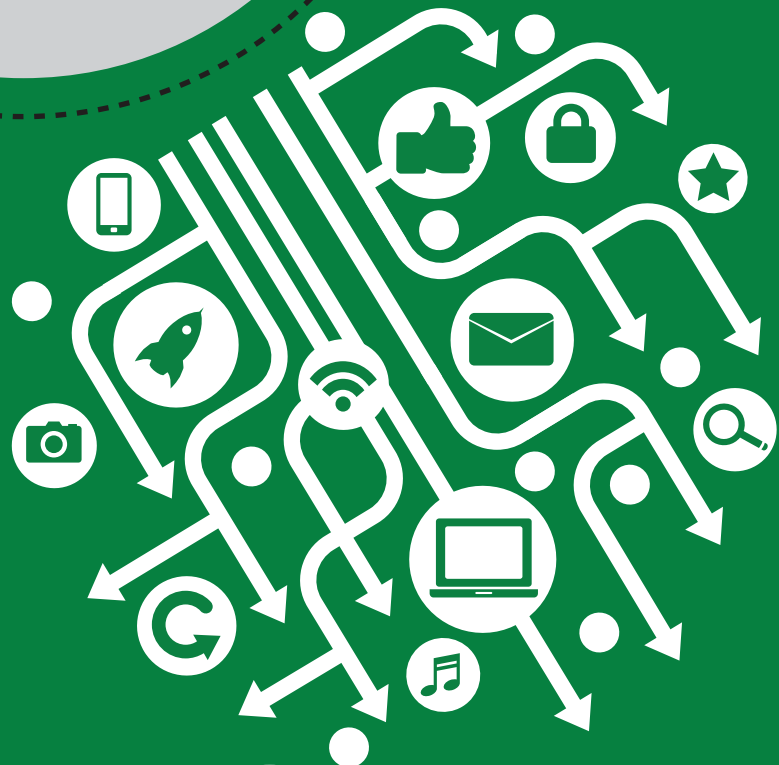


NATIONAL DIGITAL LITERACY FRAMEWORK

July 2023



Change History

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CHAPTER 1

Preamble

In this period of rapid technological advancement, we envision a Nigeria where every individual possesses the knowledge, skills, and confidence to thrive in the digital world. Our Vision for Digital Literacy and Skills is therefore to build a digitally literate Nigeria, where all citizens can improve their lives and contribute to the nation's development.

1.1 Authority

In exercise of the powers conferred on NITDA specifically by Section 6 (a), (i) and (m) of the National Information Technology Development Agency (NITDA) Act of 2007, NITDA hereby issues the following National Digital Literacy Framework (NDLF).

1.2 Purpose

The Federal Government of Nigeria through the National Digital Economy Policy and Strategy (NDEPS) document has set a target of achieving 95 per cent digital literacy by 2030¹. Thus, the National Information Technology Development Agency (NITDA), the apex IT agency responsible for developmental regulation of the sector in Nigeria, has taken up the responsibility to lead the development of a National Digital Literacy Framework.

This document outlines the developed framework. It aims to set a digital literacy and skills agenda for Nigeria by providing a clear and consistent definition of digital literacy, its competence areas, and specific competencies for the purpose of;

- i. Offering policymakers a means to frame digital literacy policies, as well as monitor and support their implementation;
- ii. Building digital literacy curricula, modules, and programmes to afford proper planning, coordination and standardisation of digital literacy training and skills development in Nigeria; and
- iii. Enabling assessment and certification, data collection, analyses, and measurement of the number and/or percentage of digitally literate Nigerians and their level of digital skills.

1.3 Definitions

- i. Information technology (IT): This involves the use of computer systems— hardware and software— to create, process, store, retrieve and exchange all kinds of data and information;
- ii. Digital literacy: Digital literacy refers to the basic knowledge, skills, and attitudes that an individual must possess to use digital technologies competently, safely, and appropriately; and
- iii. Digital/IT skills: This refers to the ability to operate, manipulate and use different technologies essential for roles in small to large businesses across a variety of sectors.

1.4 NDLF Aspirations

Vision



To build a digitally literate Nigeria where all citizens can improve their lives and contribute to the nation's development.

We commit to the promotion of digital literacy as a cornerstone of empowerment, enabling every citizen to embrace technology with confidence.



Mission

National Targets



60% Digital Literacy for Youths and Adults in Nigeria by 2025 (NNBP 2020- 2025).



95% Digital Literacy levels across States and Local Governments by 2030 (NDEPS 2020 - 2030).

Specific Objectives

The specific objectives of the NDLF are:

- 1 Universal Access**
Ensure equitable access to digital literacy education for all population segments, including underserved communities;
- 2 Skill Development**
Provide comprehensive digital literacy programmes to empower citizens with essential digital skills, from basic to advanced competencies;
- 3 Inclusive Participation**
Promote diverse participation in the digital economy, bridging the gender and socioeconomic digital divide;
- 4 Workforce Readiness**
Equip the workforce with relevant digital skills to meet the rapidly evolving job market demands; and
- 5 Local Content Creation**
Foster a vibrant digital ecosystem by encouraging the creation of locally relevant and culturally significant digital content.

1.5 Scope and Applicability

The National Digital Literacy Framework (NDLF) provides the guidelines for the development of Digital Literacy within Nigeria. The NDLF applies to all Nigerians.



CHAPTER 2

Digital Literacy and Skills

2.0 Digital Literacy and Skills

Nigerians stand on the periphery of a technological revolution, the Fourth Industrial Revolution (4IR), which has fundamentally altered the way we live, work, and relate to one another². This revolution was built on the digital or 3rd Industrial Revolution (3IR) that has expanded into disruptive technologies and trends such as the Internet of Things (IoT), Virtual Reality (VR), Artificial Intelligence (AI), robotics, autonomous driving vehicles, 3D printing, nanotechnology, biotechnology, materials science, energy storage, quantum computing, and much more that will require more technical capabilities than career practices formerly demanded.

For Nigeria to improve its digital advantage and build sustainable prosperity, it must prepare for the challenges of a 21st century dynamic work environment. Building a digitally skilled workforce will accelerate Nigeria's economic growth and development. The future of Nigeria is clearly hinged on the development of capacity of citizens, and how swiftly a strategy for digital literacy and skills integration can be put in place. As Nigeria aspires to become a regional hub for providing human capital resource support to Africa, with the implementation of the African Continental Free Trade Area (AfCFTA), the need for technology skills is growing in every sector of the Nigerian digital economy.

2.1 The Need for Digital Literacy

Given that people around the world have the same human potential, every job and career, every field of study and even social and personal lives are increasingly impacted by technology. And as nations compete in today's global world, those economies who have invested in the human capital and digital skills of their citizens are best prepared to grow. To level the playing field, Nigeria must move its citizens to a greater competitive position in the global economic marketplace.

Equipping Nigerians with relevant digital literacy skills to keep up with best global practices will put the current workers, youths, and other professionals in ready mode for opportunities that may open within and beyond the shores of Nigeria. This will diversify the economy, significantly reduce unemployment and enhance labour productivity and mobility. In turn, this will improve investment and transform Nigeria into a country well known for technology, problem solving and critical thinking.

The evolution of technology has also led to the stratification of countries depending on how they adopt digital technologies. The economic and social development of digitally literate countries has outstripped those of countries that have failed to embrace digital literacy. Unfortunately, Nigeria currently falls under the latter category. The purpose of this document is to create a National Digital Literacy Framework, that would serve as a guide, aimed at reversing this trend. The skills deficits in human capital that hinder Nigeria from thriving in the global digital economy will be, once and for all, overcome.

Digital Literacy is important for several interconnected reasons, such as the following:

- i. Nigerians, current workforce, students, graduates, and professionals need to be prepared for successful adulthood in a world increasingly saturated with digital technologies;
- ii. Nigerians are already engaging with digital technologies and digital media and using them to find information and communicate meaning in different modes and formats, which provides significant opportunities and challenges that are important to address;
- iii. Not all Nigerians are equally equipped with the skills, knowledge and understanding that will allow them to critically engage with technology and to use it well;
- iv. Developing digital literacy can help students to access subject knowledge at a time when digital technologies are changing the way knowledge is created and communicated;
- v. Digital literacy will help schools to engage with students' lived experiences and existing knowledge as well as extending and diversifying these experiences and knowledge to make learning more relevant and purposeful; and
- vi. There is need to create a pool of knowledgeable and skilled manpower that will facilitate technology acquisition, assimilation, diffusion, mobility and raise productivity.

Digital Literacy is a global priority and criterion for employment with over 1.5 billion current virtual workforce vacancies across the world (IDC)³. Competence in English language is no longer the primary indicator of literacy and job readiness; it is now digital literacy. Digital Literacy is critical to immediate empowerment of our population to enable Nigerians to develop the skills necessary to achieve more, to be distinguished and advance in the digital era and to truly solve the conundrum around education, unemployment, low productivity, and economic diversification.

2.2 The Need for a Digital Literacy Framework

The entire globe is now undergoing the most momentous economic and social change in 150 years. The change is initiated by the impact of literacy and—within the past 20 years—by skills in the digital world.

A digital literacy standard for Nigeria will prepare Nigerians to meet the challenge of inadequacies in digital literacy and skills acquisition. Combined with a call-to-action of appropriate measure, and with an investment of energy and adequate resources, it can help create the world's most digitally skillful nation.

Building a reference framework to develop national-level digital literacy and skills agenda and standard for Nigeria citizens, ranging from students and the workforce to seniors has multiple benefits, as outlined below:

- i. It will guide and facilitate the development of Nigerian curricula and programmes for digital literacy, digital skills, and/or digital readiness;

- ii. With a globally shared baseline understanding of what terms like digital skills and digital literacy mean, Nigeria, nonprofits, and industry can coordinate digital skills efforts and effectively enhance the level of digital literacy and digital skills of the citizens in local communities and nationwide; and
- iii. The common set of definitions and standards will enable monitoring and reporting that can help to strategically allocate resources to identify and bridge digital skills gaps.

2.3 Business Case and Potential Impact

According to NBS, Nigeria's Information and Communications Technology (ICT) sectors contribution to the country's Real Gross Domestic Product (GDP) was 16.51 per cent in 2022, as against 15.51 per cent in 2021. In the first quarter of 2023, ICT contribution to Nigeria's GDP has increased to 17.47 percent. The development of a National Digital Literacy Framework will further increase the contribution and will:

- i. Create a rich and vibrant local industry of digital training service providers; content creators and publishers, marketers, assessment, and certification bodies aligned with globally recognised standards;
- ii. Create a large value chain that will facilitate youth engagement, entrepreneurship development, MSME development, and women empowerment in line with the best global practice;
- iii. Motivate Nigerians to achieve globally accepted certifications that will increase job opportunities and mobility across the world, and yield billions of dollars of economic value to Nigeria;
- iv. Enhance the civil service by improving efficiency, productivity, and increasing service-delivery orientation;
- v. Encourage establishment of local Original Equipment Manufacturers (OEM's) to meet increased local demand for IT tools and equipment; and
- vi. Increase demand for ICT and broadband, thus helping implementation of broadband and ICT policies.

The framework will serve as an instrument for the achievement of relevant government policies, targets and recommendations as illustrated in Figure 3.

DIGITAL LITERACY AND SKILLS

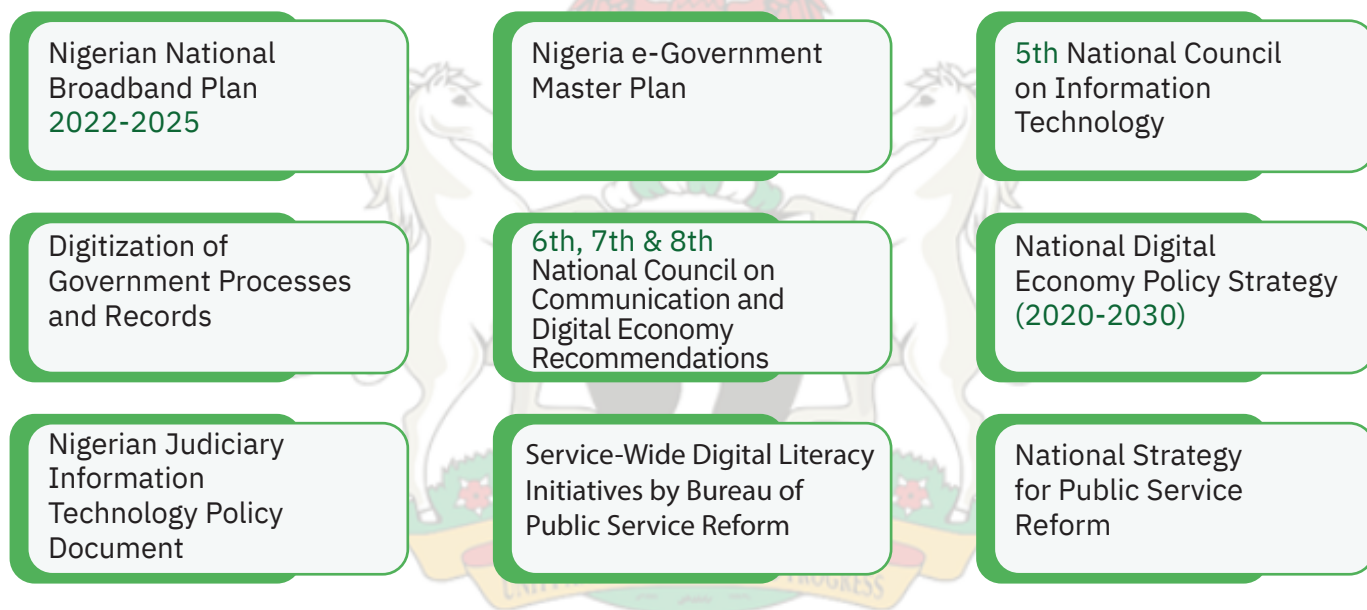


Fig. 3: Relevant Government Policies and Recommendations that Demand a National Digital Literacy Standard

Digitalisation, transition towards a greener economy and demographic changes will continue to increase digital skills gap. Thus, digital literacy is the most audacious enabler of lifting 100 million Nigerians out of poverty as targeted by the Federal Government.



CHAPTER 3

National Digital Literacy Framework



3.0 The Framework

While there is no one-size-fits-all approach, there is a wealth of knowledge and experience available internationally from successful international frameworks and standards. The development process of the NDLF adopts the NITDA rule making process which centers on ecosystem co-creation approach.

3.1 NDLF Development Methodology

The development process of the NDLF started with the engagement of an expert consultant to undergo desk research on existing frameworks, high level engagements and consultations. The outcome of the research is the first draft framework (June 2021) that adopts a hybrid of the European Commission's Digital Competence Framework for Citizens (DigComp 2.2) with incorporation of required elements of Mobile Information Literacy (MIL), which are critical to Nigeria and Africa. The draft was subjected to a first round of stakeholder's engagement, which was held in March 2022. Useful feedback and input were provided by invited stakeholders. The presentation of NDLF to the Nigerian public was done through NITDA's website and feedback/inputs were received via the Agency's email addresses for 6 weeks. Furthermore, a co-creation approach was taken with the engagement of expert volunteers, multinational companies, development partners, and several government agencies (December 2022 - January 2023) to further provide input to the document. Finally, NDLF was reviewed by the Inter-Ministerial Task Team (IMTT) constituted by the Bureau for Public Service Reforms (BPSR) for the training and certification of public servants on digital literacy and skills. This resulted in the fourth and current version dated July 2023..

3.1.1 Review of Existing Frameworks

Several internationally recognised digital literacy frameworks were reviewed including the International Computer Driving License (ICDL); IC3 Digital Literacy; Microsoft Digital Literacy; the European Commission's Digital Competence Framework for Citizens (DigComp); and the United Nations Educational, Scientific and Cultural Organisation (UNESCO) Digital Literacy Global Framework.

The review found that most of the digital literacy curricula, assessment tools and certification exams derived from the existing frameworks are PC-centric, while everyday use scenarios requiring digital literacy competence, particularly those in developing countries, mainly use mobile devices. For example, statistics show that the PC to Mobile market share in Nigeria was 15.76% to 83.55% as at November 2021⁶. In terms of unique subscribers, a 2017 study by Pew Research⁷ found that 80% of adults in Nigeria owned some type of mobile phone.

It is worth noting that the existing frameworks were developed for use on a network-enabled device regardless of whether it is a personal computer, tablet, smartphone, or mobile phone. Thus, attainment of a holistic view of digital literacy cognisant of Nigeria's mobile-first approach will require minimal adaptation at the level of specific competences through their expression, in the context in which the competences are taught.

3.1.2 Adaptation of the European Digital Competence Framework (DigComp 2.2)

To ensure speedy development of a robust framework, a combination of the European Digital Competence Framework for Citizens, also known as DigComp, and elements of UNESCO’s digital literacy global framework have been adopted for domestication.

Adoption of these frameworks is informed by the following principles:

- i. The core skill of digital literacy can be seen as a discrete skill but with critical interrelationships with other core life skills;
- ii. The core skill of digital literacy is contextualised; each context in which individuals operate has its own core skills requirements, expectations and rules which need to be learned;
- iii. An individual's performance at any time will be influenced by the interplay of a few performance variables; and
- iv. The frameworks reflect contemporary use of English in Nigeria.

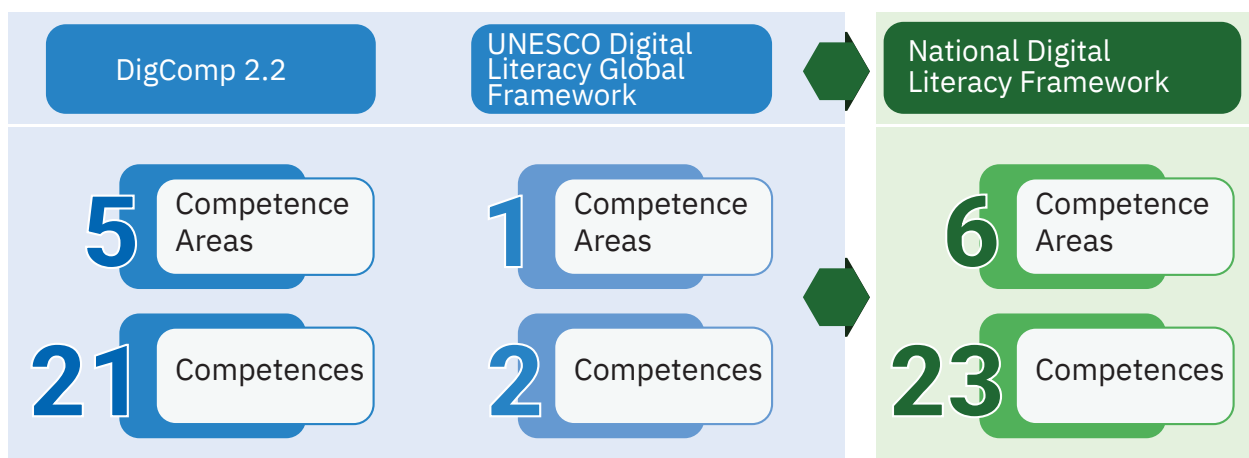


Fig. 4: Adoption of DigComp and UNESCO for NDLF

DigComp was first published in 2013 as a tool to improve citizens’ digital competence, help policymakers formulate policies that support digital competence building, and plan education and training initiatives to improve the digital competence of specific target groups. The conceptual reference model consists of 5 competence areas (Dimension 1), and 21 competences (Dimension 2). Additional dimensions outlined in the latest version, DigComp 2.2⁸, include Proficiency levels (Dimension 3), Examples of knowledge, skills, and attitudes (Dimension 4), and Use cases

(Dimension 5).

UNESCO's digital literacy global framework was developed by synthesising existing regional, national, and sub-national frameworks to identify competences relevant for the global context, and, analysing the extent to which existing, well-developed and all-encompassing frameworks would be relevant for all countries, whether economically rich or poor, and over time.

UNESCO worked on the project to develop a methodology that can serve as the foundation for Sustainable Development Goal (SDG) thematic Indicator 4.4.2: "Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills". UNESCO's framework looked at the key mobile functions that enhance various economic sectors⁹. The fifteen functions identified fall into two categories:

- i. General functions such as turning on/off and charging the device, sending, and receiving text messages, searching for goods and services, and comparing price information; and
- ii. Financial transactions such as topping up one's account through an agent.

It was observed that the digital literacy competence levels required for achieving the same function depend on the specific devices used. The range of operations available on an application designed for the smartphone is much wider, and consequently, the understanding of the competence and the proficiency level required on a smartphone can be higher. Based on the identified functions, use cases of specific competences can be applied directly to the mobile-centric and mobile-first users that are prevalent in Nigeria and Africa.

⁹<http://uis.unesco.org/sites/default/files/documents/ip51-global-framework-reference-digital-literacy-skills-2018-en.pdf>

Table 1(a): Summary of the Different Functions Available on Mobile and Smartphones

Function	On mobile phone	On smartphone
G1: turning on/off device, charging	G1	G1
G2: sending & receiving text	G2	G2
G3: login, user account & password management, locking devices	G3M	G3S
G4: searching for goods & services & comparing prices	G4M	G4S
G5: setting or changing app language		G5S
G6: sharing location data		G6S
G7: creating & setting public profile		G7S
G8: searching, understanding & approving privacy policy statements.		G8S
T1: buyer & seller interaction connected through intermediary	T1M	
T2: topping up account through an agent	T2M	
T3: evaluating price & service provider information. Rate service.		T3S
T4: Intra-app finance transactions		T4S
T5: Inter-app finance transactions		T5S

UNESCO’s digital literacy global framework proposed, among others, the addition of a ‘Devices and Software Operations’ competence area to what is currently covered in DigComp 2.2.

Table 1(b): Additional Competence Area with Two Competences Proposed by UNESCO’s Digital Literacy Global Framework

Competence area	Competences
0. Devices and software operations	0.1 Physical operations of digital devices (To identify and use the functions and features of the hardware tools and technologies)
	0.2 Software operations in digital devices (To know and understand the data, information and/or digital content that are needed to operate software tools and technologies)

Starting with DigComp 2.2 and incorporating aspects of UNESCO’s global framework, an updated reference model is obtained, which considers the above competences necessary to be added for the mobile-centric and mobile-first population in Nigeria and Africa.

3.2 The National Digital Literacy Framework (NDLF)

This National Digital Literacy Framework (NDLF) is an adoption of the European Commission’s Digital Competence Framework for Citizens (DigComp 2.2)¹⁰ with incorporation of required elements of Mobile Information Literacy (MIL), which are critical to Nigeria and Africa. MIL is represented within the competences’ dimension of NDLF with the addition to DigComp of a new Competence Area (0) called Devices and Software Operation as proposed by UNESCO¹¹. It has the following two competences:

- i. Physical operations of digital devices; and
- ii. Software operations of digital devices.

The NDLF basic model thus consists of:

- i. Dimension 1 (6 Competence Areas);
- ii. Dimension 2 (23 Competences); and
- iii. Dimension 3 (8 Proficiency Levels).

NDLF adopts the definition of proficiency levels from DigComp (i.e., descriptions of specific skills to be gained for each of the competencies).

- i. Dimension 4 (Examples of Knowledge, Skills and Attitudes); and
- ii. Dimension 5 (Use Cases) are also adopted from DigComp for the purpose of both learning and employment uses.

For the additional ***Devices and Software Operation Competence Area (0)*** that was introduced and added to the DigComp conceptual reference model, the definitions and functions listed in Table 1(a) and Table 1(b) above will be used to develop Dimensions 3, 4 and 5.

NATIONAL DIGITAL LITERACY FRAMEWORK (NDLF)

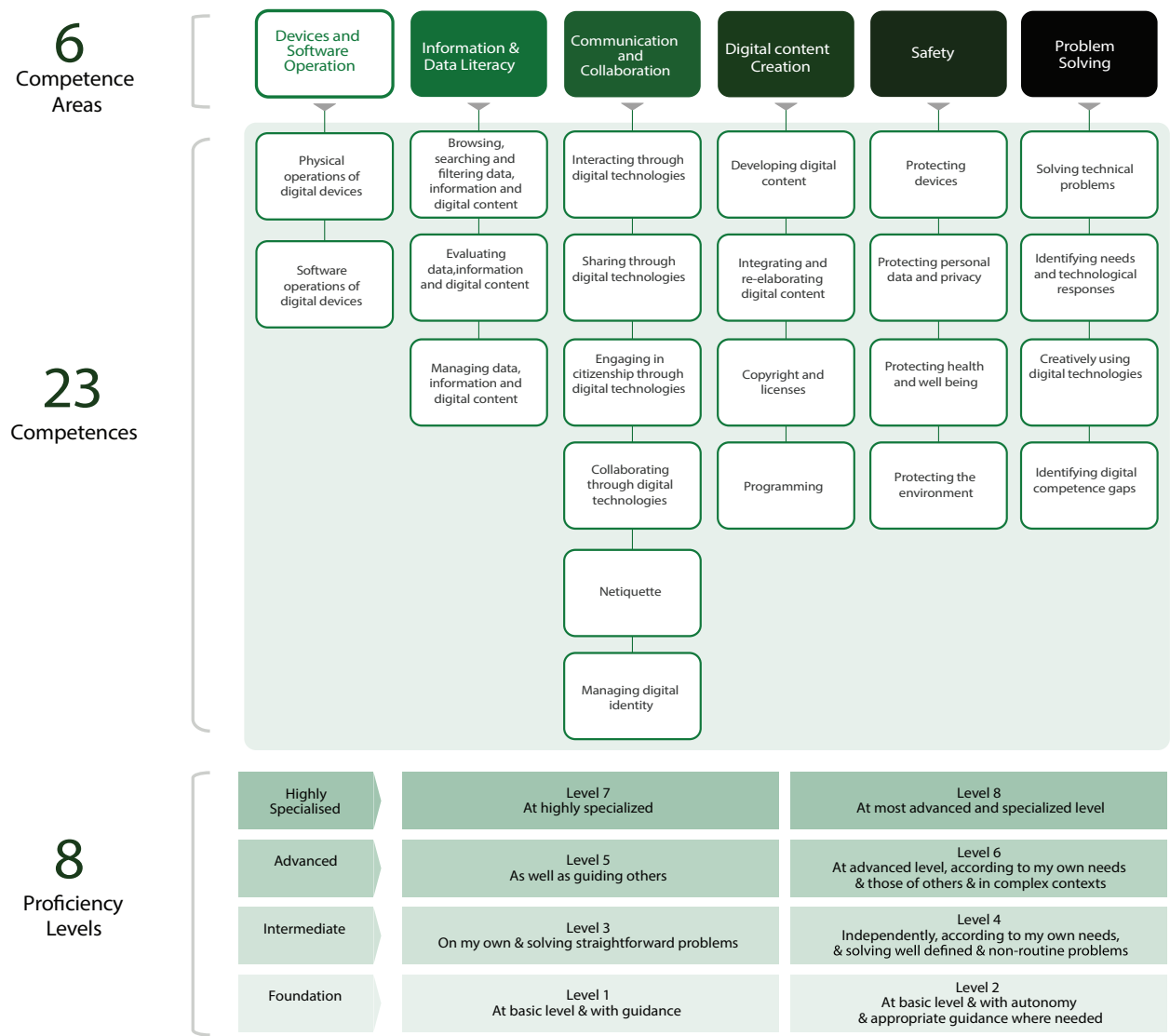


Fig. 5: National Digital Literacy Framework (NDLF)



CHAPTER 4

NDLF Implementation Plan

4.1 NDLF Implementation Plan

The purpose of the NDLF Implementation Guide is to define and summarise typical requirements for the development of detailed implementation plans that are to be formulated and approved by specific stakeholders.

Strategic Initiative 1: Ensure that students at all levels of education are digitally literate before graduation.

S/N	Activity	Responsible	Stakeholders	Expected Outcome	KPI's	Timeline
1.	Develop digital literacy curricula and modules for the different levels of education.	NITDA	FME ¹² , NERDC, NUC, NBTE, NCCE, NMEC, NCNE, NINLAN, NOUN, Esgrown	Schools will be teaching digital literacy based on global standards that are dynamic and based on latest technologies.	# of digital literacy curricula and modules developed per level.	Dec 2024
2.	Train and certify teachers on digital literacy.	NITDA	NTI, TRCN, ITF, Professional IT Trainers, and IT Firms, Esgrown	Teachers of digital literacy will be equipped with adequate skills and knowledge.	# of teachers trained.	Dec 2025
3.	Declare policy support for digital literacy to be offered as a core subject in all educational institutions.	FME	Public and Private Schools and Institutions.	All students in schools will graduate being digital literate.	% of schools implementing new curricula and modules.	Dec 2024
4.	Include digital literacy as a subject in national examinations.	FME	NECO, WAEC, JAMB, NBAIS, NABTEB	All students graduating from schools will be able to present proof of proficiency in digital literacy.	# of national exam bodies offering digital literacy in terminal exams.	Dec 2025
5.	Provide IT infrastructure and tools in schools for practical-based teaching and learning of digital literacy.	FME	UBEC, TETFUND	All schools will have minimum required IT infrastructure and tools to implement digital literacy curriculum.	# of schools that have adequate IT infrastructure and tools to teach digital literacy.	Dec 2025
6.	Develop integrated data management platform.	FME	Private Sector	The platform will have record of all students as they progress through the nations' schools.	# of schools enrolled on data management platform.	Dec 2025
7.	Monitor and evaluate the implementation of digital literacy in schools.	NITDA	FME, Public and Private Schools and Institutions.	A dashboard will display diffusion of digital skills within Nigerian schools.	% of schools and students captured on dashboard.	Dec 2030

Strategic Initiative 2: Ensure that workers at national and subnational levels are digitally literate for effective management of the nation's digital economy.

S/N	Activity	Responsible	Stakeholders	Expected Outcome	KPI's	Timeline
1.	Develop digital literacy curricula and modules for the work force.	NITDA	OSGF, OHCSF, BPSR, NCS, CPN, ITAN, NIICTE	Public servants will be trained based on global standards that are dynamic and based on latest technologies.	# of digital literacy curricula and modules developed for the public service.	Dec 2024
2.	Declare policy support for digital literacy to be required for recruitment & promotion of Nigerian workers.	OSGF, CNA, CJN	OHCSF, BPSR, CSC, NASC, JSC	A huge demand will be created for digital literacy and skills within the public service.	% of government MDA's, parastatals and institutes implementing the policy.	Dec 2024
3.	Conduct of baseline assessment to determine current level of digital literacy of Nigeria's public servants.	NITDA	Government MDA's, Parastatals, and Institutions.	Knowing the baseline will enable a yearly target will be set towards achieving 95% digital literacy by 2030.	# of baseline assessments conducted.	Dec 2024
4.	Massive training and certification of the public workforce in digital literacy.	NITDA, DBI, Galaxy Backbone	Government MDA's, Parastatals and Institutions, Professional IT Trainers, PSIN, e-GTC, CMD, ASCON.	Public servants will be skilled, highly efficient, and productive with necessary skills to manage and drive the nation's digital economy.	# of public servants trained and certified in digital literacy per annum.	Dec 2030
5.	Provide IT infrastructure and tools for public servants towards achieving a paperless public service.	NITDA, NCC, Galaxy Backbone, NigComSat	Government MDA's, Parastatals, and Institutions.	Public servants will have laptops and Internet access for effective participation in e- governance.	# of public servants equipped with laptops and Internet access.	Dec 2025
6.	Monitor and evaluate the diffusion of digital skills in Nigeria's public service.	NITDA	Government MDA's, NBS, Parastatals, and Institutions.	A dashboard will display diffusion of digital skills within the Nigerian public service.	% of MDA's and parastatals captured on the dashboard.	Dec 2030

Strategic Initiative 3: Ensure that unemployed citizens are digitally literate for effective participation in society

S/N	Activity	Responsible	Stakeholders	Expected Outcome	KPI's	Timeline
1.	Develop digital literacy awareness and empowerment initiatives.	FMC&DE	FMLE, FMIC, FMITI, NOA, BON	Initiatives will be designed to make beneficiaries aware of the importance and uses of digital technology for effective participation in society.	# of initiatives designed and implemented.	Dec 2024
2.	Recognise digital literacy as a life skill and include it as an element of job readiness, entrepreneurship & social intervention programmes e.g., NYSC, SIWES, N-Power, ASP, GEEP etc.	FMLE	NITDA, NDE, FMYSD, NYSC, ITF, FMHDS, SMEDAN	Initiatives will be designed to empower unemployed citizens with digital literacy and skills, IT tools, and startup funding.	# initiatives designed and implemented.	Dec 2025

Strategic Initiative 4: Pass an Executive Bill (Digital Literacy Bill) at the National Assembly

S/N	Activity	Responsible	Stakeholders	Expected Outcome	KPI's	Timeline
1.	Sponsor a bill to establish the Digital Literacy Institute (DLI).	NITDA	NASS,	DLI will be responsible for advancing digital literacy training, assessment, and certification of all Nigerians.	Passage of the bill	Dec 2024
2.	Sponsor a bill to establish the Digital Literacy Council (DLC).	NITDA	NASS	DLC will be composed of experts from Government, Industry and Academia with the main objective of managing and supervising activities of the DLI.	Passage of the bill	Dec 2024
3.	Sponsor a bill to establish the Digital Literacy Management Office.	activities of the DLI.	Passage of the bill	DLMO will be an office setup at the Presidency to provide governance for the DLI	Passage of the bill	Dec 2024
4.	Establish the Digital Literacy Fund (DLF).	NITDA	NASS	The following income shall be the part of the Fund: - Appropriation from the NASS. - Grants from local, international or foreign bodies. - Income from registration and certification. - Income received in respect of fees charged for services. - Income earned from property of the Institute. - Interest received on investments.	Passage of the bill	Dec 2024

Strategic Initiative 5: Create budget lines for the actualisation of activities listed out in strategies 1–4

Activity	Responsible	Stakeholders	Expected Outcome	KPI's	Timeline
Source for funds and appropriate needed amounts to MDAs that are responsible for implementation of strategies 1-3 listed above.	FMFB&NP, National Assembly	NITDA, FME, OSGF, OHCSF, NCC, DBI, Galaxy Backbone, NigComSat, FMC&DE, FMLE, National and International Development Partners	Domestication of digital literacy trainings and programmes in schools, government MDA's, parastatals, and institutions.	Amount of budget appropriated to MDAs responsible for strategies 1-3	Dec 2023

4.2 Partnership for implementation

Coordination of all relevant stakeholders to work with a common objective of developing a National Digital Literacy Framework and standard that will help to equip Nigerians with digital literacy and skills and put the citizens in ready mode for opportunities that will open up within and beyond the shores of the country is critical at the moment. This effort will promote diversification of the country’s economy, significantly reduce unemployment, and enhance labor productivity and exportation. A list of key stakeholders to be continuously consulted for this project is attached as an appendix at the end of the document.

4.3. Monitoring and Evaluation

NITDA will anchor the institutionalisation and coordination of the monitoring and evaluation mechanism. The monitoring and evaluation approach will:

- i. Engage monitoring and evaluation consultancy experts/companies for NDLF implementation;
- ii. Coordinate the design and development of a standard monitoring and evaluation template;
- iii. Liaise with relevant stakeholders to provide appropriate method and approach to collecting NDS performance monitoring data; and
- iv. Provide a mechanism for NDLF performance evaluation and reporting.

CHAPTER 5

Review and Amendments

5.0 Review and Amendments

NITDA shall amend or review the framework and guidelines periodically to reflect the reality of time and trends.



CHAPTER 6

6. Appendix



Appendix 1: Stakeholders consulted for NDLF development

- A. **Members of NITDA's Digital Literacy Technical Working Group (DL-TWG)**
 - 1. Federal Ministry of Finance, Budget and National Planning
 - 2. Central Bank of Nigeria
 - 3. Office of the National Security Adviser

- B. **Members of the NOTDAs Digital Literacy Cluster of the National Digital Talent Strategy Committee**

- C. **Members of the Inter-ministerial Task Team (IMTT) on Digital Literacy Training and Certification of Public Servants**

- D. **Government Agencies**
 - 1. National Teachers Institute (NTI)
 - 2. Computer Professionals Registration Council of Nigeria (CPN)
 - 3. Federal Ministry of Communications and Digital Economy (FMCDE)
 - 4. Federal Ministry of Education (FME)
 - 5. Federal Ministry of , Technology, and Innovation (FMSTI)
 - 6. Office of the Head of Civil Service of the Federation (OHCSF)
 - 7. National Business and Technical Examinations Board (NABTEB)
 - 8. Joint Admissions and Matriculation Board (JAMB)
 - 9. Public Service Institute of Nigeria (PSIN)
 - 10. Bureau for Public Service Reforms (BPSR)
 - 11. National Bureau of Statistics (NBS)
 - 12. National Youth Service Corps (NYSC)
 - 13. National Universities Commission (NUC)
 - 14. Tertiary Education Trust Fund (TETFUND)
 - 15. National Commission for Colleges of Education (NCCE)
 - 16. Universal Basic Education Commission (UBEC)
 - 17. Nigerian Educational Research Development Council (NERDC)
 - 18. Joint Admissions and Matriculation Board (JAMB)
 - 19. NIgeria Communication Commission (NCC)
 - 20. National Board for Technical Education (NBTE)
 - 21. Nigeria Governors' Forum (NGF)
 - 22. Galaxy Backbone (GBB)

- E. **Development Partners and Tech Companies that Participated in Stakeholder Engagement**
 - 1. Japan International Cooperation Agency (JICA)
 - 2. GIZ Nigeria

3. World Bank
4. UNICEF Nigeria
5. European Union
6. Google Nigeria
7. Microsoft Nigeria
8. Huawei Technologies Co. Nig. Ltd
9. IBM
10. Cisco
11. Oracle Software Nigeria Ltd
12. SAP
13. Apple Nigeria
14. GSMA

F. Others

1. Commit Technology and Consult Ltd.

Appendix 2: NDLF Implementation Stakeholders

The key stakeholders identified for the successful implementation of NDLF are:

- A. Government MDA's and Institutions
 1. Federal Ministry of Education (FME)
 2. Nigerian Educational Research and Development Council (NERDC)
 3. National Universities Commission (NUC)
 4. National Board for Technical Education (NBTE)
 5. National Commission for Colleges of Education (NCCE)
 6. National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC)
 7. National Commission for Nomadic Education (NCNE)
 8. National Institute for Nigerian Languages (NINLAN)
 9. National Open University of Nigeria (NOUN)
 10. National Teachers Institute (NTI)
 11. Teachers Registration Council of Nigeria (TRCN)
 12. Industrial Training Fund (ITF)
 13. West African Examinations Council (WAEC)
 14. National Examinations Council (NECO)
 15. National Board for Arabic and Islamic Studies (NBAIS)
 16. National Business and Technical Examinations Board (NABTEB)
 17. Joint Admissions and Matriculation Board (JAMB)
 18. Universal Basic Education Commission (UBEC)
 19. Tertiary Education Trust Fund (TETFUND)
 20. Office of the Secretary to the Government of the Federation (OSGF)
 21. Office of the Head of the Civil Service of the Federation (OHCSF)
 22. Federal Civil Service Commission (FCSC)
 23. Bureau of Public Service Reforms (BPSR)

24. Federal Ministry of Communications and Digital Economy (FMC&DE)
 25. Federal Ministry of Labour and Employment (FMLE)
 26. National Directorate of Employment (NDE)
 27. Federal Ministry of Information and Culture (FMIC)
 28. Federal Ministry of Industry, Trade, and Investment (FMITI)
 29. Federal Ministry of Youth and Sports Development (FMYSD)
 30. Federal Ministry of Humanitarian Services, Disaster Management and Social Development (FMHDS)
 31. Small and Medium Enterprises Development Agency (SMEDAN)
 32. Nigerian Communications Commission (NCC)
 33. Galaxy Backbone Limited (GBB)
 34. Nigerian Communications Satellite Limited (NIGCOMSAT)
 35. Digital Bridge Institute (DBI)
 36. National Orientation Agency (NOA)
 37. Broadcasting Organisation of Nigeria (BON)
 38. National Bureau of Statistics (NBS)
- B. Professional Bodies, Associations and Committees
1. Nigerian Computer Society (NCS)
 2. Academia in Information Technology Profession (AITP)
 3. Association of Vice Chancellors of Nigerian Universities (AVCNU)
 4. Computer Professionals Registration Council of Nigeria (CPN)
 5. Information Technology Industry Association of Nigeria (ITAN)
 6. Nigerian Institute of Information and Communications Technology Engineers (NIICTE)
 7. Association of Licensed Telecoms Operators of Nigeria (ALTON)
 8. Broadband Implementation Steering Committee (BISC)
- C. Private Sector
1. Dangote Foundation
 2. BUA Foundation
 3. Belema Aid Foundation
 4. MTN Foundation
 5. TY Danjuma Foundation
- D. Development Partners
1. European Commission
 2. UNESCO
 3. UNICEF
 4. The German Agency for International Cooperation (GIZ)
 5. ECOWAS
 6. African Union (AU)
 7. The World Bank Group
 8. International Labour Organisation (ILO)
 9. African Development Bank (AfDB)
- E. International Collaborators
1. Global Digital Literacy Council (GDLC)
 2. Microsoft
 3. Certiport
 4. Global System for Mobiles Association (GSMA)
 5. Cisco
 6. Oracle

7. Pearson
8. Coursera
9. Huawei
10. The European e-Skills Association

F. Others

1. The Nigeria Governors Forum (NGF)
2. Public and Private School and Institutions
3. Civil Society Organisations
4. Women interest Groups

THIS INSTRUMENT WAS SIGNED THIS 28TH DAY OF JULY 2023



Dr. William Nwankwo Alo, OON

Permanent Secretary

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