Digital Literacy
Work Shop

Workshop Report

Fraser Suites, Central Business
District, Abuja

29th – 30th April, 2025

Executive Summary

Nigeria's digital literacy level currently stands at approximately 50%, far below the 85% average in developed nations. To address this gap, the National Information Technology Development Agency (NITDA) hosted a workshop in Abuja on April 29–30, 2025, bringing together 200 stakeholders from government, private sector, academia, and civil society and development partners. The goal was to align efforts toward achieving 95% digital literacy by 2030, with specific targets for the informal sector (30 million), education sector (15 million), and formal workers (5 million) by 2027.

Key challenges identified include fragmented initiatives, infrastructure gaps, and inconsistent data tracking. The workshop emphasized the need for standardized approaches and announced the launching of a National Digital Literacy Technical Working Group to oversee harmonization and setting direction for overall strategy implementation.

Recommendations focused on data-driven strategies, such as creating a National Digital Literacy Index and a unified dashboard. Public-private partnerships were highlighted as critical, with calls to leverage existing resources like JAMB CBT centers and establish a National Digital Literacy Fund.

Inclusivity was a major theme, stressing community co-design, multilingual content, and targeted programs for women, rural populations, and persons with disabilities. The workshop also advocated for policy reforms, including government-led integration of digital skills into education and incentives for affordable internet access.

Next steps include operationalising the National Digital Literacy Framework, piloting data-driven interventions, and harmonizing data collection efforts while also creating language appropriate products. The workshop concluded with a commitment to collaborative action, ensuring Nigeria's digital transformation leaves no one behind.

Introduction

The National Digital Literacy Workshop with the theme "Building Sustainable Partnerships and Pathways Towards Achieving 95% Digital Literacy in Nigeria was held on the 29th and 30th April, 2025 in Abuja. The workshop was conceived following the development of the National Digital Literacy Framework and its operationalization through the Digital Literacy for All (DL4ALL) initiative which focuses on reaching the

30 million Nigerians in the informal sector, 15 million in the Education Sector and 5 million workers by 2027. Despite several achievements in the field recorded by NITDA and other stakeholders, challenges in the area of standardization, fragmented implementation and data silos still persisted hence the need for the workshop.

The workshop provided an avenue for stakeholders to explore ways of harmonizing digital literacy initiatives, data driven strategies and support an inclusive program design as well as the inauguration of the National Digital Literacy Technical Working Group (NDL-TWG)that would oversee the design, implementation, measurement and streamlining data systems for the country.

1.3 Participants

About 200 participants drawn from public sector, private sector, civils society organization and private individuals were present at the workshop.

Notable guests included the Honourable Minister of Youth Development Ayodele Olawande, Honourable Minister of Women Affairs and Social Development, Imaan Sulaiman-Ibrahim (Fsi), Honourable Minister of State for Education Dr, Suwaiba Said Ahmad, Head of the Civil Service of the Federation Mrs. Didi Esther Walson-Jack, OON, mni, Chief Executive Officers of Digital Bridge Institute, SMEDAN, AMCON, Niger State Commissioner of Communications, Technology and Digital Economy and DG Yobe State ICT Development Agency

Speakers were drawn from Lagos Business School, Nasarawa State Univerity, MTN Foundation, Meta, Cisco, NDPC, Tripod Services, GIZ/DTC, Tiktok, DBI, NBS, NITDA, and Mind The Gap.

1.2 Objectives

The workshop was organized by the National Information Technology Development Agency (NITDA) with the objectives of

a. Discussing strategies for accelerating Nigeria's digital Literacy drive

b. Strengthening sustainable public-private partnerships; and

c. Advancing standardized approaches to digital skills development across the country.

Sessions Summary

The Director General, NITDA, Kashifu Inuwa ably represented by the Director of IT Infrastructure Solutions Department Olawumi Oladejo welcomed all present and mentioned that digital literacy is the first pillar in the strategy of the agency and that the pathway to achieving 95% digital literacy goal was not just a hope but a necessity for development. He expressed that the workshop was timely and as an agency, it was important for a collaborative approach, given that several governmental and non-governmental agencies have been working diligently in the digital literacy space.

He called for more collaboration towards sharing data, developing metrics and evaluating progress towards a common goal. He revealed that a National Digital Literacy Technical Working Group comprising of governmental and non-governmental organizations will be inaugurated during this conference to ensure the project goes beyond harmonization and up to evaluation of progress and documentation of successes. He concluded that by working together Nigeria can become a more inclusive digital nation.

In his goodwill message, the Chairman Senate Committee on ICT Senator Salisu Shuaibu Afolabi represented by Senator Mohammed Ogoshi Onawo, stated that it was an honor to be present at this event as the country charts a path towards a common goal of achieving 95% digital literacy in the country. He opined that even though most of the world has moved onto the digital space, for most Nigerians, this has remained elusive. He emphasized that the goals of DL4ALL can be achieved through sustainable partnerships and inclusive pathway with a shared mission. He further emphasized that government must take the lead towards establishing strategy and ensuring that skills/trainings are embedded not just in the education sector but in all other sectors. He listed the contributions of other key partners such as private sector and civil society organizations while also emphasizing that attention must be paid to underrepresented groups particularly rural dwellers, women, people living with disability and the elderly. He mentioned that early integration at primary school level was vital and lifelong learning platforms must also be established to further the attainment of the goal. He further appealed for affordable digital literacy trainings to be made available in local languages respecting the norms of culture alongside English Language. He stressed that a major enabler of digital literacy was access to the internet, and that connectivity must be made available for low-income groups. Finally, he called for Nigeria to look to successful campaigns in other countries and adapt it to the peculiarities of our country.

The Vice Chancellor Nasarawa State University, Professor Sa'adatu Hassan Liman, expressed appreciation to NITDA for recognizing the university as an important partner. She explained that the relationship with NITDA has led to the development of the first course on digital iteracy in a Nigerian University. She also stated that NITDA has provided a year-long free Wi-Fi at the university and was developing an ICT lab at a satellite campus. She concluded by wishing all present a very good deliberation.

The Executive Director MTN Foundation, Odunayo Sanya, in her speech, stated that the MTN Foundation was a member of the telecommunications ecosystem and was doing significant work in seeking to achieve the 95% digital literacy level in the country. She further stated that the foundation has been working in the field to establish ICT labs in schools and had so far established 120 labs. She stressed that challenges were numerous and

acknowledged the passion that drives the digital literacy goal. She emphasized the need to keep the underserved population in the loop when creating activities to allow for better uptake. Lastly, she called for development of digital literacy curricula that recognizes the Nigerian environment.

In concluding remarks, the Honourable Commissioner Communications, Technology and Digital Economy in Niger State, Suleiman Isah, called for a greater sub national participation and the possibility of ensuring all activities are taken down to polling unit level where majority of the population can be reached.

2.2 Panel Discussions Summary

2.2.1 Developing a Data Driven and Sustainable Approach to National Digital Literacy

The "Developing a data Driven and Sustainable Approach to Digital Literacy" panel brought together leaders of the industry and academia to discuss the challenges and proffer solutions. Moderated by Dr. Yetunde Anibaba of Lagos Business School, the panel included Professor Sa'adatu H. Liman (VC Nasarawa State University), Odunayo Sanya (MTN Foundation), Dr. Babatunde Bamigboye (National Data Protection Council), Sade Dada (Meta) and Abdulaziz Saidu (Cisco).

The panelists described the picture of a good data driven approach for digital literacy. Sade Dada explained that data driven approach was key to decision making and that the government was at an advantage to ensure harnessing and setting effective data coordination mechanisms. In agreement, Prof Liman cited the example of JAMB as a government agency that has successfully made use of this advantage. Odunayo Sanya emphasized the power of using data in determining target groups and their characteristics to aid planning. In the same vein, Abdelaziz highlighted the importance of disaggregating data and its potential for deploying resources effectively to achieve the 95% goal of digital literacy by 2030 in Nigeria. Dr

Babatunde Bamigboye cautioned that the use of a data driven approach must be done with an awareness of data protection regulations.

The discussion delved into the key ingredients for building a sustainable digital literacy approach. All panelists agreed sustainability is essential for reaching the 95% target, defining sustainability as evolution and scalability. Sade Dada identified community participation as a cornerstone for sustainability, while Prof. Liman advocated embedding digital literacy throughout students' academic journeys.

Abdelaziz Saidu argued that multi-level government funding mechanisms are prerequisites for success.

In response to how government can leverage existing data to design targeted interventions, Dr. Bamigboye advised government to be intentional about data use for policy making and Abdelaziz Saidu called for development of a National Digital Literacy Index to track efforts and identify gaps. Furthermore, the panelist advised stronger partnerships between the public and the private sector that would allow pooling of efforts resources and strategies. Sade Dada highlighted Meta's Data for Good Initiative which grants access to tools and resources for digital literacy as an example of a role private sector can play in the ecosystem. Prof. Liman referenced collaboration between her university, Galaxy Backbone, and MTN (spearheaded by NITDA) to provide campus Wi-Fi, while noting persistent challenges in access, coverage, and affordability for students and faculty.

During the Q&A Session, an audience member enquired about plans for tracking and collecting exiting digital literacy efforts. Abdelaziz Saidu reiterated the need for a National Digital Literacy Index. Sade Dada emphasized stakeholder support for NITDA's harmonization efforts, while Odunayo Sanya called for immediate commitment to share project data with NITDA.

The panel concluded with each expert offering final recommendations on immediate next steps. Dr. Bamigboye called on government to recognize the implications of not meeting the digital literacy goal on national security. Sade Dada invited all participants to be advocates of digital literacy in their organizations while Prof Liman highlighted the potential of higher institutions to close the digital literacy gaps with support from government and private sector. Odunayo Sanya referred to the Country's young population with a median age of 17 and the digital economy valued at $20 trillion dollars as a critical incentive for pursuing the attainment of literacy goal. Abdelaziz Saidu emphasized the importance of scalability and cost, called for train the trainer programmes and advocated for utilizing mobile channels to reach Nigerians.

2.2.2 Standardizing Digital Literacy Implementation, Measurement and Reporting

This panel was moderated by Dr. Aristotle Onumo and among the panelist were government representatives from NITDA in persons of Barrister Emmanuel Edet, National Bureau of Statistics Dr. Surajuddeen, and Digital Bridge Institute Mr, Daser David, while representative of the Private Sector in persons of Tokunbo Ibrahim from Tiktok and Faith Osazemwinde from Fozy Global Concepts Limited completed the panel.

The panelists discussed the importance of standardization in reaching the digital literacy goals. Tokunbo Ibrahim emphasized that standardization ensures uniformity in digital literacy programs and also fosters collaboration among stakeholders. Barrister Emmanuel Edet agreed that standards were essential for measurement of progress and ensuring harmonization across platforms and institutions. He gave a telling example of how the use of standards has made it possible for people around the world to buy electric bulbs without worrying whether they will fit in the socket.

Mr. Chukwuemeka Nze from the Digital Bridge Institute explained that standards are dynamic but having a baseline ensures a common standard of measurement among stakeholders. He also stressed that standards must be contextualized locally but be benchmarked against global standards for comparison. In addition, Dr. Surajudeen agreed that standards must be measurable and that measuring should go beyond counting trained individuals but setting proficiency levels as methods of gauging competency. Ms. Faith Osazemwinde advocated for use of localized tools to accommodate different societal needs and called on government to address infrastructure gaps that leads to uneven access to digital services within the country.

The panel concluded by proffering immediate solutions that could be used to promote digital literacy in Nigeria. Mr Nze advocated for the operationalization of the national Digital Literacy Framework (NDLF) and adoption of a role based competency. Dr Surajudeen called for ensuring

affordability in access to digital literacy programmes. Barrister Edet emphasized that digital literacy standards must be made mandatory and clear frameworks must be made available for implementation partners. Tokunbo Ibrahim, in agreeing with other speakers, also advised NITDA to develop a unified national digital literacy dashboard to consolidate data from all stakeholders. Ms. Faith Osazemwinde concluded by advocating for continuous training and retraining of trainers who deliver digital literacy trainings.

2.3 Fireside Chat Sessions

2.3.1 Public-Private Partnerships for Scaling Digital Literacy

The session began with Dr, Stephen Ambore, the moderator, emphasizing the critical importance of scaling digital literacy in Nigeria. He highlighted that nearly every aspect of daily life now involves technology, and exclusion ultimately affects individuals negatively. He stated that only 50% of Nigerians are digitally literate which was significantly lower than the 85% average found in developed countries. The moderator stressed that digital literacy initiatives should focus on tangible outcomes that enable beneficiaries such as rural farmers to achieve their economic potentials.

Dr. Amobore introduced the guest as Dr. Thuweba Diwani, the Project Manager of GIZ's Digital Transformation Center in Nigeria, an initiative established in 2021. In response to his question, Dr. Diwani explained that GIZ was public-private partnership arrangement between the German Government and several Nigerian government entities.

She enumerated the partnership between her organization and NITDA as encompassing four key thematic areas

a. Policy implementation framework project currently being piloted in currently being piloted in a few selected states

b. Improving utilization of digital services for small and medium enterprises

c. Supporting digital business development

d. Providing digital business optimization training and digital Skills for Entrepreneurs.

In response to an enquiry about critical success factors, Dr, Diwani emphasized having common objectives as an important factor. Additionally, she called for all levels of education in Nigeria to play coordinated roles in advancing digital literacy, additionally, she advocated for device operations training because it creates understanding that generates desire for technology adoption making it mutually beneficial for both stakeholders and target groups.

Dr. Ambore acknowledged that a lot of stakeholders were working in the digital literacy ecosystem and further asked the guest for specific recommendations to enhance digital literacy efforts. In response, she suggested that

▪ There should be increased investment in digital literacy activities because the need has grown exponentially

▪ There should be digital maturity assessments to inform strategic planning

▪ The country should focus on low hanging fruits in partnership development for early momentum.

▪ Success should be measured through meaningful outcomes rather than activity indicators alone

▪ There should be emphasis on financial improvement pathways that can advance digital literacy objectives.

▪ Digital literacy trainings should be based on data which would allow them to be more targeted.

2.4 Breakout Sessions

The workshop featured eight (8) parallel breakout sessions focused on partnerships, community engagement, implementation strategies and data management in digital literacy initiatives. Each session brought together diverse stakeholders to develop practical insights and actionable recommendations.

2.4.1 Building Strategic Partnerships

This group described strategic partnership as a way of leveraging stakeholders to deliver a shared goal. It was also described as understanding that strategic objectives can evolve as partnerships grow making transparency in project implementation very important when building partnerships. The group agreed that a major draw back to building partnership was that some partners fail to deliver on agreed terms or fall short of group expectations. They further outlined critical success factors for building successful partnerships as

- Conduct of critical stakeholder mapping to allow seamless on-boarding of new stakeholders where necessary

- Each partner leverages on its strengths and resources

- Awareness of operational environment for example realities of Kano differ from Lagos

- Organization provided insights into their environments

- Maintain open Communication channels as objectives evolve

- Understand jurisdiction and bureaucracy

- Set clear roles, responsibilities and agree on scope of the project

The group concluded that for a digital literacy partnership to be successful there must be a unified curriculum that take into consideration needs of all segments of the population. Additionally, there should be research to understand the contributors to the growth in digital literacy that has translated to the current 44% in Nigeria.

2.4.2 Co-Designing Programs with Communities for Lasting Impact

The group deliberated on ways to design community programs that would ensure participation and also take into consideration immediate needs of the community members. They agreed that in order to co-design effective programs, it is essential that pain points of the community are considered. Furthermore, lived realities and voices of community must be utilized to shape programmes.

It was further discussed that the best tools and methods to reach out to communities should include but not be limited to:

- Engagement with community leaders, religious leaders, youth structures, women's groups, social groups, and political structures.

- Organize focus group discussions to ask targeted questions and gather insight.

- Integrate local culture into the design of interventions cultural integration builds relevance and trust.

- Prioritize relationship-building and trust as the foundation of engagement.

Group members argued that some approaches that involved nepotism, politicizing development, custodianship of infrastructure, disregarding applicability, savior mentality and selective beneficiary targeting have led to failed programmes. They advocated for more inclusive stakeholder engagement, community town hall meetings, need-based project design, capacity building with inbuilt sustainability and making sure interventions are integrated into daily lives. Emphasis was made on getting the right stakeholders that would ensure sustainability through conduct of a thorough needs assessment and integrating continuous evolution into the programme Lifecyle. They equally cautioned the need for respecting and incorporating cultural norms and values of respective communities.

In conclusion, group members advocated use of success stories and documentation of impact as a way of institutionalizing digital literacy. They mentioned conduct

of pre and post assessments as example of ways of measuring success. Lastly, they called for introduction of TVET components (Technical and Vocational Education and Training) targeted at youth so as to encourage adoption of train-the-trainer model and creation of a system for measuring impact.

2.4.3 Navigating Challenges in Program Implementation

The group discussed common implementation challenges across digital literacy efforts, and provided practical, field-informed solutions to strengthen program delivery, responsiveness, and impact.

Common operational challenges identified in the discussion include: beneficiary behavior and expectations, inadequate funding and lack of sustainability, high levels of illiteracy, poor network connectivity and infrastructure, low community awareness and language barriers, inadequate teaching personnel, resistance to change, bureaucratic delays and lack of reliable and timely data.

After identifying the above challenges, participants proceeded to outline strategies for mitigation. The following propositions were made: conducting comprehensive needs assessments, providing accurate and timely data, promoting public-private partnerships, capacity building for facilitators and trainers and implementing a "Train the Trainer" model.

On coordination and role clarity in implementation, the following keys issues were discussed: Failures often occur across government levels and between implementing partners due to lack of trust, misaligned interests, and poor communication. To resolve this, it was suggested that all stakeholders need to establish clear structures, roles, and MOUs, foster mutual accountability and shared planning.

The group also discussed Community Engagement Gaps - Consequences of Mismatch Between Expectations and Delivery: Community resistance and disengagement, misaligned interventions due to exclusion during planning. To address this, it was recommended that the communities should be engaged from the planning stage, conduct localized needs assessments and build continuous dialogue structure throughout the program lifecycle.

Another major challenge identified during discussions is infrastructure and resource limitations such as inadequate electricity supply, limited or no devices, and internet connectivity problems. The team proposed a number of resolutions to the challenges which were identified. They include: forging relevant partnerships and diversifying funding streams, employ low-tech or hybrid delivery models (e.g., use of radio and TV for sensitization).

A number of flexibility and adaptive programming approaches were proposed to manage mid-program Shocks: Develop and maintain risk mitigation strategies, foster program dynamism and adaptability, establish open channels of communication.

To conclude, the following general effective tools and mechanisms for successful implementation of digital literacy across board were proposed:
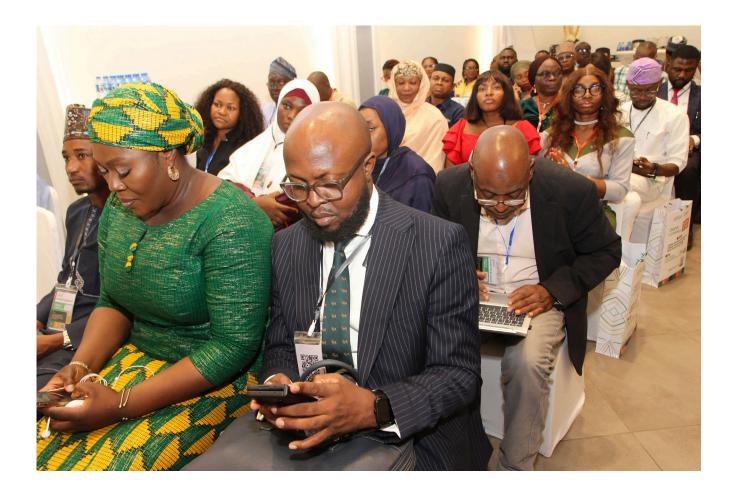
- Continuous Monitoring & Evaluation (M&E)

- Internal feedback loops with community input

- Learning systems embedded into program design

2.4.4 Leveraging Technology and Innovation for Effective Collaboration

The group listed several digital tool and platforms that offered them ability to collaborate across their teams and systems. Some of the tools mentioned were Microsoft Teams, Google Meet, Slack, Zoom, Google Docs, Telegram, WhatsApp groups, Facebook groups, Google Work Space, Webex, Skype, Share Point, Discord, Asana, Office 360 among others.

The group further discussed challenges that hinder their effective use of the digital platforms such as;

- Poor network connections.

- Low system/device resource

- Restriction of participants

- Poor knowledge of collaboration tool

- Trust deficit of tool. (Digital Trust Issues and date Privacy)

- Technophobia

- Different levels of Digital maturity levels

- Device and Platform compatibility

- Data reliability

- Cost barrier

- User or Platform experience

- Interoperability of platform

They advised that Public Private Partnerships, Train-the-Trainer, Shared Learning Platforms, community-based hubs, digital innovation hubs and API enabled data sharing among platforms could be utilized to enable tech collaboration among digital literacy stakeholders. They further identified ways to ensure digital tools were inclusive and accessible across literacy levels. Some of the ways identified were free data incentives, subsidized digital access, tax incentives for Internet service providers, caching of Internet content for offline use, multilingual support, white-listing of URLs with digital literacy content and provision of content to people living with disabilities.

The group suggested leveraging existing digital literacy centers including JAMB CBT centers nationwide for delivering digital literacy trainings while also creating a funding mechanism for funding national digital literacy efforts (National Digital Literacy Fund). Finally, they advised that the National Digital Literacy Framework should be made easy to adopt and include an effective monitoring and evaluation mechanism.

2.4.5 Harmonizing Data Standards Across Sectors

The group discussion on "Harmonizing Data Standards Across Sectors" identified critical data elements requiring standardization to ensure consistency across digital literacy initiatives in Nigeria. Participants highlighted key baseline alignment needs including categories of trainees (such as PLWDs, women, incarcerated individuals, rural farmers, youth, and civil servants), numerical data on participation, training format specifications (physical, online, or mixed), geographic location details, demographic characteristics, enterprise information, digital literacy status classifications, and economic outcome measurements. They agreed that these elements form the foundation for a unified approach to data collection that can effectively track digital literacy progress across diverse sectors and populations.

Definitional clarity emerged as a crucial component for successful data harmonization. The group determined that "competency" should be applied specifically to advanced knowledge development trainings, while "certificate" should be reserved for skills training. Participants acknowledged that varying interpretations of core concepts like "basic digital skills" could lead to confusion in standardization efforts and hinder recognition or comparability across stakeholders. To address this challenge, the group recommended that NITDA (National Information Technology Development Agency) should develop and maintain a harmonized concept definition register that would serve as a reference point for all digital literacy initiatives, ensuring consistency in terminology and assessment metrics.

On the subject of interoperability, the discussion revealed current data formats in use including physical forms, Excel sheets, CSV files, video evidence, photographs, and online databases such as the National Electronic Extension Platform. To improve interoperability without requiring costly system overhauls, the group proposed adopting a uniform data collection structure and format, establishing a central repository at NITDA with API access capabilities, and providing capacity training on data integration tools for trainers and users.

proper consent, cultural sensitivity, language proficiency, and adherence to local traditions. Technical standards include real-time data transfer and storage, standardized training for collectors, community representation, specialized data professionals, appropriate tools for collecting data from minors, and the creation of a uniform yet decentralized national data collection system. Implementation of these standards would significantly enhance the quality and usability of digital literacy data.

The final segment of the group discussion explored practical solutions to incentivize organizations to prioritize data quality, including infrastructure improvements, reviewing NIMC verification charges, and leveraging existing data to reduce field costs. Participants identified reliable tools such as Kobo, Power BI, Google Sheets, Excel, Survey Monkey, and Microsoft 365 that can improve data reliability. Additionally, quality assurance mechanisms like periodic monitoring, supervision, data validation, and NIMC verification were recommended. Strategic partnerships with Civil Society Organizations, local community leaders, Internet Service Providers, and International Development Organizations were identified as crucial for strengthening data collection capacity and ensuring sustainable digital literacy expansion across Nigeria.

2.4.6 Ensuring Quality and Consistency in Data Collection

The group discussion on "Ensuring Quality and Consistency in Data Collection" began with the Chair emphasizing that data serves as the compass needed to drive digital literacy expansion across Nigeria. Participants identified critical data collection challenges hindering progress. These include a lack of standardized metrics and collection templates, data loss during collection and transfer, absence of collaboration with the National Identity Management Commission (NIMC), inadequate training for data collectors, absence of harmonized database, and issues with reporting bias and local interpretation. These challenges underscore the need for a unified approach to data collection that ensures accuracy, consistency, and reliability across digital literacy initiatives nationwide.

Moving forward in the discussion, participants established non-negotiable minimum standards for data collection. These standards emphasize respecting data privacy, obtaining

2.4.7 Ethical and Inclusive Data Collection

The group discussed the nature of informed consent and privacy to include awareness of digital literacy participants of their data and how it is used by organizations. They further explored consent in terms of its non-transferable nature and utilizing anonymity while respecting boundaries as ways to ensure privacy is observed in low-resource low literacy settings.

The group identified women in rural areas, people living with disabilities, under aged children and the elderly as the most underrepresented groups in data collection. They further advised use of simple and friendly language to ensure participation across gender, age, disability, location and language divides. They mentioned that religion, culture and gender must be considered during data collection.

Lastly, they advised that there should be

- A set of agreed-upon ethical principles to guide digital literacy data collection.

- Practical strategies to ensure inclusive participation in all program contexts.

- Recommendations for integrating consent, privacy, and transparency practices into field operations.

- A proposal for national or sector-wide ethical guidelines or oversight mechanisms.

2.4.8 Leveraging Technology for Scalable Data Systems

The group explored the technology landscape to determine what worked, what's new and what needed to be updated. In so doing they listed some tools that have worked well in the area of data collections as Google Forms / Sheets, ODK (Open Data Kit), Whova, Excel, Slack, Payment Systems, Cameras, Sorvet CTO, Survey Monkey, Mail Chimp, Website Forms (Sign Up / KYC), Arch GIS, Mobile Forms, Online Maps, Feature X

They enumerated challenges such as limited collaboration among stakeholders, inconsistency in data collection, lack of skills and infrastructure, absence of harmonized data management system, lack of integrity and confidentiality of data and illiteracy as major challenges that inhibit the scaling of the tools across sectors and nationwide. They recommended that data capture be incentivised, collaborative strategy be developed and National Data Protection standards be maintained at all times.

Conclusion And Recommendations

The closing session kicked off with the presentation of an award to the Honorable Minister of Youth Development, Comrade Ayodele Olawande, by the DG NITDA, Inuwa Kashifu. The DG explained that the award represented the acknowledge of the Minister's commitment to achieving the goal of 95% digital literacy goal and efforts being made to achieve the renewed hope agenda of the President.

He explained further that the goal to ensure most Nigerian were digitally literate was not a singular effort of the Agency but of a collective one. He mentioned in particular the efforts of the National Youth Service Corp (NYSC) and Mind the Gap Organization in reaching the hard-to-reach Nigerians through the Digital Literacy for All (DL4ALL) initiative. He further commended other stakeholders that were working diligently in the ecosystem. He revealed that the agency was working with Nigerian Educational Research and Development Council (NERDC) to integrate digital literacy trainings into the curriculum while also partnering with Head of the Civil Service in Nigeria to equip civil servants with digital skills.

Following the goodwill messages from the Minister of Youth Development, Minister of Women Affairs and Social Development, Honorable Minister of State for Education, Head of Civil Service and President of the Digital Bridge Institute of Digital Bridge Institute, the Technical Working Group with representation from government, private sector, academia, development partners, and civil society organizations was inaugurated.

4.1 Major Conclusions

The National Digital Literacy Workshop revealed that Nigeria currently faces a significant digital divide, with only 50% of its population being digitally literate considerably lower than the 85% average found in developed nations. Despite commendable efforts by various stakeholders including government agencies, private organizations, and NGOs, digital literacy initiatives remain fragmented and siloed, lacking the coordination necessary for nationwide impact. Persistent infrastructure challenges related to access, affordability, electricity supply, and internet connectivity continue to impede progress, particularly in under-served communities.

The workshop established a clear strategic direction with participants unanimously committing to achieve 95% digital literacy in Nigeria by 2030, focusing specifically on reaching 30 million Nigerians in the informal sector, 15 million in the education sector, and 5 million workers by 2027. Stakeholders acknowledged that this ambitious goal requires abandoning isolated approaches in favor of collaborative strategies that harmonize initiatives across sectors.

4.2 Key Recommendations and Next Steps from the National Digital Literacy Workshop

4.2.1 Data Standardization and Harmonization

A. **Establish a Unified Data Framework**

- Develop a National Digital Literacy Index to track efforts and identify gaps
- Create a unified national digital literacy dashboard to consolidate data from all stakeholders
- Adopt a uniform data collection structure and format
- Make digital literacy standards mandatory with clear implementation frameworks
- Establish a central repository at NITDA with API access capabilities
- Develop a harmonized concept definition register for consistent terminology

B. **Data Quality and Collection Improvements**

- Implement real-time data transfer and storage systems
- Provide standardized training for data collectors
- Ensure data privacy and proper consent protocols
- Utilize quality assurance mechanisms (periodic monitoring, supervision, data validation)
- Leverage existing tools like Kobo, Power BI, Google Sheets, Excel, Survey Monkey, and Microsoft 365

4.2.2 Strategic Partnerships and Collaboration

A.   Enhance Public-Private Partnerships

- Conduct critical stakeholder mapping for seamless on-boarding

- Establish clear roles, responsibilities, and project scope among partners

- Maintain open communication channels as objectives evolve

- Leverage partners' individual strengths and resources

- Foster immediate commitment to share project data with NITDA

- Develop a funding mechanism (National Digital Literacy Fund)

B.   Technology-Enabled Collaborations

- Implement API enabled data sharing among platforms

- Provide capacity training on data integration tools

- Establish digital innovation hubs and shared learning platforms

- Leverage existing infrastructure like JAMB CBT centers nationwide

4.2.3 Community Engagement and Inclusivity

A.   Community Centered Program Design

- Engage communities from the planning stage

- Conduct localized needs assessments

- Integrate local culture into intervention designs

- Build continuous dialogue structures throughout program life-cycles

- Prioritize relationship-building and trust

B.   Address Accessibility and Inclusion

- Ensure multilingual support in digital literacy materials

- Provide appropriate tools for collecting data from minors and vulnerable groups

- Offer free data incentives and subsidized digital access

- Consider tax incentives for internet service providers

- Enable caching of internet content for offline use

- Make content accessible to people living with disabilities

4.2.4 Implementation and Sustainability

A.   **Community Centered Program Design**

- Operationalize the National Digital Literacy Framework

- Adopt role-based competency models

- Focus on low-hanging fruits in partnership development for early momentum

- Measure success through meaningful outcomes rather than activity indicators alone

- Introduce TVET components (Technical and Vocational Education and Training) for youth

- Embed evaluation and learning systems into program design

B.   **Infrastructure and Resource Development**

- Address infrastructure gaps affecting digital access

- Develop train-the-trainer programs for scalability

- Ensure continuous training and retraining of trainers

- Conduct digital maturity assessments to inform strategic planning

- Make interventions affordable and accessible

4.2.5 Cross-Cutting Recommendations

A.   **Government Leadership and Policy**

- Take government leadership in establishing strategy and embedding digital skills across all sectors

- Address sub-national participation down to polling unit level

- Make the National Digital Literacy Framework easy to adopt

- Maintain National Data Protection standards

- Recognize digital literacy as a national security priority

B.   **Measuring Impact and Progress**

- Establish the National Workshop as an annual gathering to review results.

- Conduct pre- and post-assessments to measure impact

- Document success stories and impact for institutionalizing digital literacy

- Disaggregate data for more effective resource deployment

- Focus on economic outcomes of digital literacy training

- Create a system for measuring impact beyond counting trained individuals

Members of the NDL-TWG

1. President, Digital Bridge Institute – Chair

2. Executive Secretary, NBTE - Co-Chair

Members (1 Representative from the Following Organizations)

1. National Universities Commission (NUC) – Member

2. Nigerian Educational Research and Development Council (NERDC) – Member

3. Universal Basic Education Commission (UBEC) – Member

4. National Commission for Nomadic Education (NCNE) – Member

5. Teachers Registration Council of Nigeria (TRCN) – Member

6. Office of the Head of Civil Service of the Federation (OHCSF) – Member

7. National Youth Service Corps (NYSC) – Member

8. Nigeria Governors Forum (NGF) – Member

9. Galaxy Backbone (WGBB) – Member

10. Nigeria Communications Satellite (NIGCOMSAT) – Member

11. United Nations (UN) – Member

12. GIZ Digital Transformation Center – Member

13. Cisco – Member

14. ENGAUSA Global Tech Hub – Member

15. Nigeria Computer Society (NCS) – Member

16. Small and Medium Enterprises Development Agency of Nigeria (SMEDAN) – Member

17. National Commission for Persons with Disability (NCPWD) – Member

18. Center for Information Technology and Development CITAD – Member

19. Nile University – Member

20. Nigerian Film Corporation (NFC) – Member

21. National Orientation Agency (NOA) – Member

22. Tony Elumelu Foundation – Member

23. MTN Foundation - Member

24. Tripod Professional Services – Consultant

25. Mind The Gap – Consultant

26. National Information Technology Development Agency (NITDA) – Secretary