ATHENA CENTRE FOR POLICY AND LEADERSHIP

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From Connectivity to Classroom Impact

Integrating Digital Literacy in Nigeria's Education System

Dr Christiantus Izuchukwu Anyanwu

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Athena Centre for Policy and Leadership operates as an independent, non-partisan think tank in compliance with Nigerian laws and regulations, committed to promoting good governance, transparency, and accountability.

Our mission is to conduct rigorous research and provide evidence-based recommendations that contribute to the development of a prosperous and forward-looking society in Nigeria.

Executive Summary

Nigeria's education system faces a growing digital literacy paradox. National internet usage exceeded 103 million users (45.5% penetration) by early 2024, alongside 164.4 million active internet subscriptions, yet these macro indicators conceal deep school-level, geographic, and pedagogical deficits. Household connectivity has expanded; classroom readiness has not.

Nigeria possesses a coherent policy architecture—the National Policy on ICT in Education (NPICE) 2019, National Digital Literacy Framework (NDLF), 2023, and National Digital Learning Policy (NDLP), 2023—but implementation remains fragmented. Teacher capacity deficits, unreliable power and last-mile connectivity, non-ring-fenced financing, and weak monitoring and accountability have limited scale and sustainability. Pilot programmes, including UNICEF-supported initiatives connecting 1,027 schools and training 63,000 teachers, demonstrate feasibility but not national readiness.

This policy brief finds that:

(1) National connectivity statistics overstate school readiness;

(2) Teacher digital competence and certified training capacity remain the single largest bottleneck to classroom integration;

(3) Electrification and affordable last-mile broadband are preconditions for sustained use; and

(4) Targeted investments combined with strong monitoring and evaluation (M&E) can rapidly increase effective reach.

The policy brief recommends the following:

(1) Rapidly scale pre-service and in-service digital pedagogy (targeted national teacher certification programmes);

(2) Ring-fence blended federal–state funding for a five-year school connectivity and electrification plan;

(3) Harmonise NPICE, NITDA's Framework and the National Digital Learning Policy into time-bound key performance indicators (KPIs) - schools connected, teachers certified, devices per learner - and

(4) Establish a joint FME–NITDA–UBEC public dashboard for real-time M&E. Leveraging available development finance and UNICEF implementation expertise can accelerate scale.

If adopted, these measures should measurably raise teacher certification rates, increase the share of basic schools with functional digital access, reduce urban–rural learning gaps, and improve digital-skills outcomes for learners, enabling Nigeria to translate national connectivity gains into durable education transformation.

Primary stakeholders for delivery include the Federal Ministry of Education, NITDA, UBEC, State Ministries of Education, REA/energy partners, UNICEF, and multilateral financiers.

The Implementation Gap in Nigeria's Digital Education Agenda

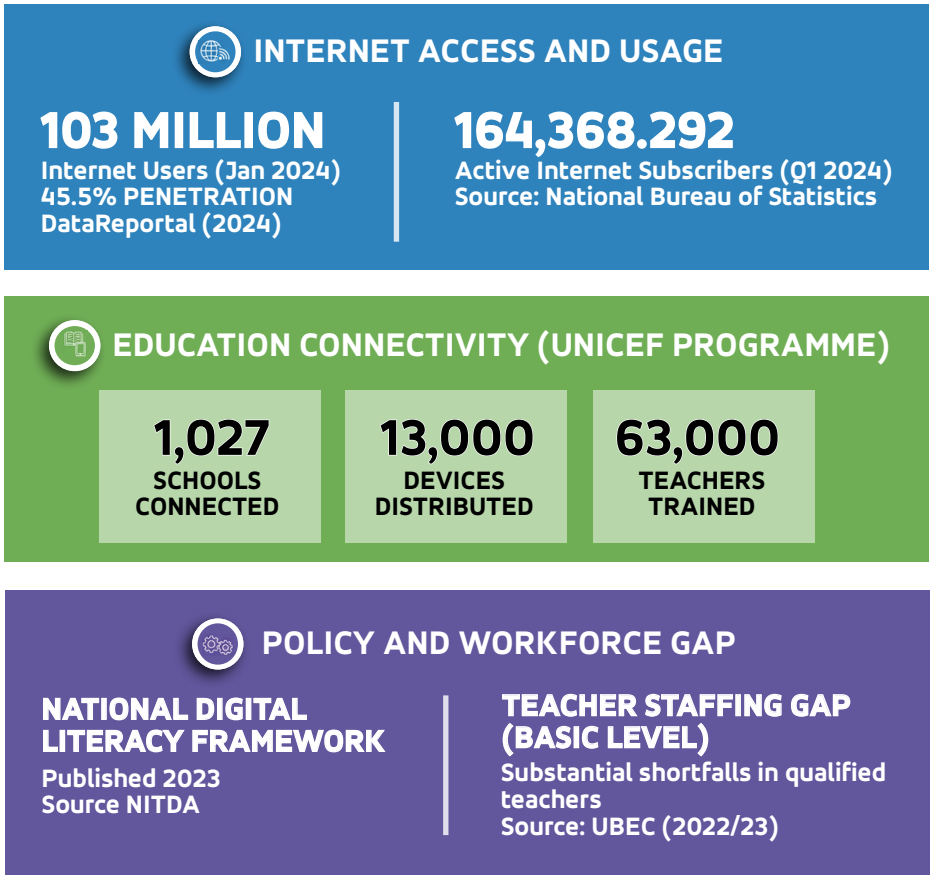
Nigeria has had an explicit national policy for ICT in education since the 2019 National Policy on ICT in Education (NPICE), which established the government's long-term intent to integrate information and communication technologies into teaching, learning, and administration. Despite the policy and accompanying Implementation Guidelines (2019), progress has been incremental: The National Digital Literacy Framework (NITDA), 2023 and the National Digital Learning Policy (NDLP), 2023, strengthened the normative architecture, yet the gap between policy design and national classroom realities persists.

At the macro level, Nigeria's digital footprint grew to 103.0 million internet users, 45.5% penetration as of January 2024, but those national figures mask acute school-level and regional gaps and do not equate to classroom readiness (DataReportal, 2024). Administrative telecom data show 164.37 million active internet subscriptions in Q1 2024, a household/consumer metric that does not measure school connectivity, device availability, teacher capacity, or pedagogical integration. Government frameworks have therefore failed to translate national connectivity into functional, equitable digital learning at scale because financing is fragmented and largely non-ring-fenced; monitoring and evaluation systems to track school-level inputs and learning outcomes are weak; and federal–state coordination and last-mile infrastructure (power and broadband) remain insufficient.

- Socio-culturally and academically, the loss of experienced clinicians has eroded mentorship and specialist training capacity within teaching hospitals, narrowing pathways for skills transfer and professional development.
- Politically and institutionally, recurrent strikes and public protests signal a deterioration of labour–government trust and expose persistent weaknesses in health-sector governance.
- Economically, the state forfeits returns on public investment in training while incurring rising costs to sustain service coverage with a shrinking workforce.
- Clinically, staff shortages constrain access to care and compromise quality across both rural and urban public facilities.
- Psychologically, remaining personnel report burnout and declining morale, conditions that further reinforce migration intent.

Responsibility for both the problem and its resolution spans multiple actors. The Federal Ministry of Health and Social Welfare provides overall policy direction; regulatory bodies, including the Nursing and Midwifery Council of Nigeria (NMCN) and the Medical and Dental Council of Nigeria (MDCN), oversee professional standards; state ministries and teaching hospitals act as principal employers and implementers; health unions represent workforce interests; and international partners, including the World Health Organization and donor agencies, shape financing and normative frameworks. Effective reform therefore requires coordinated and sustained action across these institutions.
The case for this policy brief is clear: despite the existence of a formal national migration policy, welfare-centred interventions have not been operationalised at scale. Empirical indicators continue to show high migration intent alongside realised exits, placing health-system resilience and public investment in training at significant risk. Targeted research into welfare-focused, implementable strategies is therefore required to inform urgent policy reforms and guide coherent stakeholder action.

Nigeria Digital Economy and Education (2024)



The Social, Institutional, and Economic Costs of Inaction

Socio-culturally, unequal digital access exacerbates urban–rural and gender divides; students in remote communities face exclusion from digital learning resources that urban peers access.

Politically and institutionally, weak federal–state implementation capacity erodes public confidence in digital education reforms and creates fragmented pilots rather than national-scale outcomes.

Economically, failure to mainstream digital literacy limits learners' future employability in digital economies and reduces national returns on investments in broadband and education.

Psychologically, inconsistent access undermines learner motivation and teacher self-efficacy in blended pedagogy, increasing absenteeism and disengagement when digital tools are available but support is absent.

Also, low teacher competence in digital pedagogy and limited device availability constrain the adoption of ICT-enhanced curricula, reducing opportunities to develop higher-order ICT skills in primary and junior secondary cycles.

A Policy Architecture Without Execution Power

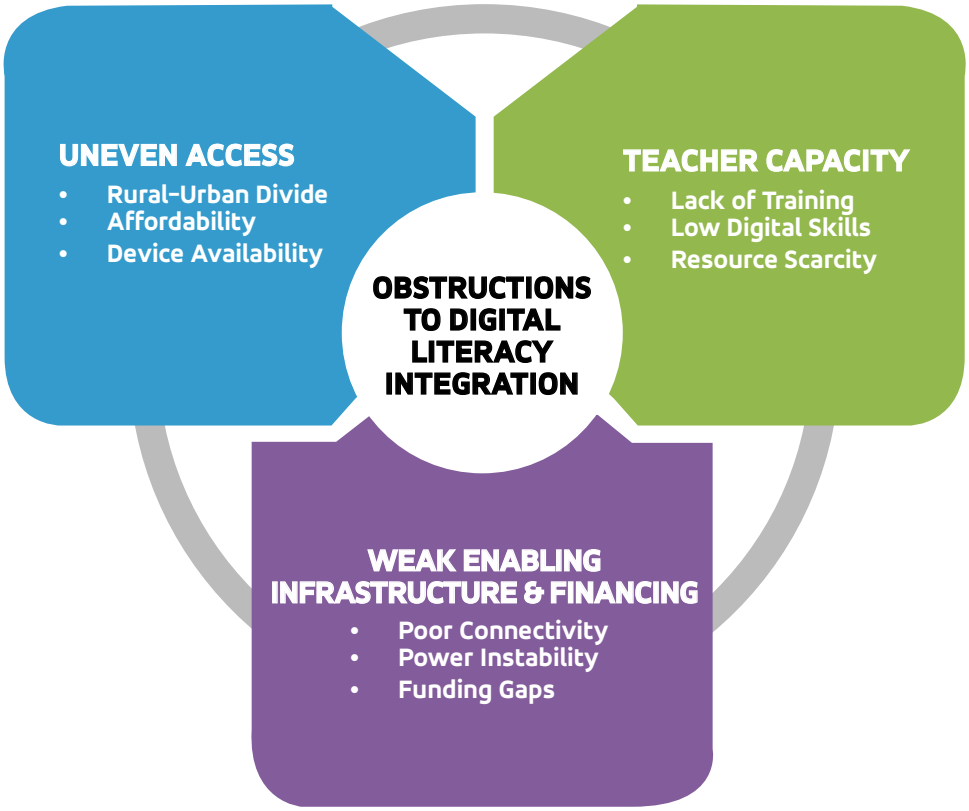
Nigeria possesses a strong policy base such as the NPICE (2019), National Implementation Guidelines (2019), NITDA (2023) and NDLP (2023) towards addressing the above challenges, yet implementation has suffered from limited ring-fenced financing, weak nationwide M&E, and fragmented federal–state coordination. Programmes by UNICEF and development partners provide proof-of-concept but have not closed the scale gap.

There is an evidence gap on how to convert national connectivity and policy intent into measurable school-level outcomes across Nigeria's 36 states and the Federal Capital Territory (FCT).

This brief argues that Nigeria's challenge is no longer policy design but disciplined execution. Strengthening existing policies—rather than introducing new frameworks—requires explicit sequencing, realistic financing, aligned incentives, and outcome-focused accountability. Without these, national connectivity gains will continue to bypass classrooms.

It is therefore necessary to:
(1) Map state-level implementation performance and barriers,
(2) Quantify teacher-training and device-coverage shortfalls against national targets,
(3) Evaluate financing and M&E bottlenecks, and
(4) Produce operational, evidence-based policy prescriptions that can be adopted by FME–NITDA–UBEC and state actors to move from pilot successes to national scale.

Key Challenges to Digital Literacy Integration



Source: UBEC

These three interlocking constraints translate into widened urban–rural learning divides, missed opportunities for 21st-century skills, and the risk that national digital targets remain aspirational rather than operational.

Comparative Perspective: What High-Performing Systems Did Differently

Countries that have progressed fastest combined (a) a clear national strategy, (b) sustained teacher development, (c) system-level infrastructure (connectivity + power), (d) institutional ownership for maintenance as well as monitoring and evaluation, and (e) iterative evaluation that adjusted programmes. The following country examples show different mixes of those elements and practical lessons for Nigeria.

Country Case Studies

Uruguay – Plan Ceibal (National OLPC model)

Policy Measures and Scale: Plan Ceibal began in 2007 with universal school connectivity and a one-device-per-child approach; by the 2010s, it supplied devices to 700,000 students and connected virtually all public schools (Ceibal institutional reports). The programme institutionalised maintenance, teacher support, and a research arm.

Outcomes: Evaluations find strong gains in access, inclusion, and motivation, but mixed short-term effects on standardised test scores, effects dependent on pedagogical integration and teacher practice rather than device presence alone.

Key Lesson: Devices + connectivity requires sustained teacher training, monitoring, and pedagogical redesign to raise learning outcomes

Estonia – System-wide Digital Skills and Teacher Training

Policy measures and scale: Estonia's long-term digital strategy (from the 1997 Tiigrihüpe to today's e-Education) invested early in national school connectivity, continuous teacher upskilling (20% of teachers receive digital training annually), and integration of digital competence in curricula; recent initiatives (AI Leap) add national AI-skills rollouts for older students.

Outcomes: Estonia shows high levels of teacher readiness, wide use of digital tools in learning, and strong national M&E; results suggest that long-term investment in teacher professional development and curriculum integration produces robust digital competence across cohorts.

Lesson: Start early, sustain investment, link digital skills to assessment and teacher pipelines.

Rwanda – Phased Smart Classroom and National Connectivity Pilots

Policy Measures and Scale: Rwanda's Smart Classroom, piloted and scaled in phases, combined school connectivity, content servers, teacher training, and community access; World Bank and UNICEF reviews call to extend ICT beyond "smart classrooms" and strengthen offline/local content and community connections.

Outcomes: Early evaluations show improved engagement and infrastructure gains but also highlight the need to broaden teacher training, involve the private sector for sustainability, and expand connectivity to communities.

Lesson: Pilot + phased national scale works if coupled with realistic maintenance and local content strategies.

India – National Digital Learning Platforms

Policy Measures and Scale: India created a large digital public infrastructure for education: DIKSHA (Digital Infrastructure for Knowledge Sharing) and the PM e-VIDYA consolidation during COVID-19 aim to provide multi-mode (TV, radio, online) access to content for 250 million schoolchildren; platforms support teacher professional development and content in many languages.

Outcomes: Platforms achieved massive reach during the pandemic but exposed constraints: uneven home access, regional digital divides, and important data-security incidents that highlight governance and privacy gaps.

Lesson: Scalable public platforms work for access but must be paired with data protection, localisation, and teacher capacity.

Kenya – Digital Literacy Programme (DLP) and Connectivity Pilots

Policy Measures and Scale: Kenya's Digital Literacy Programme (DLP, launched c.2013) supplied devices to primary schools (over 20,000 of 24,000 public primaries reported served in some phases), paired with teacher devices and content; more recent DigiSchool and public-private projects have focused on school internet connectivity and community access.

Outcomes: Evaluations show improved access but note challenges: device maintenance, teacher readiness, fragmented procurement, and sustainability concerns. Partnerships emphasize the importance of local capacity and clear M&E frameworks.

Lesson: Political visibility can accelerate roll-out, but sustainability and teacher adoption are essential for learning gains.

Comparative Table: Cross-Country Approaches to Digital Education at Scale

Country	Major Policy Measures	Scale / Key Stat	Main Stakeholders	Dominant Lesson
Uruguay (Plan Ceibal)	Universal devices + school Wi-Fi; Ceibal research & maintenance center	700,000 students; near-universal school connectivity	Ceibal Foundation; Ministry of Education; telcos.	Devices + connectivity must be matched with teacher PD and pedagogical redesign.
Estonia	Long-term digital strategy; sustained teacher training; curriculum integration	20% of teachers trained yearly; national AI rollouts 2025.	Ministry of Education, teacher training institutes, tech partners.	Invest early & continuously in teachers + integrate into curriculum.
Rwanda	Smart Classroom pilots; school servers; phased national rollout	Pilot phases; World Bank recommends scale-up & offline content.	Rwanda Ministry of Education (MoE); REB; World Bank; UNICEF; private sector.	Phased pilots work, but expand teacher PD, maintenance & local content.
India	National learning platforms (DIKSHA, PM e-VIDYA) & multi-mode delivery	Platforms reach 250M learners; platform security concerns documented	MoE; NCERT; broadcasters; states.	Public platforms scale access but need localisation, privacy safeguards.
Kenya	Digital Literacy Programme (devices + teacher devices); DigiSchool connectivity pilots	Devices to 20k+ primary schools in rollout phases; DigiSchool connectivity reports.	ICT Authority; MoE; county governments; UNESCO; private partners.	Political commitment + PPPs help roll-out; sustainability & teacher use remain bottlenecks.

Policy Option — Strengthening Existing Policies, Not Inventing New Ones

Below are the policy options that build on already existing policies. Strengthening means turning policy provisions into funded, measurable, and time-bound programmes under clear institutional leadership.

1. Governance and Institutional Leadership

Action / Programme

- Establish a National Digital Education Unit (NDEU) - a time-bound inter-agency unit (hosted by the Federal Ministry of Education) to operationalise NPICE/NDLF/NDLP, chaired by FME with statutory representation from NITDA, UBEC, Federal Ministry of Communications and Digital Economy (FMCD&E), and State Ministries of Education.
- Legislate a Digital Schools Financing and Accountability Act to ring-fence federal matching funds for state school connectivity and require annual public reporting.

Stakeholders: FME (lead), NITDA, UBEC, FMCD&E, State Ministries of Education, National Assembly, Office of the Accountant General.

KPI (proposed)**:** NDEU established within 6 months; annual ring-fenced appropriation line created in the next national budget cycle.

Rationale: Current policy documents call for coordination and M&E but lack a single, empowered operational leader to reconcile federal/state roles and procurement (NDLP; NPICE). Strengthening governance closes that implementation gap.

2. Financing, Procurement, and Long-Term Sustainability

Action / Programme

- Create a 5-year School Connectivity and Devices Fund (SCDF): blended finance (federal budget, state counterpart, World Bank/IDA credit, donors, private sector CSR). Use results-based disbursements to states linked to M&E outcomes (schools connected, teachers certified).
- Standardise device procurement (total cost of ownership) and require local maintenance contracts and spare parts budget lines.

Stakeholders: FME, FMF (Ministry of Finance), UBEC, World Bank, development partners, private telcos, and device vendors.

KPI (proposed)**:** SCDF launched Year 1; at least 5% of the basic education budget ring-fenced for digital learning by Year 2.

Rationale: Policies (NPICE / Implementation Guidelines) recommend financing models but lack a national blended vehicle and procurement safeguards; ring-fencing prevents fragmentation and ensures maintenance funds.

3. Infrastructure as a Binding Constraint: Power, Connectivity, Resilience

Action / Programme

- National School Connectivity Programme (NSCP): target priority schools (rural/low-access) with last-mile solutions (community VSAT, mobile broadband, public Wi-Fi) and concurrent School Electrification Acceleration in partnership with the Rural Electrification Agency (solar mini-grids and battery systems).
- Mandate offline content caches (local servers / preloaded LMS) for low-bandwidth contexts.

Stakeholders: FMCD&E, NITDA, REA, State Ministries, telcos, UNICEF, private sector (Airtel/MTN partnerships).

KPI (proposed)**:** N10,000 priority schools connected + powered within 3 years (scale up from UNICEF pilot 1,027 schools).

Rationale: National internet growth (103 million users; 164 million subscribers) does not guarantee school connectivity; targeted last-mile and power investments are preconditions for classroom use.

4. Teachers as the System Bottleneck

Action / Programme

- Launch National Teacher Digital Certification (NTDC) (modular, blended CPD accredited by teachers' councils), immediate target: certify 300,000 teachers in 3 years; integrate digital pedagogy into pre-service curricula at Colleges of Education and Faculties of Education.
- Incentivise digital champions in each cluster school with small grants to lead peer coaching.

Stakeholders: FME, UBEC, Teachers' Registration Council of Nigeria (TRCN), Colleges of Education, State SMoEs, UNICEF. cation, National Assembly, Office of the Accountant General.

KPI (proposed)**:** 300,000 teachers NTDC-certified in 3 years; all pre-service teacher training institutions include digital pedagogy modules within 18 months.

Rationale: UNICEF's training of 63,000 teachers is promising, but the national teacher population and UBEC NPA coverage (47 million pupils) require far greater scale. Teacher competence is the single largest bottleneck identified in the Problem Statement.

5. Curriculum, Assessment, and Local Content Alignment

Action / Programme

- Embed Digital Competencies (NDLF levels) into the national curriculum and assessment frameworks, integrate into teacher appraisal and student learning assessments).
- Invest in localised, multi-lingual digital content and a national Open Educational Resources (OER) hub (hosted by NDEU/NITDA).

Stakeholders: FME, NERDC (curriculum authority), NITDA, State exam bodies, and content partners.

KPI (proposed)**:** Digital competencies in the national curriculum by Year 1; OER hub operational by Year 2.

Rationale: Devices alone do not change learning; curriculum and assessment alignment ensure pedagogical uptake and measurable learning outcomes.

6. Monitoring, Evaluation, and Public Accountability

Action / Programme

- Build a National Digital Education Dashboard (FME–UBEC–NITDA) linking Annual School Census data to live indicators: % schools connected, devices per 1,000 learners, teachers certified, learning outcomes. Use results-based financing triggers.
- Mandate annual independent evaluations and open data releases.

KPI(proposed)**:** Dashboard live within 12 months; annual public M&E reports published.

Rationale: NDLP and NPICE call for M&E, but implementation needs a living dashboard to translate policy into actionable oversight and donor reporting.

7. Equity, Inclusion, and Gender

Action / Programme

- Require connectivity and device targets to be disaggregated by state, urban/rural, and gender; fund gender-sensitive outreach and accessibility (screen readers, low-vision interfaces).
- Community access points for out-of-school youth and women's digital literacy.

KPI(proposed)**:** Disaggregated reporting mandatory from Year 1; community access points scaled from 84 (UNICEF baseline) to 500 in 3 years.

Recommendations: Priority Actions for Federal and State Actors

1. Establish a National Digital Education Unit (NDEU) hosted in the Federal Ministry of Education to coordinate NPICE/NDLF/NDLP implementation, convene FME–NITDA–UBEC–state actors, and publish annual progress reports.

2. Create a 5-year School Connectivity and Devices Fund (SCDF) (blended federal/state/donor/private finance) with ring-fenced budget lines and results-based disbursements tied to school connectivity and teacher certification.

3. Launch a targeted National School Connectivity and Electrification Programme that combines last-mile broadband (mobile/Wi-Fi/VSAT), solar mini-grids, and offline content caches to connect and power priority rural schools.

4. Implement a modular National Teacher Digital Certification (NTDC) (300,000 teachers certified in 3 years' target) and integrate digital-pedagogy modules into all pre-service programmes.

5. Mandate the incorporation of the NITDA Digital Competency levels into national curricula and establish a national Open Educational Resources (OER) hub to host localised, multilingual learning materials.

6. Deploy a National Digital Education Dashboard (FME–UBEC–NITDA) linking Annual School Census data to live indicators (% schools connected; devices per 1,000 learners; teachers certified) and publish open annual M&E reports.

7. Require all targets and disbursements to be disaggregated by state, urban/rural, and gender, and scale community access points and accessibility features (e.g., low-vision support) to ensure equitable uptake.

Indicative Fiscal Envelope for National Digital Education Reforms (Order-of-Magnitude)

Reform Area	Indicative Cost Estimate	KPI
National Digital Education Unit (NDEU)	N500-700 million	Covers staff, office setup, coordination systems, and operational expenses over 3-5 years
School Connectivity & Device Fund (SCDF)	N250-300 billion	Assumes 10, 000 priority schools; blended funding (fedderal, state, donors, private sector). Includes device lifecycle and maintenance.
National School Connectivity and Electrification Programme	N150-180 billion	Last mile broadband (mobile/Wifi/VSAT) + solar mini-grids; prioritise rural and low-access schools. Include infrastructure deployment and 3-year maintenance.
National Teacher Digital Certification (NTDC)	N150-180 billion	Modular, blended CPD for 300, 000 teachers over 3 years; includes training delivery, online platforms, and incentives for cluster 'digital champions.'
Curriculum Alignment & OER Hub	N5-8 billion	Curriculum integration of NDLF competencies; development and hosting of national multilingual Open Education Resources hub.
National Digital Education Dashboard	N1-2 billion	Design, development and operationalisation of live dashboard linking Annual School Census to indicators; annual reporting cost included.
Equity, Inclusion and Community Access	N10-12 billion	Expansion of community access points (from 84 t0 500); gender sensitive and low-vision interfaces; targeted outreach programmes.

Total Indicative Envelope: N446–542 billion over 3–5 years

Conclusion: From Policy Intent to National Outcomes

Nigeria stands at a decisive moment of implementation. While national connectivity indicators point to a widening digital footprint, the evidence leaves little room for comfort: policy ambition has yet to translate into equitable, classroom-level digital literacy.

The country is not short of frameworks. On the contrary, it has assembled a credible policy architecture, anchored by the National Policy on ICT in Education (2019) and reinforced by the National Digital Literacy Framework (2023). What is missing is not vision, but execution—specifically, an empowered operational vehicle, predictable blended financing, large-scale and standardised teacher certification, and a live monitoring and evaluation system capable of converting scattered pilots into durable national outcomes.

This policy brief therefore advances a prescriptive and action-oriented position.

Nigeria should consolidate and strengthen existing policies by:

(a) Establishing a National Digital Education Unit with clear authority to coordinate implementation across institutions;

(b) Creating a blended School Connectivity and Devices Fund to ring-fence resources and guarantee full lifecycle maintenance;

(c) Scaling a National Teacher Digital Certification programme to professionalise digital instruction;

(d) Delivering targeted school connectivity and electrification at scale, moving decisively beyond pilot projects; and

(e) Deploying a public digital-education dashboard to ensure transparent monitoring and evaluation. Taken together, these measures provide a coherent pathway for shifting the system from fragmented experimentation to sustained, accountable national delivery.

In the final analysis, it is the strengthening of policy implementation—not the invention of new slogans—that offers the only credible, evidence-based route for Nigeria to convert national connectivity into inclusive digital literacy and, ultimately, meaningful

Author

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He has contributed to numerous policy briefs, research studies and strategic reports for government institutions, civil society organisations and international development partners.

Dr Anyanwu holds advanced degrees in Political Science and Diplomacy, Political Theory and Philosophy, Public Policy Analysis and Education. He is a member of the Nigerian Political Science Association, the Centre for African American Research and other professional bodies

Acronym	Full Form
AI	Artificial Intelligence
CPD	Continuing Professional Development
CSR	Corporate Social Responsibility
DIKSHA	Digital Infrastructure for Knowledge Sharing
DLP	Digital Literacy Programme
FCT	Federal Capital Territory
FMCD&E	Federal Ministry of Communications and Digital Economy
FME	Federal Ministry of Education
FMF	Federal Ministry of Finance
ICT	Information and Communication Technology
IDA	International Development Association
KPI	Key Performance Indicator
LMS	Learning Management System
M&E	Monitoring and Evaluation
MoE	Ministry of Education
NCERT	National Council of Educational Research and Training
NDEU	National Digital Education Unit
NDLF	National Digital Literacy Framework

Acronym	Full Form
NDLP	National Digital Learning Policy
NERDC	Nigerian Educational Research and Development Council
NBS	National Bureau of Statistics
NITDA	National Information Technology Development Agency
NPICE	National Policy on ICT in Education
NSCP	National School Connectivity Programme
NTDC	National Teacher Digital Certification
OER	Open Educational Resources
OLPC	One Laptop per Child
PPP	Public–Private Partnership
REA	Rural Electrification Agency
SCDF	School Connectivity & Devices Fund
SMoE	State Ministry of Education
TRCN	Teachers' Registration Council of Nigeria
UBEC	Universal Basic Education Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
VSAT	Very Small Aperture Terminal

Nigerian Exchange Hits N100 Trillion Milestone

The Nigerian Exchange (NGX) has crossed the N100 trillion market capitalisation threshold, marking a significant milestone for the domestic equities market.

NGX data show that total market capitalisation closed at N101.80 trillion on January 5, up from N99.94 trillion on January 2, representing an increase of N1.87 trillion within three trading sessions.

In dollar terms, market capitalisation rose from $69.61 billion to $71.15 billion, reflecting both price appreciation and renewed investor interest. The surge was driven by strong buying activity in stocks such as Cadbury Nigeria, Fidson Healthcare, and Champion Breweries.

https://dailytrust.com/ngx--market-cap-exceeds-n100trn/

Court Bars Resident Doctors from Strike Action

The National Industrial Court of Nigeria in Abuja restrained the National Association of Resident Doctors (NARD) and its members from embarking on a planned strike scheduled to commence on January 12.

The order was issued on January 9 by Justice Emmanuel Subilim following an ex parte application filed by the Federal Government through the Attorney General of the Federation.

The judge directed that the restraining order remain in force pending the determination of the substantive suit, which has been adjourned until January 21 for hearing.

NARD had earlier announced its intention to embark on an indefinite strike after an Extraordinary National Executive Council (E-NEC) meeting held on January 2.

https://newtelegraphng.com/court-stops-resident-doctors--planned-january-12-strike/

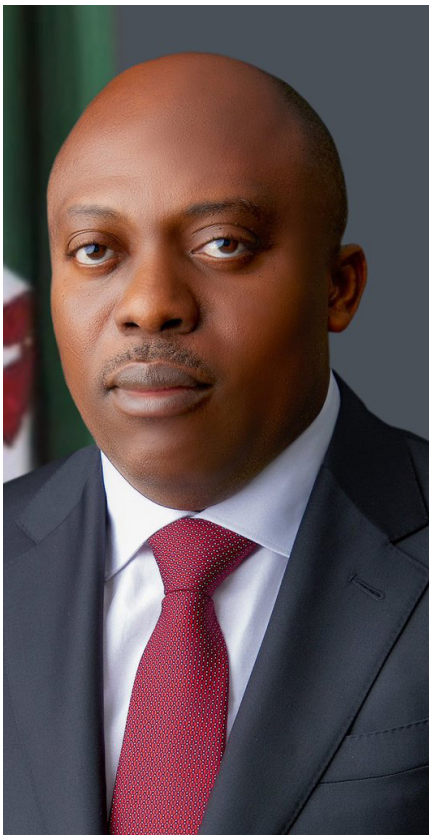
Bandits Kill Five Forest Guards in Oyo

The Nigerian Association of Resident Doctors (NARD) has announced plans to resume its previously suspended total, indefinite and comprehensive strike from January 12.

The decision follows the Federal Government's failure to fully implement agreed resolutions. It was taken at an emergency virtual meeting of the association's National Executive Council (E-NEC) held on January 2, 2026, and conveyed in a statement issued on NARD's official X handle, "@nard_nigeria".

According to the association, the resumption, tagged "TICS 2.0: No Implementation, No Going Back", will commence at 12.00 am on 12 January.

https://dailypost.ng/2026/01/07/old-oyo-national-park-attack-police-deploy-more-personnel-confirm--killing-of-5-rangers/



Rivers Assembly Serves Impeachment Notice on Governor Fubara

The Rivers State House of Assembly on 8 January initiated a fresh impeachment process against Governor Siminalayi Fubara and his deputy, Ngozi Odu, after successfully serving them with impeachment notices.

The decision was taken during an emergency plenary session of the 26-member Assembly, which accused the governor of misconduct capable of undermining democracy in the state.

The notice bore the signatures of 19 lawmakers and listed eight alleged acts of gross misconduct attributed to the governor and his administration.

https://dailypost.ng/2026/01/08/impeachment--notice-successfully-served-to--gov-fubara-rivers-assembly/

Benin Launches ePass for Online Passport Renewal

The Republic of Benin has taken a significant step in modernising its consular services with the official launch of ePass, a digital platform developed in partnership with Seamfix, a specialist in digital identity and biometric solutions for African institutions.

The mobile application enables Beninese citizens living abroad to renew their international passports without the need to visit a diplomatic mission in person.

First launched globally in October last year, the platform is now operational in more than 80 countries and is seeing growing uptake among Beninese diaspora communities. The service is powered by GovSmart, Seamfix's platform for digital identity and government service delivery, which fully digitises the passport renewal process.

https://fr.apanews.net/technologies/le-benin-lance-epass-pour-renouveler-son-passeport-en-ligne/

Chadian Presidency Withheld Opposition Leader's Passport

The Reformist Party (PR) has formally criticised the Presidency of the Republic of Chad over the continued and unexplained withholding of a diplomatic passport belonging to its president, Yacine Abdramane Sakine.

As a sitting member of the National Assembly, Sakine submitted his travel documents to the Assembly's Protocol Directorate on June 27, 2025, for routine renewal, in accordance with standard administrative procedures. While other members of parliament have since had their documents processed and returned, Sakine's passport remains held by the Presidency.

In a press statement issued on January 5, 2026, the Reformist Party expressed deep indignation, describing the situation as discriminatory and a breach of the principle of equality among elected officials.

https://apanews.net/chadian-opposition-leaders-passport-withheld-at-presidency/

Niger Recruits 11,015 Contract Teachers

The Nigerien government has launched a large-scale recruitment drive, without competitive examination, for more than 11,000 contract teaching positions across four supervisory ministries.

On January 8, Mrs Aïssatou Abdoulaye Tondi, Minister of Public Service, Labour and Employment, signed an order opening the recruitment of 11,015 contract teachers for 2026.

According to the January 8, 2026 order, obtained by APA, the Ministry of National Education, Literacy and Language Promotion will absorb the bulk of the intake with 10,517 positions. These are distributed as follows: certified high school teachers (128 positions), lecturers (920), middle school teachers (91), basic cycle teachers (232), preschool teachers (50), and literacy and non-formal education teachers (50).

https://fr.apanews.net/news/niger-lancement-dun-recrutement-de-11-015-enseignants-contractuels/

Cameroon Links Passport, Vehicle Registration to Tax Clearance Certificate

Since January 1, 2026, Cameroonians seeking a passport or a vehicle registration card must present a tax clearance certificate, known as an attestation de conformité fiscale (ACF).

The requirement was outlined in the 2026 budget execution circular, signed on December 31, 2025, by Finance Minister Louis Paul Motazé. The measure also applies to imports carried out by private individuals.

https://tinyurl.com/25w2asxp

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