers shaped subsequent episodes, keeping content relevant to real teaching challenges in Malawi.

> ***Learning about the platforms that can help us engage with the learners during the holidays or after knocking off, gives us hope that, be it in times of natural disasters, teaching and learning will still take place, thanks to maphunziro ulalo wathu 4 radio program.***
>
> ***Mirriam Ndlovu**, Student Teacher, Blantyre Teachers Training College.*

4.11 *Mozambique*

Direcção Nacional de Formação de Professores, DNFP (National Directorate for Teacher Training)





Digital Spaces for Everyone: Fostering Collaborative Learning in Mozambique

In Mozambique, teachers are stepping into the digital world alongside their students.

The *Direcção Nacional de Formação de Professores* (DNFP) is strengthening digital training for educators in the provinces of Inhambane, Sofala, and Maputo, building on the experience of GIZ' *Pro Educação* program.

Across seven teacher training institutes, educators and trainers gradually expanded their digital skills. Eight teachers and 29 trainers started with a basic course, 24 continued with advanced training on digital teaching methods, while 54 explored how to protect data in the digital space.

The story goes beyond the classroom. Together with nearby schools, "Digital Clubs" welcome students, teachers, and community members to experiment with digital tools, exchange ideas, and learn from each other. Repair cafés add a hands-on twist, showing how simple defects in electronic devices can be fixed – turning curiosity into practical digital learning.

> ***Through the training sessions, teachers and instructors have developed key digital skills. [...] These skills enable them to enhance the quality of their teaching and make their lessons more flexible, as they can access learning content and instructional materials anytime and anywhere.***
>
> ***Olivia Bernado Lobo**, Instructor of Mozambican Sign Language, Namaacha Teacher Training Institute.*

4.12 *Mozambique*

Movimento de Educação para Todos, MEPT (Education for All Movement) & Ministry of Education and Human Development



Shaping the Future of Learning: Aligning Stakeholders for a National Digital Education Agenda

In Mozambique, the *Movimento de Educação para Todos, MEPT (Education for All Movement)*, together with the *Ministry of Education and Human Development*, embarked on a shared journey to shape the country's future of learning. Their common mission: to develop a national strategy that would guide the digital transformation of basic education.

MEPT started by mapping the landscape – bringing together key players from across the system. Government, civil society, and private sector actors came together in workshops to exchange ideas, align priorities, and build a common vision.

Out of this collaboration, a national strategy and action plan took form. At its core was the ambition to equip teachers and pupils with the digital tools and skills they need to thrive in a digital learning environment.

Along the way, MEPT strengthened its advocacy role, deepened its partnership with the Ministry, and helped place digital transformation firmly on Mozambique's education agenda.



4.13 Nigeria

Non-Governmental Association for Literacy Support Services (NOGALSS)



Digital Lifelines: Opening New Doors for Out-Of-School Learners across Nigeria

In Nigeria, the *Non-Governmental Association for Literacy Support Services (NOGALSS)* – an umbrella organisation for NGOs working in literacy and non-formal education – is turning digital learning into a lifeline for children and youth who are out of school. With support from *GenerationDigital!*, the organisation reaches young learners across six states. Through a mix of online and in-person training, out-of-school learners discover practical digital skills that open new doors for learning and opportunity.

Beyond classrooms, NOGALSS advocates for digital education in twelve communities, showing why digital skills matter for every young person.

At the same time, NOGALSS brings key players together, hosting national stakeholder meetings, consultations, and awareness campaigns. Step by step, the organisation is weaving digital learning into the fabric of Nigerian education, making sure no learner is left behind.



4.14 Regional Project I

Global Campaign for Education



Fresh Voices, New Ideas: Empowering Civil Society to Push for Digital Education in Africa

Building on the EU-co-funded RESICODI project under the BACKUP Initiative, *the Global Campaign for Education* (GCE), a global civil society organisation, took digital education advocacy to the next level.

Fifteen civil society organisations – national coalitions, education CSOs, and teachers' unions – were empowered to drive change in their countries. Their work was closely linked to the Africa Year of Education 2024, under the African Union's patronage, giving them a high-profile platform. Around 240 members gained skills in evidence-based advocacy, strategic communication, and policy analysis, enabling them to influence decisions and push reform.

The initiative also supported and expanded UNESCO's #TechOnOurTerms campaign, opening new opportunities for dialogue and innovation in digital education. Collaborating with national coalitions supported by *GenerationDigital!*, GCE created synergy, making advocacy efforts stronger, more coordinated, and more impactful across the continent.



4.15 *Regional Project II*

Global Campaign for Education

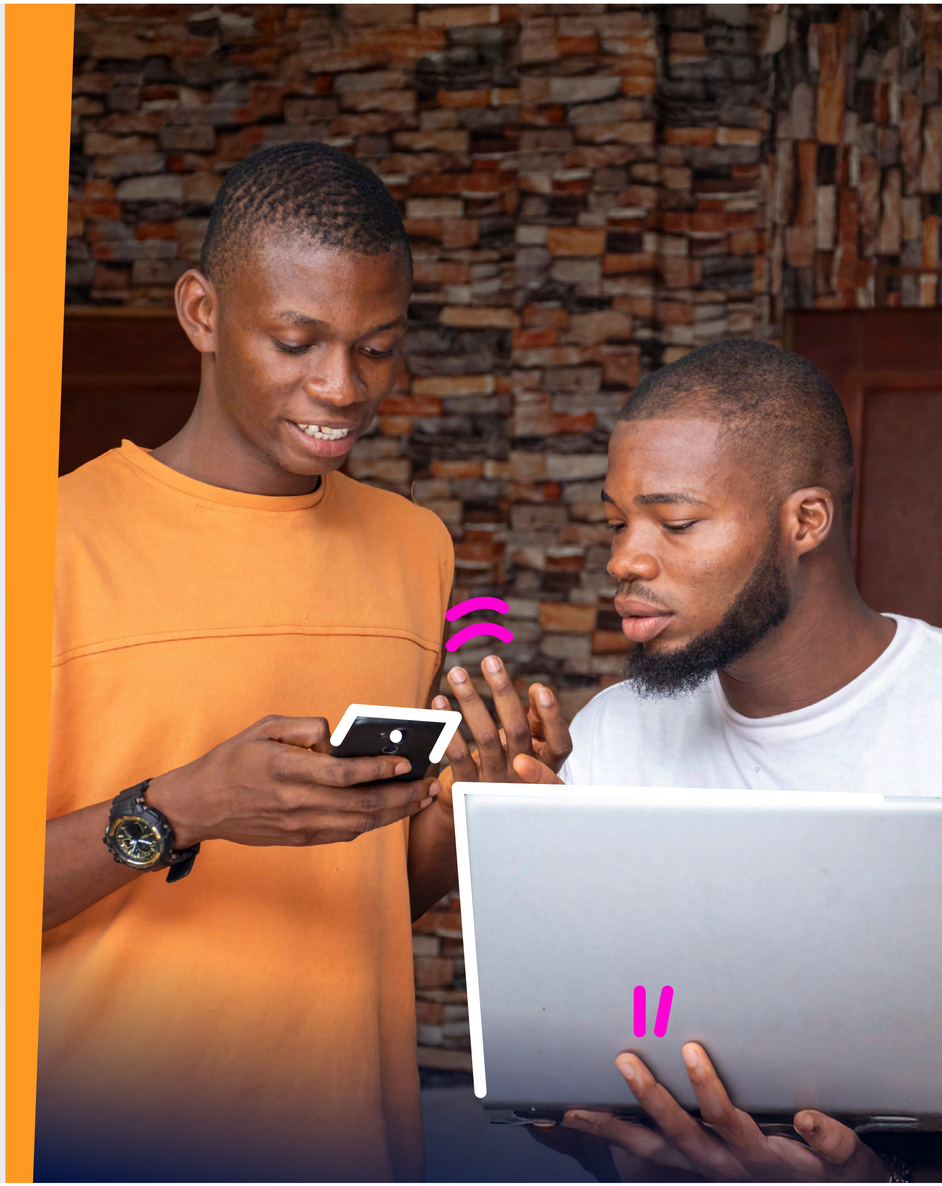


Youth in the Lead: Mentoring Young Digital Natives to Transform Education from the Inside Out

With support from *GenerationDigital!*, the *Global Campaign for Education* (GCE) empowered eight youth and student organisations to drive digital learning across their countries. GCE guided them in planning and running advocacy campaigns, raising public awareness of the importance of access to digital learning and 21st-century skills for all.

The youth and student organisations also took center stage at major events, including the International Quality Education Conference in Tanzania in November 2024, where 350 education experts from ten African countries came together to exchange ideas.

To strengthen their impact, GCE also ran workshops to boost advocacy, EdTech knowledge, and digital skills, alongside a virtual mentoring programme in EdTech entrepreneurship. Led by young people themselves, it sparked peer-to-peer learning and empowered a new generation of digital natives.



4.16 *Regional Project III*

Global Campaign for Education



Beyond Borders: Connecting Education Advocates to Shape the Future of EdTech in Africa

The *Global Campaign for Education* (GCE), together with *Education Out Loud*, brought together representatives from national and regional civil society organisations in Johannesburg – including national education coalitions and nine youth and student groups. Participants came from Ethiopia, Ghana, Kenya, Nigeria, Tanzania, and Tunisia.

The event built on the exchange between national and regional education coalitions and UNESCO, supported by *GenerationDigital!* in October 2024, and coincided with the GCE Executive Board meeting – creating a vibrant space for networking and strategic collaboration. Participants shared experiences, strengthened their voice, and shaped joint strategies for 2026. Discussions focused on key topics such as EdTech, Green EdTech, youth participation, education in emergencies, climate education, financing, and advocacy.



4.17 *Rwanda*

Rwanda Education for All Coalition (REFAC)



The Power of Connection: Bringing Digital Confidence to Rwanda's Teachers, Parents, and Pupils

Rwanda's classrooms are on the verge of transformation. In 2022, 65% of rural schools had no ICT, and only 30% of teachers had sufficient digital skills. Encouraging teachers and parents to support inclusive learning – especially for girls and children with disabilities – remains a key challenge.

REFAC, a coalition of 23 civil society organisations, is tackling these issues in six districts. They will train members, school leaders, ICT teachers, inspectors, and parent representatives to champion digital skills, lead awareness campaigns, and inspire children to explore technology. Working closely with the *Ministry of Education* through a national dialogue forum and follow-up meetings, they will connect advocacy with policy.

Step by step, teachers will gain confidence with digital tools, children will acquire digital skills, and civil society will strengthen its role as a driver of inclusive innovation.

Building on these achievements, REFAC will bring digital change closer to everyday school life in six districts in Rwanda. School leaders, teachers, inspectors, and parents will gain practical digital skills, while NGOs will spark interest in digital learning among children and young people. At the same time, civil society will strengthen its voice through a national dialogue forum and exchanges with the *Ministry of Education*, ensuring that experiences from schools and communities inform national decisions.



4.18 *Senegal*

Coalition des Organisations en Synergie pour la Défense de l'Education Publique (COSYDEP)





Pupils become Researchers: A Pilot Project brings Digital Science to Life in the Classroom

In Senegal, the *Coalition des Organisations en Synergie pour la Défense de l'Education Publique* (COSYDEP) brought civil society together to improve learning. NGOs, trade unions, parents' associations, and other education actors joined forces to improve the quality of education and equip pupils with digital and scientific skills.

In ten educational institutions across five regions of the country, pupils explored digital tools and scientific inquiry. Mini research laboratories, run by pupils with guidance from digital mentors, encouraged curiosity, problem-solving, and independent learning.

The pilot projects were carefully evaluated to capture best practices, which were then shared through advocacy efforts. The *Senegalese Department of Education* actively supported the initiative, hosting key content on its servers and helping ensure these innovations were sustainably integrated into the education system.

> ***With CNDES / GenerationDigital!, digital technology is not merely a tool for access; it becomes a driver of learning, guidance, and critical thinking. The [...] Mini-Labs enable students to make better use of digital tools – not to passively consume content, but to search, understand, verify, produce, and shape their future.***
>
> ***Cheikh Mbow**, Executive Director, Coalition des Organisations en Synergie pour la Défense de l'Education Publique (COSYDEP).*

4.19 *Somalia*

Education for All Somalia Coalition (EFASOM)





Digital Pioneers in Somalia: Fostering Inclusive Education through Civil Society Advocacy

In Somalia, the *Education for All Somalia Coalition* (EFASOM) is transforming the digital education landscape. By training 450 civil society education advocates – nearly half of them women – through 18 virtual and 18 in-person courses, the coalition is equipping a new generation of digital pioneers in Somalia's civil society.

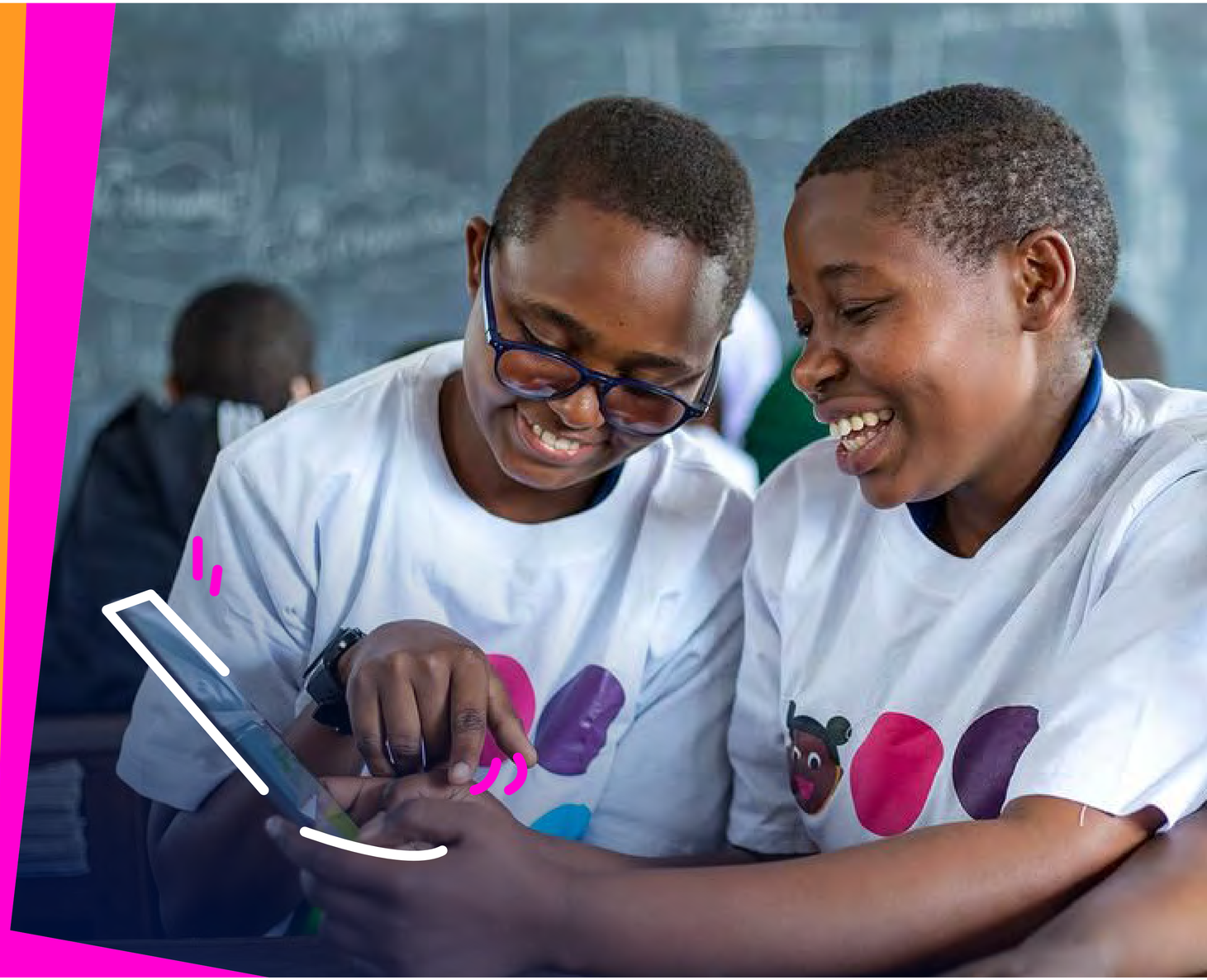
EFASOM did not stop here: a public e-learning platform now opens doors to knowledge for all, while learning materials and support for an orphanage ensure children from disadvantaged communities can join in (*link to the course*). Through hands-on training, inclusive participation, and practical digital tools, the initiative is sparking change, empowering communities, and laying the foundation for accessible, digitally connected education across Somalia.

> ***Through the GenerationDigital! program, the 'Fostering Digital Skills in Basic Education' project in Somalia enabled civil society organizations to transform traditional advocacy into data-driven digital engagement – mobilizing communities, influencing decision-makers, and expanding access to education with measurable impact.***
>
> ***Adam Mohamed**, National Coordinator, Education For All Somalia (EFASOM).*

4.20 *Tanzania*

Tai Tanzania & United Nations Children's Fund (UNICEF)





Oky Tanzania: Empowering Girls through Code and Confidence

In Tanzania, *Tai Tanzania* and *UNICEF* are carrying the *Oky* vision forward through the *Oky* Tanzania app, **adapting an approach already tested in Kenya** to a new context while keeping the same vision in sight: linking menstrual health education with digital skills. The app has been downloaded more than 7,000 times in Tanzania.

As in Kenya, girls were not simply users. In co-creation workshops, they shaped the app's content and design, while learning how digital content and platforms are created. Young women led digital skills workshops, inspiring peers and stepping into leadership roles. Communities and girl-centered organisations were engaged to show why digital literacy matters for girls' futures. Also 41 female teachers and 101 peer educators were trained, bringing the app into classrooms and peer groups.

From Kenya to Tanzania, Oky continues to grow as a shared movement where girls build knowledge, skills, and confidence.

> ***I have learned which links to trust and which ones not to trust, so I can stay safe online and avoid being scammed. Now I feel more confident using the internet to learn about things.***
>
> ***Student** Kijitonyama, Secondary School.*

> ***The accessibility features made it easy for me to use the app in my own way. I will use the knowledge to help my grandma use her phone, I feel like this technology is made for a girl like me.***
>
> ***Nasra Ramadhani**, Student, School of Journalism and Mass Communication (SJMC).*

4.21 *Tanzania*

Tanzania Education Network/ Mtandao wa Elimu Tanzania, TEN/ MET (Tanzania Education Network)



Blending Technology and Teaching: Scaling Teacher Training through a Cascading Approach

In Tanzania, the *Education Network* (TEN/MET) is building a community where teachers learn, share, and grow their digital skills together. TEN/MET aims to bridge the digital skills gap and equip children for the 21st century.

Through a cascade approach, 200 teachers gained digital skills and shared them, while 150 teachers received hands-on, in-person training. Together, they reached 500 fellow teachers and 5,000 pupils, spreading digital learning far beyond the initial group.

TEN/MET also pushed for better digital infrastructure, stronger teacher training, and more innovation in education through ongoing advocacy.

At the *International Conference on Quality Education* in November 2024, 350 experts from across Africa gathered – also teachers and pupils from TEN/MET schools were part of it and exchanged ideas, sharpened their skills, and helped shape the future of education in Tanzania.



4.22 *Tunisia*

Association Nationale pour le Droit à l'Éducation (National Association for the Right to Education for All) pour Tous (ANDET)



FutureTechED Empowering the Digital Generation: A Fresh Approach to Teaching and Learning in Tunisia

In Tunisia, the *Association Nationale pour le Droit à l'Éducation pour Tous, ANDET (National Association for the Right to Education for All)* puts digital learning at the heart of education. The organisation will spark nationwide dialogue, bringing together government agencies, parliamentary committees, internet providers, and civil society to explore how ICT could transform classrooms.

At the grassroots level, youth clubs and civil society members will gain practical skills through online and in-person training, learning to run campaigns that promote digital learning. Nationwide advocacy via radio and social media will amplify their efforts.

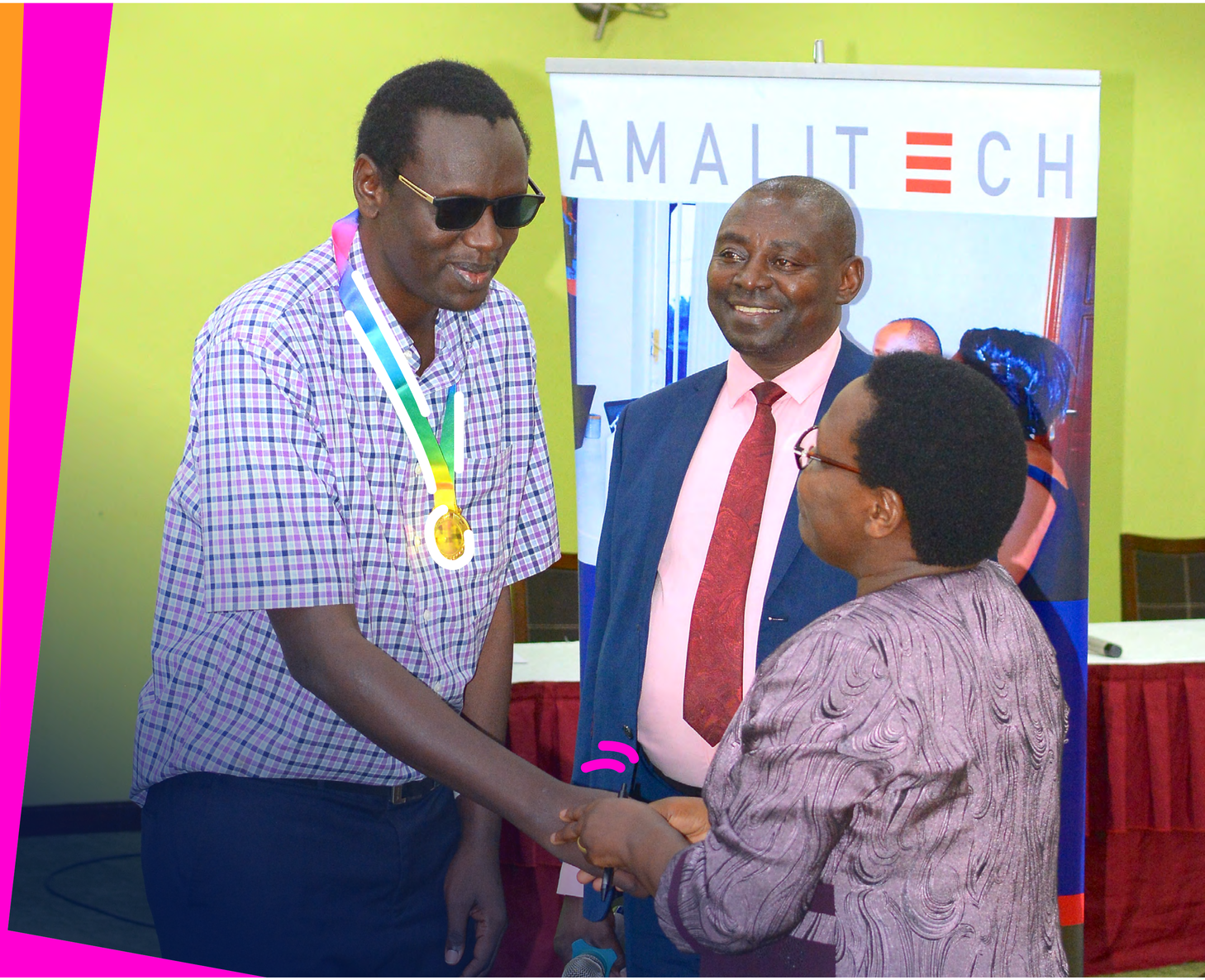
Central to the project will be empowering teachers. Through a *Training of Trainers (ToT) programme*, selected educators will receive practical guidance in digital teaching and share their skills with colleagues. Step by step, digital tools will move from pilot lessons to everyday classrooms, embedding technology into the education system.



4.23 *Uganda*

Uganda National Teachers' Union (UNATU) & Ministry of Education and Sports





Spreading Digital Confidence: How the Uganda National Teachers' Union Empowers Teachers to Shape the Future of Learning

The *Uganda National Teachers' Union* (UNATU) joined forces with the *Ministry of Education and Sports* to prepare secondary school teachers for modern teaching and learning. The goal was to strengthen digital skills and bring new methods into everyday school lessons.

First, 78 master trainers took part in a four-day training, exploring digital tools and testing new formats to see how digital learning can transform teaching.

They then became mentors, passing on their knowledge to fellow colleagues across Uganda – through blended courses combining in-person sessions with online learning. Over 200 teachers completed the training successfully.

And the impact continues beyond the project. The training platform and materials remain with UNATU, enabling more teachers to be trained in the years ahead. What started as a single training is now spreading across Uganda's schools, building digital skills and opening new opportunities for teachers and students.

> ***The knowledge here needs to be shared with our family members. It's very good in such time when everything is digital.***
>
> ***Mangeni Peter**, Bukooli College, Bugiri Municipal.*

4.24 Zambia

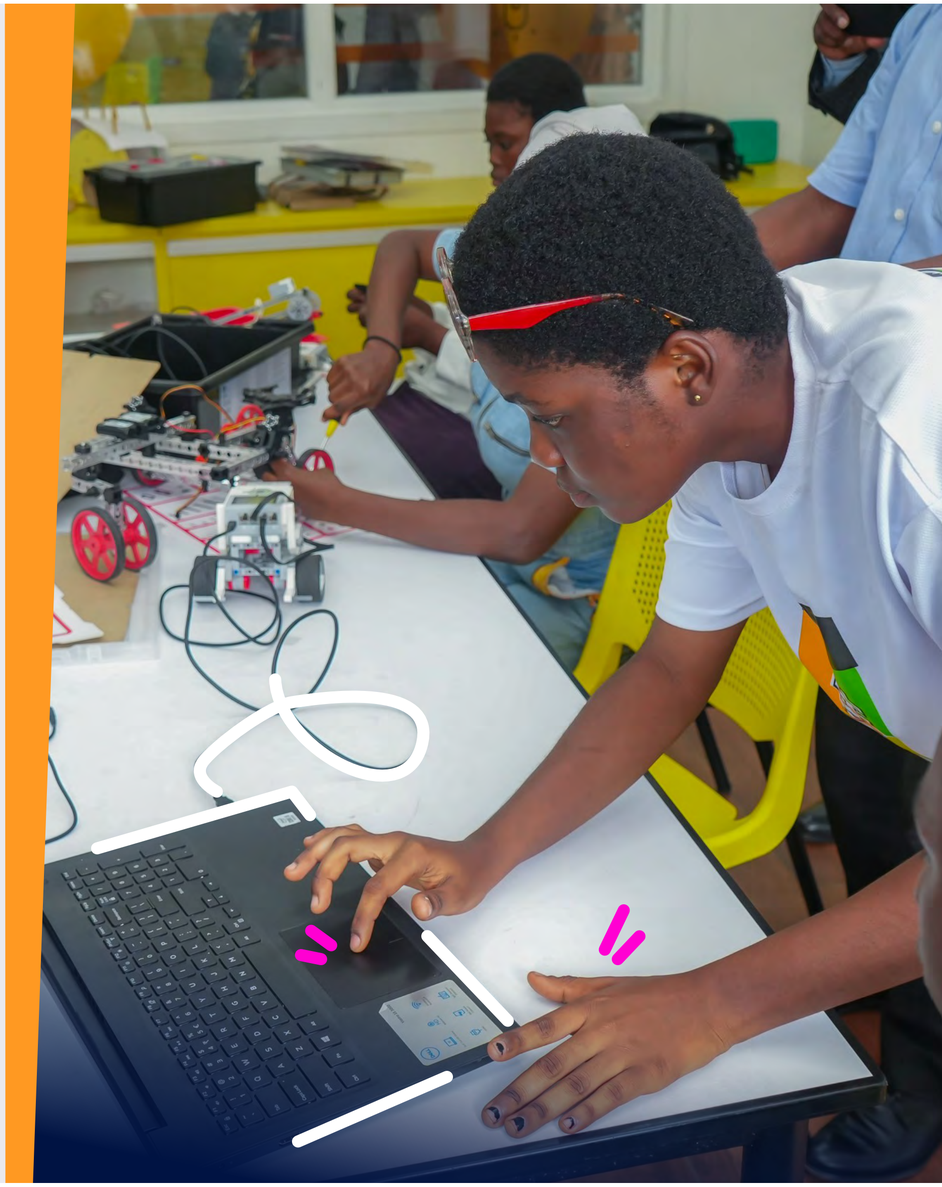
Ministry of Education



From Strategy to the Classroom: Transforming Zambian Education through Innovation and Shared Insights

The Zambian Ministry of Education's 'EduTech for Zambia' project is tackling the country's digital challenges. To address limited infrastructure and digital gaps in schools, UNESCO and the Zambian Ministry of Education are developing ICT standards and guidelines for use in schools. The aim is to ensure the effective use, management, maintenance and control of ICT equipment and digital learning tools for blended learning. Attention is also being paid to the growing need to strengthen data protection, cyber security and the online safety of learners when using ICT devices in the learning environment.

EduTech for Zambia seeks to equip teachers and pupils with essential digital skills, expand access to learning resources, and lay the foundation for a stronger, more connected education system.



4.25 *Zambia*

Zambia National Education Coalition (ZANEC)





From Radio Waves to Digital Classrooms: How the Zambia National Education Coalition is Connecting Learners across the Country

The *Zambia National Education Coalition* (ZANEC) is bringing digital learning into classrooms across the country. Through advocacy and hands-on training, around 245 teachers in six Zambian districts explored new digital teaching methods and began integrating them into their lessons.

Radio became another powerful classroom. In school-based listening clubs, 247 teachers learned how to deliver lessons via radio, while a 13-part series reached around 15,200 pupils, teachers, and parents with practical insights into digital learning. Exchange visits between schools encouraged shared learning and the spread of effective approaches.

At the same time, ZANEC's advocacy led to lasting change: Their efforts led to compulsory, disability-friendly ICT training in national teacher guidelines and the installation of 12,000 computers in schools – embedding digital learning firmly within Zambia's education system.

> ***The GenerationDigital! Project was an absolute gamechanger! The impact on both the participants and the implementing team was phenomenal. It's amazing to see how the digital literacy training program for teachers not only empowered the participants but also equipped the ZANEC project staff with invaluable skills they didn't have before! Now they can use collaborative tools at the organisational level, which is such a huge leap forward.***
>
> ***Thandiwe Banda**, Programmes Manager, Zambia National Education Coalition (ZANEC).*

4.26 Zimbabwe

Education Coalition of Zimbabwe (ECOZI)



Digital Transformation in Zimbabwe: From Pandemic Lessons to Sustainable Classroom Practices

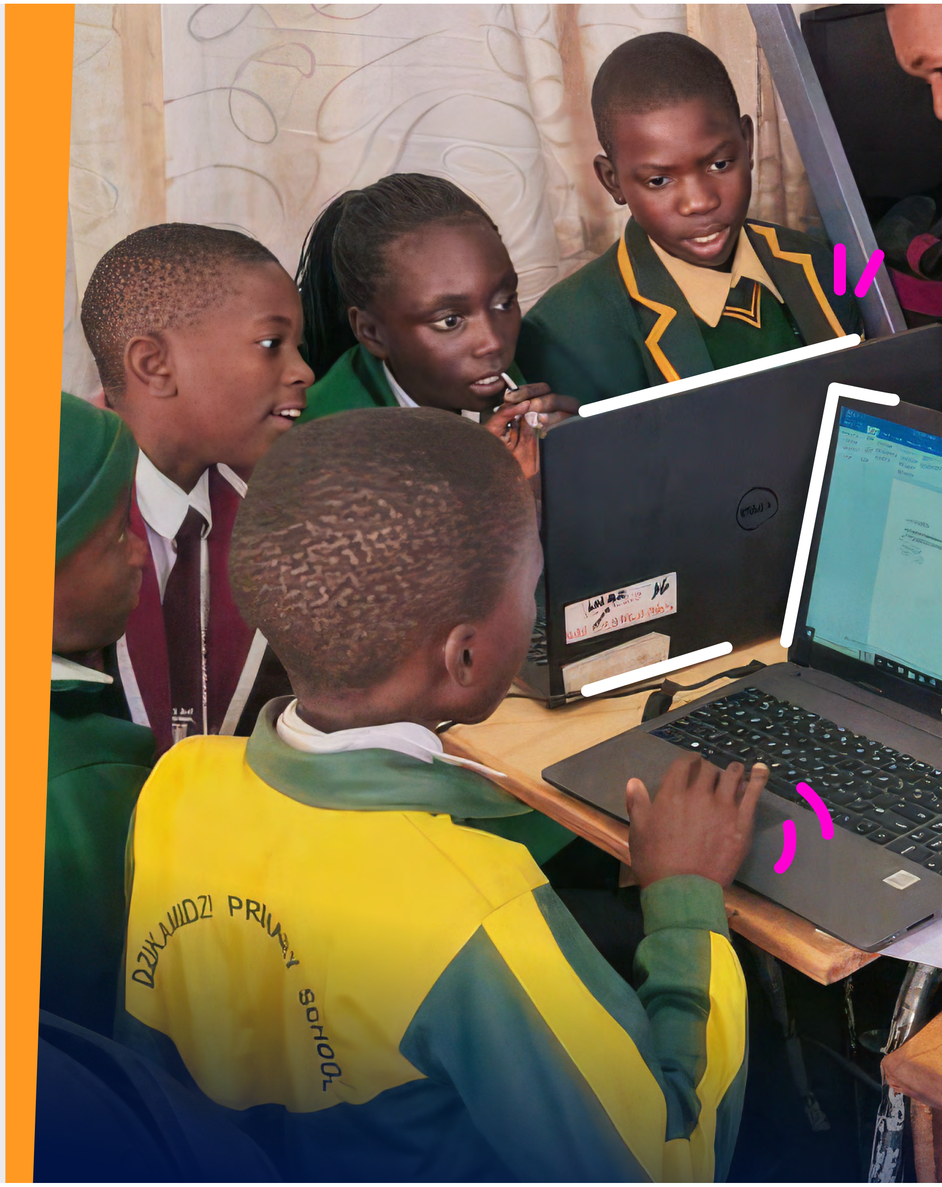
In Zimbabwe, the *Education Coalition* (ECOZI) turned the lessons of the COVID-19 pandemic into lasting change for the countries' education system. The vision: make digital learning part of everyday teaching and strengthen the skills of teachers and pupils alike.

In two national dialogues, ECOZI brought together key partners to align the country's ICT strategy with its e-learning vision, laying the foundation for a more connected and resilient education system.

The focus then shifted to classrooms. Around 180 teachers were trained in digital methods, while nearly 4,000 pupils explored platforms like *Dzidzo paDen* and *Learning Passport*.

Beyond schools, community dialogues brought together around 500 citizens, including parents, to support digital learning and reflect on its importance for their children's future.

Step by step, digital education became a shared effort across Zimbabwe.



5 Strengthening Digital Education through Partnership

The Business Case for Private Sector Cooperation within GenerationDigital!

Across Africa, young people are preparing for futures that will be shaped by digital technologies – in classrooms, workplaces and public life. Supporting them in building strong digital skills is not only a development priority – it is also a growing market and an innovation space with long-term economic potential.



Within *GenerationDigital!*, cooperation between African ministries, civil society organizations, and African and European private sector actors creates shared value: for learners and societies, and for businesses seeking sustainable growth and impact in emerging digital ecosystems.

Partnerships with the private sector offer clear benefits for public institutions and civil society. They provide access to technological expertise, innovation capacity and practical insights into digital trends, while supporting scalable and sustainable solutions that extend beyond short-term project cycles.

Africa's young population, expanding digital infrastructure and rising demand for digital skills are driving dynamic education and technology markets. At the same time, governments and civil society are seeking reliable, future-proof solutions to strengthen digital skills development and governance structures. Development programs like *GenerationDigital!* may connect these needs with private sector capabilities – lowering entry barriers, sharing risk and creating structured opportunities to invest in public-interest digital education.

For **private sector actors**, engagement in digital skills development is an investment in future talent pipelines, growing markets for digital products and services, stronger brand positioning, and innovation through exposure to diverse contexts.

For **ministries and civil society**, partnership with the private sector opens access to cutting-edge technologies, opportunities to pilot and scale solutions within public systems, stronger links between education and labour markets, and more sustainable digital skills initiatives.

By connecting these partners, programs such as *GenerationDigital!* turns cooperation into more than a transaction. It becomes a shared journey – combining innovation, scalability and social impact to ensure that digital skills development is both commercially viable and firmly rooted in the needs of learners and societies.



6 Fun facts and figures

In 2025 **36%** of the population of Africa used the internet.

(2019: 25%)



With over **1000 languages**, Africa is home to approximately one-third of the world's languages.





In 2024, the median age in Africa was **19.2** years.

Africa has the youngest population in the world with around **691 million children** under the age of 18 living on the continent.



Africa's mobile subscriber base is expected to grow from **710 million** (2024) to **915 million** (2030), increasing from **47%** to **53%** of the population.



Did you know ... ?

... that the African Union Development Agency has launched the African EdTech 2030 Vision and Plan?

Its goal for 2030 is **affordable access to high-quality, localized digital learning resources** for every African learner. These resources will be used on reliable devices, within an inclusive ecosystem that fosters innovation and entrepreneurship.

... that by 2030, sub-Saharan Africa will need almost twice as many teachers as it had in 2022?

The **demand for educators is skyrocketing** as the population is rapidly growing, and more children are reaching school age. That means for every teacher working today, the **region needs almost two more in the future** to ensure every child has a place in school!

... that for every additional year a girl spends in education, her future income is likely to be 10–20% higher?

In addition, a **higher level of education** increases the likelihood that **girls will marry later** in life and **have fewer, healthier children**.

... that children's rights also apply to the digital space?

In 2021, the UN published guidelines for interpreting the **rights of the child for the digital space**. As children spend more time in digital environments, protecting their rights there is increasingly important – **Digital skills and protection** must go hand in hand.

... that Morocco now has internet usage at almost the same level as the European Union?

92.2% of **people in Morocco were online** as of February 2025, compared with 92.83% in the EU in 2024.

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