

7 Trends in Digital for Education

As viewed in 2026



Foreword

In the world of digital education, time connotations have definitively changed into a pre-COVID and a post-COVID era.

Sure, many technologies and trends were already developing before the pandemic, but the crisis pushed everything into a state of rapid, turbulent change. Globally, while this did create a backlash in student performance, it also served as a sort of "super-laboratory." Researchers could intensely study the impact of digitalisation on education, leading to a much faster and deeper understanding of its pros and cons. This knowledge has since proven invaluable as Artificial Intelligence (AI) has begun its strong progress and proliferation in our daily work, including within schools and educational environments.

As an update to the 2019 white paper on the impact of digitalisation on education*, [Educaid.be](https://www.educaid.be) - the platform for education and development, bringing together more than 50 Belgian member organisations active in education and training - presents this brief outlining 7 key trends for 2026.

The document was developed by the Educaid.be Project Group on Digital for Education, composed of several members working at the intersection of education, digital innovation, and international cooperation.

Why a trends report? The landscape of digital education has become so complex and has been the subject of so many publications already that producing a comprehensive white paper would have been a mere repetition of what's already available.

Instead, we endeavoured to rise above the existing information and share our own set of trends, or predictions, for 2026 - and maybe even the next three years (a bold long time in digital!). We also made a specific effort to concentrate on the situation in Low- and Middle-Income Countries (LMICs). We did not only draw on research from across the Asian, Latin American, and African continents, but also on what members of Educaid.be experience daily in their respective projects and areas.

To help explain each trend, we use relevant case studies to provide real-world examples from partner countries and – where possible – directly from the Educaid.be member organisations.

Get ready to dive in and explore the future with us!

The Educaid.be Digital for Education Project Group – December 2025

*https://www.educaid.be/system/files/2019-12/Digital_for_education_Dec2019.pdf

The 7 trends

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The fog is clearing on Artificial Intelligence, but hazy conditions remain

Artificial Intelligence will no longer be viewed as a novelty but as a core pillar of the educational experience. As of 2026, AI will become a default element in adaptive learning systems, enabling real-time customisation of content, pace, and pedagogy. Educators will increasingly collaborate with AI tools to generate contextualised lesson plans, interactive case studies, and multimodal learning experiences. Generative AI will automate routine academic tasks, allowing teachers to focus on mentoring, creativity, and critical thinking. But many remote regions in LMICs will continue to lag in their AI adoption because of poor internet connectivity or even electricity supply.

By far, the number one topic that is being debated in education is the role of Artificial Intelligence. Nobody predicted the rapid evolution and mainstream adoption of LLMs (Large Language Models) such as ChatGPT. And as a consequence, nobody really knew (knows) what to do with it. There are a lot of hazy areas that are being explored and experimented with, and the evolution is so fast that it feels like we humans are always a step behind. However, the general consensus is that if we deploy it to provide personalised, adaptive learning, freeing up time for teachers to mentor and foster creativity, it will be an incredible step forward.



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We must embrace it as a tool for augmentation, not replacement, and teach both students and educators to master it. Our focus will shift from what AI can do to what we, through AI, want to achieve in human development. The school or classroom is not the only touchpoint where teachers and students meet Artificial Intelligence. The world at large is touched by it, and we already see the first effects on the labour market. This will have a ripple effect on the educational sector and its selection of curricula that schools and classes will offer.

In more detail, we observe a number of trends to be developed over the coming years.

- **AI becomes a standard tool for personalised learning**

AI-powered systems will move beyond being a novelty to enabling personalised learning and coaching. Predictive analytics will become a key tool for institutions to identify and intervene with at-risk students before they fall behind.

- **Generative AI transforms content creation and curation for educators**

The role of the educator will shift significantly as AI automates more of the content creation process. This will free up educators to focus on high-value, human-centric tasks like mentorship, critical thinking development, and fostering collaboration.

- **Widespread adoption of AI for administrative and operational efficiency**

AI's impact on education will not be limited to the classroom. Institutions will widely adopt AI to streamline administrative tasks, such as managing admissions, scheduling classes, and providing automated support to students and parents through chatbots.

- **Ethical frameworks and AI literacy become core curricular components**

The rapid adoption of AI will necessitate a more structured approach to its ethical implications. A significant number of educational institutions have established formal ethical frameworks and policies for AI use, addressing issues like data privacy, algorithmic bias, and academic integrity. Furthermore, AI literacy - understanding how AI works, its capabilities, and its limitations - will become a mandatory component of the curriculum for both students and educators.

In October 2024, Educaid.be organised an international conference on Education and Technology. The session “What about AI in the education and training sector?” provided a valuable opportunity to explore both the opportunities - such as personalised learning and teacher training - and the challenges, including ethical concerns and the digital divide.

[WATCH THE RECORDINGS](#)



Case trend 1

EdukoMondo: using AI tools to improve STEAM education content

In 2026 and beyond, we see a strong leap in the use of Agentic AI tools to help teachers develop STEAM (Science, Technology, Engineering, Arts and Math) education curricula. These specialised agents will become smarter and be able to act as problem solvers for complex assignments. In LMIC environments, this will benefit teachers who don't necessarily have the experience to develop STEAM curricula for their schools.

EdukoMondo uses AI tools such as Claude to provide a basis for teachers' explanation notes of complex concepts. These explanation notes are made available as back-up for the teacher videos covering MicroPython programming on the Raspberry Pi Pico. In 2026 we will also see that manufacturers of microcontrollers will embed AI in their own support, such as is already the case for Arduino with their Cloud Assistant.

In addition, EdukoMondo has been using AI language tools to translate, subtitle and dub educational videos in multiple languages such as Khmer, Thai, Hindi, Tamil, Bangla and French for projects in India, Cambodia, Thailand, Burkina Faso, ... These tools have been instrumental to offer - at a much lower cost than using human translators - content in languages other than English. And although it will be doubtful that AI will ever be available in all 7000+ languages around the globe, being available in 100 languages will already cover about 80 to 90 percent of the population. The fact that the translations are about 85% to 95% correct, is for most situations a "good enough" solution compared to no solution at all. Nevertheless, we will see a gradual increase in languages covered as more countries are developing AI capabilities and feed their information to their AI engines.



On the downside, we continue to see that poor internet connectivity in remote areas of LMICs remains a challenge in 2026 that severely hampers the use of AI in an educational context. Blended learning models where the teacher can use AI tools in the preparation of the curriculum while using off-line means in the classroom, will be the pragmatic solution for many LMICs to embrace STEAM education as a jumping board for meaningful and future resistant jobs.

2

Digitalisation becomes a wellness subject

Schools will begin to treat digital mastery as a dimension of well-being. Digital wellness education will teach self-regulation, screen-time management, and online empathy. Institutions will implement digital boundaries such as screen-free learning zones and clear communication hours. Teacher training will include managing 'technostress' and designing hybrid pedagogies that promote balance rather than burnout.

The integration of digitalisation into learning has offered incredible reach, yet its symbiotic relationship with the growing mental health crisis among students and teachers is undeniable. The pervasive culture of 'always-on' connectivity fuels anxiety, depression, and FOMO (Fear of Missing Out). Schools will model digital boundaries such as dedicated screen-free learning zones, policies against after-hours communication, and curriculum that explicitly teaches self-regulation and the psychology of digital platforms.



Educational institutions and research organisations will increasingly pay attention to putting solutions in place to tackle the following issues that were researched during and after the COVID period.

- **Increased anxiety and psychological distress due to the digital divide**

Many students in LMICs lack reliable access to the necessary digital tools (laptops, stable internet, electricity) to fully participate in digital learning. This creates a situation where educational success becomes linked to technological access, leading to intense anxiety and distress among students from poorer backgrounds or remote areas. They fear falling behind their peers, failing exams, and widening the existing educational inequality gap. The feeling of being excluded from the educational process essential for their future can lead to significant psychological strain, including symptoms of depression and hopelessness.

- **Teacher technostress**

Teachers in LMICs are often mandated to integrate new digital tools and platforms without sufficient training, technical support, or reduction in their traditional workload. The shift to digital pedagogy, abruptly accelerated through COVID, coupled with the pressure to ensure student learning despite infrastructural challenges, leads to technostress and emotional exhaustion, the core components of burnout. Teachers feel overwhelmed by the need to become IT specialists, troubleshoot technical issues, and continuously prepare dual-format lessons (digital and traditional) for students with uneven access.

- **Social isolation and depression from loss of connection**

While digital tools are meant to connect, their implementation in LMICs, particularly during emergency shifts like those seen in the pandemic, can lead to social isolation and depression. For students, especially those who rely heavily on school for peer interaction and a sense of community, a predominantly digital environment - one navigated through solitary, small screens - can remove essential social support structures. For teachers, the loss of face-to-face collegial interaction can worsen feelings of professional solitude, with digital communication failing to replace the emotional support and collaborative problem-solving of the physical staffroom.



Case trend **2**

Digital divide and psychological distress with undergraduate students in Dhaka, Bangladesh

A survey of university students in Dhaka revealed that a significant majority were experiencing psychological distress directly related to the shift to online learning during and after the pandemic. The study found that 40% of students reported moderate psychological distress and 12.78% reported severe psychological distress (based on the Kessler K-10 scale). The key stressors cited were the lack of sufficient internet speed, high cost of mobile data, and the financial status of the family to support online access. The researchers concluded that the digital divide was a major factor contributing to this high prevalence of anxiety, stress, and feelings of hopelessness among students (Saha et al. Journal of Affective Disorders Volume 294, 1 November 2021, Pages 170-179).

MORE INFORMATION



3

Critical thinking: media and information literacy

Media and information literacy will evolve into a universal core competency. Future students will be trained to verify information through lateral reading, reverse image searching, and bias detection. Governments and education providers will integrate critical digital literacy across all subjects to strengthen democratic participation and civic resilience.

In a world saturated with data, there is not a lack of information. Education's most vital task is no longer delivering facts, but instilling the critical thinking necessary to fact-check and navigate the endless stream of news to filter out the fake news. This requires a shift from passive consumption to active questioning. We will move beyond simply identifying logical fallacies to teaching students practical digital verification skills: reverse image searching, lateral reading (checking multiple sources concurrently), and analysing an author's bias and funding. Media literacy will be interwoven into every subject - from evaluating historical sources in history class to scrutinizing data visualization in mathematics. The tools of fact-checking are the defensive shield of democracy, and every graduate will be equipped with them.



Case trend **3**

UNESCO: Social Media 4 Peace Project - bolstering Kenya's digital resilience

UNESCO continues its Social Media 4 Peace project in Kenya, expanding their efforts to combat online hate speech, misinformation and disinformation. The initiative focuses on strengthening societal resilience against harmful digital content, particularly in the lead-up to the 2027 general elections.

The initial phase (started in 2021) laid essential groundwork by addressing immediate challenges posed by social media's impact on peace and cohesion. Key accomplishments included strengthening the capacities of journalists to report ethically on digital issues, equipping thousands of youngsters/students with vital Media and Information Literacy skills, and establishing a necessary dialogue between digital platforms and a range of local stakeholders.

The next phase is designed to move beyond foundational training to focus on institutional and policy changes. The strategic focus areas include fostering stronger, more diverse partnerships with content creators and national actors, developing new tools for human rights-based content moderation, and increasing youth engagement to actively promote peacebuilding narratives online.

A major strategic output announced for this phase is the development of a draft National Code of Practice for Disinformation and Hate Speech in Kenya, underscoring the importance of a regulatory framework, especially as the country approaches the high-stakes 2027 election period. The developed guidelines emphasise platform accountability, strong data protection, and the timely removal of harmful content - all grounded in principles of human rights, transparency, and safety.

The project's multi-stakeholder approach ensures broad representation and diverse expertise. Phase two of the Social Media 4 Peace project represents a sustained and coordinated commitment to transforming Kenya's digital landscape, shifting the focus from simply reacting to harmful content to proactively building a society that is critically informed and resilient.

[MORE INFORMATION AND UPDATES](#)

4

More gateways will make global access possible, but not for everyone at first

Low Earth Orbit (LEO) satellite networks such as Starlink and Amazon's Kuiper will democratise access to broadband, bridging digital divides in remote and rural regions. However, this will also centralise power among a few global providers. The next generation of education policy will emphasise open-source infrastructures, sovereign data handling, and public governance to guarantee that access does not come at the cost of autonomy.

The question of access spans three different areas: access through infrastructure, access to platforms, and access to information.

New infrastructure technologies - such as low earth orbit satellites - will be used as affordable means to provide global internet access. Gradually, prices will drop for high-speed internet across the globe. In parallel, smart mobile devices will replace the traditional mobile phone as second hand and low-price smart phones become widespread.

The rise of digital platforms has created new, powerful gatekeepers: EdTech companies, testing consortia and governments. These entities often dictate curricula, filter resources, and monetise data, creating a system where the quality of education depends on one's ability to pay or be favoured by a specific policy. These gateways will evolve to be universal, open-source, and publicly governed. Policies will be developed that decentralise control, ensuring that quality learning materials and robust digital infrastructure are a guaranteed right, not a privileged download.



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Case trend **4**

Impala Bridge: capability matters as much as equipment and connectivity

Low Earth Orbit satellites can bring fast internet to places far from cities. A school in a village can connect without fibre or phone towers. This is a major step to bring digital learning to remote areas where internet access was previously scarce or expensive. Connection to internet infrastructure supports teacher training, online lessons and access to national platforms.

A progressive initiative to make this happen comes from the Pan-African telecommunication provider Paratus. In July 2025 they launched the EduLINK programme to supply Starlink-based internet to schools in Africa. The initiative targets schools in Botswana, Eswatini, Kenya, Malawi, Mozambique, Rwanda and Zambia. Under the programme, each eligible school receives a Starlink kit, installation, support and 2 TB priority data per month.

EduLINK shows that a real deployment of LEO in schools today is not a pilot theory, but an active and pragmatic implementation of “satellite technology for good”.

Impala Bridge supported teachers in Benin remind us of something important: donors rush to provide laptops and connectivity (even if sometimes it lasts only for the duration of a project), but they often forget a key piece of the puzzle: in many African countries (mainly French-speaking) there is no digital learning content, and most teachers are not trained to create it.

Of course, the project is young and sustainability is monitored closely because there are a number of potential pitfalls that need close attention. First of all this is a project that comes from a private company. If schools and governments depend on these providers, they also depend on their rules, prices and technical decisions. A connection that comes from outside can be removed from outside. This raises a core question: who controls the data? When internet traffic passes through foreign systems, a country may lose control over student information, platform access and even which learning materials are shared in classrooms. Access is not the same as ownership.

Secondly, projects depending on corporate social responsibility may stop when subsidies change. Costs create another divide. Schools with strong budgets, often private and based in capitals, may adopt LEO first. Rural public schools may wait. The gap may widen before it closes.

A third barrier is human capacity. Internet alone does not make learning inclusive. Many teachers lack training to produce local, culturally relevant content or to use new platforms in a simple way. If content comes only from international sources, students may learn online but not learn about their own context.

Benefits and risks at a glance

Benefits	Risks
Fast internet in remote areas	Dependence on private providers
No need for heavy infrastructure	Loss of data sovereignty
Quick access to online learning	Foreign actors may influence content flows
Can support training and platforms	Teachers often lack training to create local content
Connects schools in days, not years	Elite schools may adopt first

Impala Bridge, in collaboration with EduLab (TechnofuturTIC Wallonia), offers training programs to teachers of all levels, school principals, governing bodies, researchers, and education students. These programs create the opportunity to transform their teaching methods and become more comfortable with digital tools. This supports local teachers to create their own content and serve their students well, beyond just staying connected.

[MORE INFORMATION](#)



5

More privacy & security awareness, but implementation is challenging

By 2026, education systems will integrate 'privacy-by-design' architectures, ensuring student data sovereignty and compliance with national protection frameworks. Teachers and administrators will receive formal training in digital safety, encryption use, and ethical AI deployment. EdTech providers will be mandated to meet transparent compliance standards before institutional adoption.

As education systems increasingly rely on EdTech for assessment, management, and instruction, the matter of Privacy & Security - safeguarding personal data online - has become paramount. Every click, score, and communication is data being collected, often by third-party vendors with poor retention and usage policies. For students, this data is more than personal information; it forms a digital identity that can follow them for life, potentially impacting future opportunities or exposing them to profiling. Educational institutions will move beyond simple compliance to adopting a 'privacy-by-design' approach in all technology choices, limiting collection to the absolute necessary minimum.

Digital EdTech services affect user privacy in three main ways:

1. Data collection without consent

Personal data, including sensitive information about educational progress and location, may be collected without truly informed consent from students or their guardians in remote areas who have few alternatives.

2. Insecure data storage

While LEO operators like Starlink have privacy policies, the technical complexity and sheer volume of data make the network a high-value target for cybercriminals and state actors. Critically, some LEO satellite systems have inherent technical challenges, such as limited computing capacity on the satellites, which restrict the ability to deploy high-complexity encryption protocols, potentially leaving traffic data less protected during transmission.

3. Lack of teacher and administrator training

A key finding across EdTech adoption in LMICs is the lack of digital security training for educators. This means the human factor - teachers and administrators - may be unknowingly storing student data on insecure local devices or failing to enforce privacy protocols, regardless of the quality of the primary network.

Case trend 5

Teacher Development Support Organisation (TDSO): a Cambodian perspective on privacy & security

Siem Reap based Teacher Development Support Organisation (TDSO) is active in the field of teacher training in Cambodia. To keep up with the rapid growth – and consequent managerial needs – of the organisation, TDSO made a deliberate effort to digitise their operations. Through their hands-on approach, they are now uniquely capable of putting this trend into the perspective of an LMIC environment.

Education systems will shift from basic compliance to privacy-by-design architectures, teacher training, and transparent EdTech compliance. In Cambodia, this shift is only beginning and is slowed by lack of a strong data protection regulatory framework, limited enforcement capacity, low institutional awareness of digital rights and reliance on foreign platforms without negotiation capacity.

As digital transformation in schools accelerates, the regulatory gap means most educational data is processed without clear oversight or safeguards.

Cambodian education institutions increasingly use Google Classroom, Meta platforms, Zoom, and assorted EdTech apps. This means student data is routinely stored on servers abroad, raising questions of sovereignty, consent, and exploitation. Governments face a legal conflict when foreign platforms process citizen data outside national jurisdiction. Cambodia faces this situation with little regulatory leverage or technical oversight capacity.



Application of “best practice” security standards is constrained by infrastructure realities such as unstable internet in rural areas, low device penetration, shared devices and shared logins and limited awareness of cybersecurity practices. Platforms requiring 2 Factor Authorisation are not feasible in remote areas, which is a direct Cambodian challenge. Schools cannot impose strong authentication without excluding large segments of students. Thus, security must be adaptive to low-resource environments without sacrificing too much protection.

Human vulnerability is the weakest link. In Cambodia, this is exacerbated by limited teacher training budgets, high workloads and low digital literacy, informal data storage practices (USB, unsecured laptops, messaging apps) and the normalised use of Facebook Messenger for student exchanges. This means the greatest risk is not the platform, but behaviour such as screenshots of grades circulating, class lists shared publicly, or photos of minors posted online without consent. Training will need to focus not just on tools, but mindset and culture change.

The Cambodian EdTech ecosystem is still driven by rapid expansion, not mature governance. Policy remains reactive rather than proactive. Governments and NGOs tend to prioritise connectivity, content delivery and platform deployment often at the expense of data minimisation, ethical safeguards and transparency.

The risk is a structural debt: solving access first, worrying about privacy later.

Cambodia is unlikely to pioneer its own data protection frameworks rapidly. Realistically, change will be driven by donor requirements, ASEAN regulatory harmonisation, EdTech vendor compliance models and Corporate standards (Google, Microsoft, Meta).

For Cambodia, this creates several priorities for NGOs and the MoEYS (Ministry of Education, Youth and Sport).

Cambodia is moving quickly into digital education, but privacy and security are not yet embedded. They are emergent. The global trend is valid and desirable, but its implementation in Cambodia will require contextual adaptation, resource-sensitive design, behavioural change and incremental and locally owned regulation, not simply importing Western compliance frameworks.



6

School leadership is transforming

Educational leaders will increasingly cast as cultural architects: not simply administrators, but visionaries who balance innovation with well-being. As we face rapid technological change, political division, and staff burnout, the heart of transformation lies not just in procurement of edtech, but in cultivating a leadership mindset rooted in emotional intelligence, agility, and shared purpose.

Recent research underlines that effective school leaders must cultivate a digital mindset - combining proactivity, empathy, and openness to experimentation - to guide AI or other complex technology adoption.

Leaders who are emotionally literate provide a foundation of trust: self-awareness, empathy, and relational management help them sustain a psychologically safe environment for risk-taking. Parallel to emotional intelligence, the distributed or shared leadership model has emerged in the literature as essential in digital innovation. By empowering teachers to co-lead, co-design, and co-decide technology integration, principals foster schoolwide ownership and democratize change.

Moreover, transformational leadership is still indispensable: inspiring a shared vision, offering intellectual stimulation, providing individual support, and encouraging experimentation all contribute to a culture of innovation.

From a more strategic perspective, school leaders must also ensure long-term commitment and resource alignment. Studies point to principals who strategically allocate budget to infrastructure, professional development, and technology supports - not just as one-off investments but as embedded within the school's mission.

Thus, leadership development programmes need to shift too - not only toward technical competence but emotional and adaptive capacity: coaching and training in digital instructional and transformational leadership, as well as participatory governance, give principals the toolkit to build shared leadership ecosystems that truly empower teachers.

Case trend **6**

VVOB – Leadership as cultural architecture in a digital school transformation

At Tagabi Junior School in Kericho County, Kenya, a VVOB-supported leadership programme demonstrates how school leaders can act as cultural architects – balancing digital innovation with staff well-being, trust, and shared purpose. Rather than treating technology as a technical fix, the school's experience shows how leadership mindset and culture shape sustainable change. Before the intervention, digital equipment was rarely used and teaching relied on traditional methods. Headteacher Sally Tanui recognised the potential of digital learning but lacked a clear leadership approach to integrate it meaningfully into pedagogy aligned with the Competency-Based Curriculum.

This shifted when she joined the Effective School Leadership for Junior Schools (ESL4JS) course, co-designed by VVOB and the Kenya Education Management Institute. The programme strengthened not only ICT-related skills but also emotional intelligence, instructional leadership, and strategic resource management, enabling the principal to reframe digitalisation as a collective process.

Leadership became distributed rather than directive. Together with teachers and an ICT expert, the school co-developed a digital strategy, organised hands-on peer learning, and embedded experimentation in daily practice. Teachers gained confidence using digital tools, supported one another through mentoring and team teaching, and increasingly integrated multimedia resources into lessons.

Emotional intelligence was central. By fostering trust and psychological safety, the principal encouraged risk-taking and professional growth, while transformational leadership provided a shared vision and individual support. Strategic investment in connectivity, professional development, and equipment maintenance embedded digital learning within the school's mission. The impact included improved teacher morale, stronger collaboration, increased learner engagement, and rising enrolment - demonstrating that digital transformation succeeds when leadership integrates emotional intelligence, shared ownership, and strategic alignment.

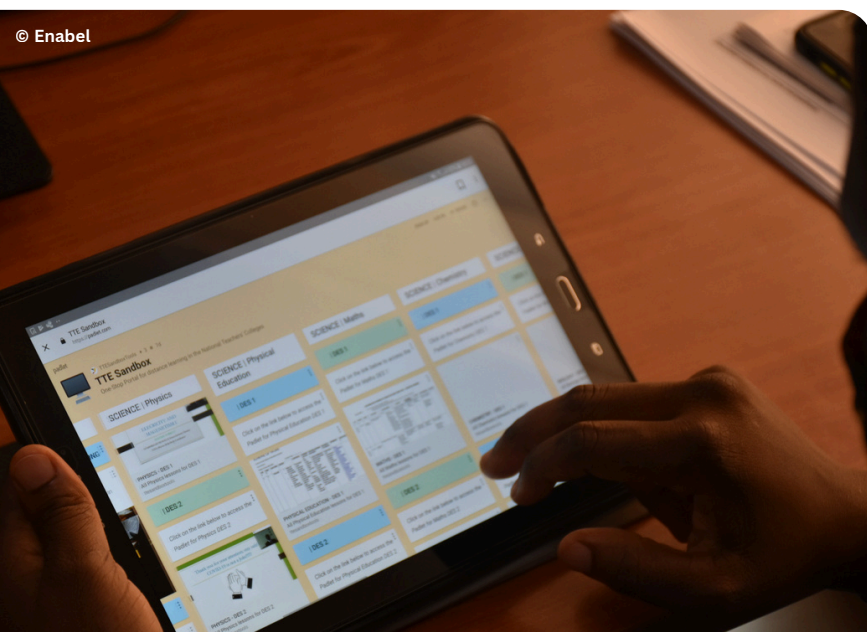
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7

Preparedness to cope with conflicts and emergencies will become paramount

As the dual pressures of climate change and geopolitical conflict escalate, the need for education during emergencies is increasingly urgent and central to humanitarian efforts. In response, a growing number of donors, governments, and NGOs are expected to prioritise investment in mobile learning platforms and hybrid classroom solutions - complementing traditional in-person teaching and psychosocial support - to guarantee educational continuity and enable swift recovery for communities in crisis. Crucially, education is now being recognised not merely as a tool for post-crisis reconstruction, but as an immediate, proactive measure essential for fostering resilience, stability, and hope amidst ongoing emergencies.

When a region descends into conflict, education is frequently among the first services to be suspended and the last to resume. However, education is not a luxury that can be postponed until peace returns; it is a life-saving and stabilising intervention. Throughout conflicts and crises, governments, parents, and young people consistently continue to prioritise education, recognising its vital role in sustaining learning, securing future prospects, and preserving a sense of normality, social cohesion, and hope. Education also provides protection against radicalisation, recruitment into armed groups, child labour, and exploitation. It must contribute to conflict prevention and resolution, challenge divisive narratives, nurture respect, and help restore social cohesion. Donors and governments should acknowledge that funding education in emergencies is not merely a humanitarian necessity, but a crucial investment in the foundations of stability, justice, and lasting peace. Increasingly, evidence shows that internal displacement is driven not only by conflict but also by natural disasters and climate change - some events, such as floods or earthquakes, occur suddenly, while others, like water salinisation from rising sea levels, unfold gradually, damaging livelihoods and forcing communities to migrate.



Case trend **7**

Enabel - Digitalisation as a tool for resilience

Digitalisation stands as a cornerstone of Enabel's strategy to maintain learning during crises and bolster the resilience of education systems. While in-person schooling remains essential - particularly for young children and for reestablishing the sense of normalcy vital to mental health and social cohesion - digital solutions offer a crucial complement. Through initiatives such as the EU-funded initiative "Resilience to COVID-19 through Digitalisation" – RESICODI and the Wehubit programme funded by the Government of Belgium, Enabel has been promoting digital learning platforms, offline content distribution, and hybrid educational models in its partner countries including Rwanda, Tanzania, Niger, and Uganda.

These efforts empower vulnerable and displaced learners to continue their education amid disruptions, while specialised teacher training in digital pedagogy and content creation enhances adaptability in emergency contexts. For older youth, digital, blended, and non-formal learning pathways foster employability and civic engagement, reducing the risks of alienation and radicalisation. Experiences from Palestine and Ukraine further demonstrate that online education can effectively reach learners in conflict zones, serving as a temporary or partial substitute when in-person learning is restricted or not possible.

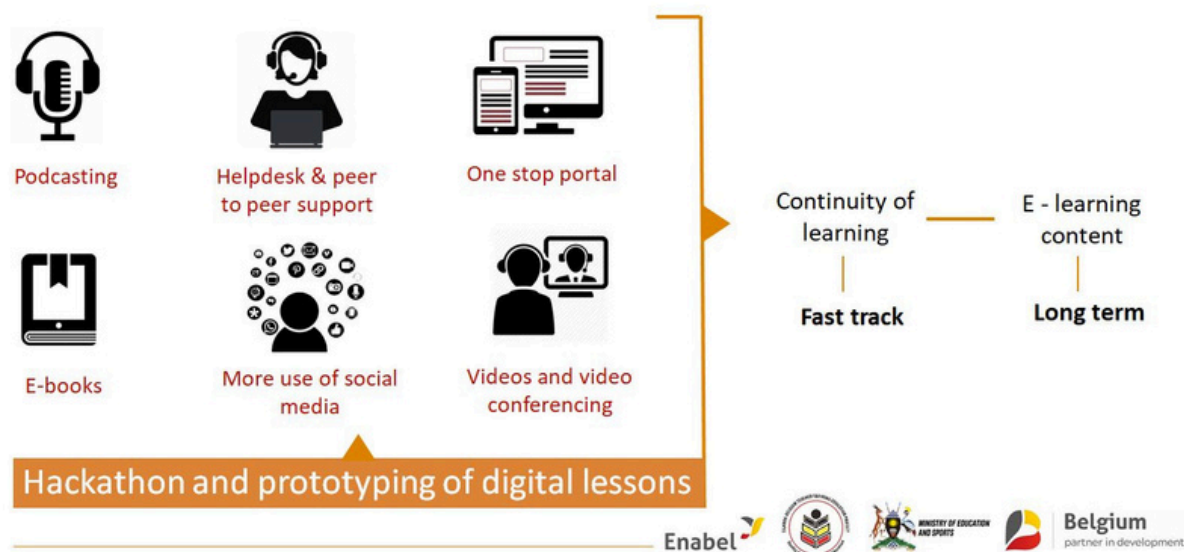


During the COVID-19 pandemic, which led to the prolonged closure of all schools and teacher training colleges in Uganda, education technology proved pivotal in sustaining teacher development. In response to the school closures, the Ministry of Education and Sports and Enabel launched the “Teacher Training & Education (TTE) Sandbox”, an innovative initiative designed to create and deliver subject lessons and e-learning courses using open, free digital tools. The Sandbox facilitated ongoing communication between the five National Teachers’ Colleges and students through bulk SMS and video conferencing. Communities of Practice (CoP) sessions introduced new digital tools, while a dedicated helpdesk encouraged peer-to-peer support among lecturers.

Creative activities, including a virtual hackathon and a screen-casting challenge, inspired lecturers to incorporate diverse technologies into lesson planning and delivery. All educational materials were made accessible through a centralised portal. Widely regarded as a success, the Sandbox not only ensured learning continuity for students and teachers across the five National Teachers’ colleges but also ignited a movement toward sustainable, long-term digital solutions for teaching, learning, and education management.

► Strategy for distance learning - TTE sandbox

| During COVID - 19 pandemic



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