Annual Report 2025

FOREWORD

A MESSAGE FROM LEADERSHIP

2025!!! What a Year...

Dear readers,
Our milestones and Impact in 2025 couldn't have counted if we were not to spotlight the collaborations from various learning and training partners ranging from Private to Public sectors, Civil Society Organizations, Academic institutions, Secondary schools and many others – who worked and walked with us side by side building what we call "Digitally Inclusive Societies"

Purpose of This Report

This report is just the tip of the iceberg compared to the work that took place behind the scenes to bring the outstanding performance, AHA!! moments, highlighting and navigating everyday challenges in bridging the digital divide.

In the next 4 years one thing is for sure that there will be a lot of advancements when it comes to Technology, Education and civic participation – one thing we know is that, African Child Projects is prepared to stay ahead of the curve in innovation, digital acceleration, digital management and in the end achieving our Vision of building Digitally Inclusive Societies. I welcome you all to join hands with us – let's all build bridges between Africa and the World by bridging the digital divide and enhancing access to opportunities for all Tanzanians.

CATHERINE KIMAMBO
Executive Director

TABLE OF CONTENT

African Child Projects

ABOUT AFRICAN CHILD PROJECTS

A Brief Story About Us,

At the core of our mission lies a commitment to technology-driven projects aimed at enhancing the lives of our community members. By leveraging technology, we strive to empower our community with transformative experiences, enabling them to not only access but also embrace and enjoy the benefits of technological advancements. Through our projects, we bridge the gap between innovation and accessibility, ensuring that everyone can participate in and appreciate the positive impact of technology on their daily lives.

VISION

Digitally Inclusive Societies

MISSION

S01

To improve digital connectivity and reduce digital divide in Tanzania.

ACP's mission goes beyond improving access to digital tools and platforms, but also ensuring the community is motivated to utilize them to reach full potential and transform lives. The goal is to ensure no one is left behind, in line with the United Nations Agenda 2030 as digital technologies benefit 70% of Sustainable Development Goals (SDGs) targets.

S02

To promote effective use of digital tools and platforms to access education and educational materials

The world is increasingly becoming technology-driven, as the internet breaks geographical barriers in accessing resources and opportunities. This includes access to educational resources and economic opportunities, including employment and entrepreneurship opportunities, in the digital economy. Our goal is to help our targeted groups make effective use of the available technological tools and digital platforms to access such resources and opportunities,.

S03

To promote effective use of digital tools and platforms to enhance civic participation

We shall empower targeted groups to use the digital tools and platforms in civic participation. We believe increased access to technology and digital platforms shall boost civic engagement and ensure effective and meaningful participation in the digital world. ACP shall facilitate effective use of digital tools and platforms for purposes of enhancing digital civic participation.

S04

To strengthen institutional capacity for operational effectiveness and efficiency

To effectively and efficiently achieve our first and second objectives, we shall aim to strengthen internal capacity, focusing on areas such as governance, human resources, resource mobilization, and systems development and strengthening.
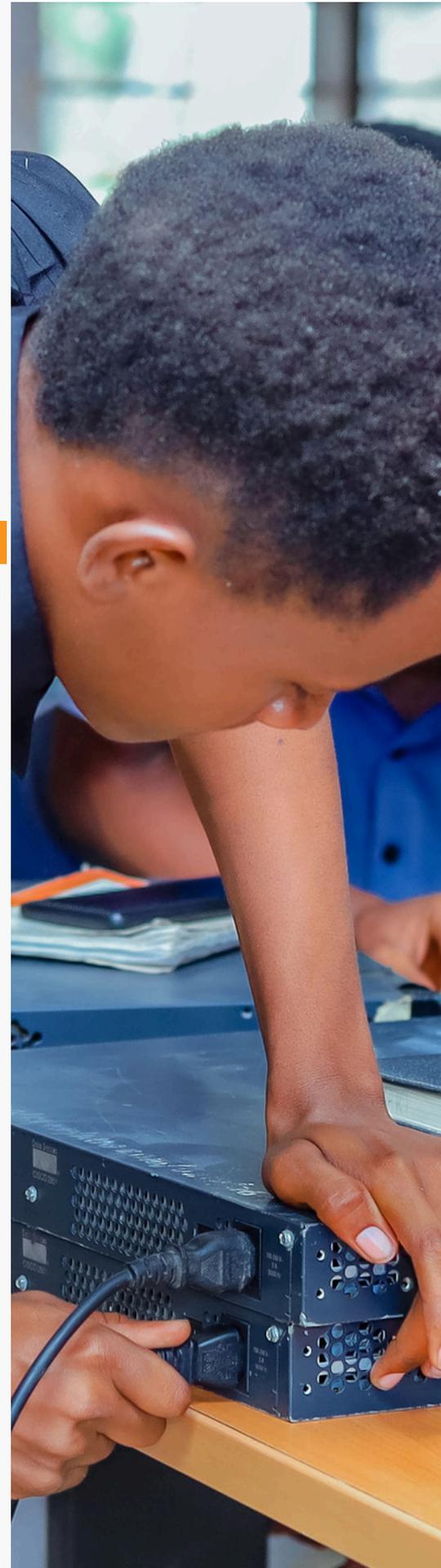
2025 STRATEGIC FOCUS

The Bigger Picture

This Annual Report outlines the strategic interventions, activities, and milestones achieved by the African Child Projects (ACP) Organization from January 1st to November 30th, 2025. Operating under the NGO Act of 2002, ACP continues to bridge the digital divide in Tanzania through its core thematic areas: Technology & Digital Rights, Education Access & Quality and Digital Civic Engagement

Strategic Initiatives

2025 was a pivotal year for ACP, marking strategic shifts and growth. Key initiatives included:
2025/28 ACP Strategic Plan - this groundbreaking plan set long-term objectives, redefining the vision as "**Digitally Inclusive Societies**." and Thematic areas
- Technology & Digital Rights
- Access to Quality Education
- Digital Civic Engagement

The beneficiary focus shifted from children to accomodate youth, women, and persons with disabilities, aiming to impact over 10,000 beneficiaries by 2028.
Resource Mobilization Unit: Established to oversee long-term sustainability, growth and expansion plans
Capacity Building: ACP being a learning organization makes learning a neverending endevour both internally and externally by engaging in skills building workshops on topics like AI, Cybersecurity, financial control, and Child safeguarding.

Strategic Partnerships

2025 not only gave us a plan, but allowed redefining our operation scope and methods into a deeper meaning with greater impact. On potential partnerships as a strategic focus, we were able to initiate new partnerships and sustain the preexistent engagements. A number of of 10 new partners were recorded, where the new changes included accepting partners who needed our ICT expertise support in their independent initiatives through the newly established Academy Support Center (ASC). ACP as an ASC mobilized 14 Cisco Academies in Tanzania and Africa.

Analysis

The 2025 operational year prioritized Strategic Objective 2, which aims to improve access to quality education and educational materials. Through the African Child Academy and other initiatives, we successfully equipped youth, women, children, and persons with disabilities with vital digital skills. This strategic focus was chosen to directly combat digital exclusion, ensuring that marginalized groups possess not only the access but also the confidence and technical competence required to navigate the modern digital economy.

2026 STRATEGIC FOCUS

The Big Picture

2026 marks the 2nd year of the first half, for the **Strategic Plan 2025/28**. The year marks an intensified implementation of improving digital connectivity and reducing digital divide in Tanzania and promotion of effective use on digital tools and platforms to access education and educational materials.

Through these objectives, ACP looks forward to strategically implementing **multiple beneficiary-specific programs** towards achieving higher impact in every beneficiary group.

Also, findings and recommendations of the **2025 Evaluation report** outlined various recommendations that will be used as best practices to intensify our outreach to more community members thus **creating balance between local communities and beneficiaries from the learning institutions cycle**, who were the majority in ranking for the past year.

2026 Potential Partnerships

In 2026, we are pivoting toward grassroots equity. While previous years centered on academic hubs, our current phase leverages a diverse network of 21 new allies to penetrate rural markets. We are now operationalizing 2025's data-driven insights to ensure digital tools reach beyond students, empowering the broader Tanzanian community

Strategic Initiatives

In 2026, ACP will further dig deep into initiatives that exclusively focus on each group of beneficiaries, thus leaving a few initiatives as inclusive in nature. These initiatives answer our thematic Area 1 & 2. these programs are Digital Powerhouse (women), Digital Defenders (Partnership with Universities), Digital jamii (Community Awareness), Digital Pioneer (children (7 - 15): Public and Private Schools), T.O.T (for all our course instructors and certified trainers), Digital Inclusion (PWDs), Dijitali na Sisi (Podcast and media), and Future Ready program (Staff upskilling initiative).

High Impact activities

In 2026, high impact will not be achieved without depth designing of programs that ensure outreach to deeper communities and beneficiary groups.

Therefore, ACP will run a total of 9 beneficiary custom programs under African Child Academy. These further sub categorized into an average of 4 short trainings per each custom program. The programs target Children (3), Youth (2), women (1), PWDs (1), TOT (1) and one program for public awareness through media means. These programs will be partly non mutually exclusive, particularly in the sub activities involved so as to maximize impact. This makes a total number of 3,822+ people as targeted beneficiaries out of 10,000 proposed beneficiaries as per 2025/28 Strategic Plan.

Q1 Outcomes

1. **Onboarding and activation of four new partner academies.**

Rapid Expansion of the Academy Support Center (ASC): Quarter 1 was a period of significant growth for the academy network within Tanzania and the surrounding region. **Southland Campus** was activated on February 19. **Eden University** joined the network on February 28. In March, the network expanded further with the activation of the **Shaqodoon Organization** (March 18) and **Ruaha Catholic University (RUCU)** (March 25).

2. **Technical capacity building for instructors to support learners with disability**

Commitment to Inclusive Education (PWD Initiative):- The academy began laying the groundwork for its 2025–2028 strategy focused on **Persons with Disabilities (PWDs)**. In mid-March, instructors received specialized training on **Assistive Technology on a** two-day intensive session with **Teach Access** and received **best-practice guidance from Bridge Academy in Kenya**. The training covered critical areas such as candidate profiling for different disability types and identifying the right employer engagement opportunities for PWD graduates.

3. **Recognition of the academy's innovative methods and individual instructor excellence.**

Regional Recognition and Professional Awards: In late January, the organization participated in the Cisco Conference in Nairobi, Kenya. **Richard Mazinde** won **3rd place** in a "Capture the Flag" (CTF) competition titled "**Let's challenge your Netacad Knowledge**" and was awarded a wireless power bank. Mazinde was also awarded the **Outstanding Instructor Certificate for FY24**. During a panel discussion, the academy shared its success in using an **annual training calendar** to revitalize rural academies that had previously suffered from poor performance.

Instructor Newtwork Academy Conferance Jan 23-24, Kenya

Q2 Outcomes

1. **Successful professional development for 12 key educational stakeholders.**
Capacity Building and Educator Training Karatu - Arusha: - In late May, a major focus was placed on preparing local educators to lead future Cisco programs. From **May 26 to May 31**, an **Instructor Training on IT Essentials** was conducted. While the goal was to prepare teachers, the session expanded to include **12 candidates**, including the **District Education Officer** and the **Executive Director of World Vision Tanzania**. Participants gained practical skills in computer hardware assembly, Ethernet cable termination, and cloud computing configuration.

2. **Top-tier placement in the Cisco Capture the Flag (CTF) Competition:**
Achievement in Regional Technical Competitions:- The organization demonstrated a high level of its training through regional recognition in cybersecurity and networking. On **June 3, 2025**, two teams competed. The **Networking Team** (Innocent P. Mwaipopo and Caroline Gadau) **secured 6th place**, while the **Cyber Team** (Rafia Maganga and Said Athuman) earned a prestigious **3rd place** representing the African Child Academy.

3. **Training of 100 community members in critical digital skills.**
Bridge-Building through Community Training:- To ensure digital literacy reached beyond traditional students, the organization conducted outreach in underserved areas. In June, collaborative sessions with **SOS Children's Villages** were held in **Majohe and Mazingize**. The training reached an equal gender split of **50 boys and 50 girls** aged 15–25, focusing on **Cyber Safeguarding Awareness** to enhance online safety and digital literacy.

4. **Practical application of AI and Programming through the development of a physical product.**
Technical Innovation via Student Bootcamps: A specialized boot camp was held to provide students with hands-on experience in cutting-edge technology. During the June bootcamp, participants used **Python and Arduino libraries** to design an **AI-integrated biometric fingerprint system.** This cloud-based sign-in solution was designed to replace manual methods, and the training culminated in **18 candidates** (including five girls) completing the intensive physical session.

Highligh of the Q2 program Participants

Pie chart: AI & Programming Bootcamp 6.4%, ITC TOT 4.3%, Community Training 35.7%, CTF 53.6%
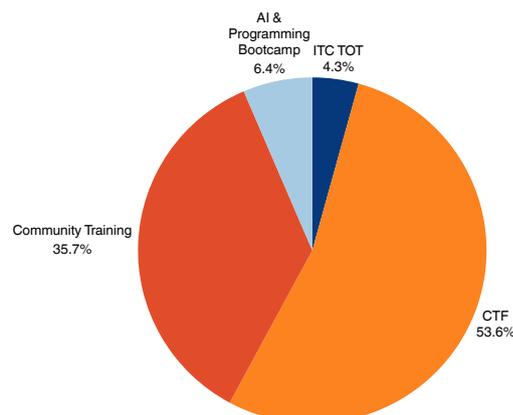
Q3 Outcomes

1. **Improved technical skills for both students and instructors.**

Launch and Execution of the Static Website Challenge:- As part of our competence based initiatives we launched a **Static Website Challenge** to our digital clubs - where students took a course on webdevelopment and created a website, focusing on July (preparation) and August (execution). **A total of 46 students** from four schools participated. A notable achievement was that the challenge provided a "blueprint" for **ICT teachers**, some of whom reported learning **HTML and CSS** for the first time alongside their students while acting as mentors.

2. **Expansion of the Cisco academy network and renewed collaboration.**

Strategic Partnership Expansion and ASC Reviving:- The **Academy Support Center (ASC)** focuses on recruiting new academies and re-engaging old ones. In July, the African Child Projects ASC successfully formalized partnerships with **The Open University of Tanzania Academy** and the **Dar es Salaam Institute of Technology (DIT)**. On July 28, a strategic meeting was held to reintroduce **Cisco programs** like the **Cyber Cup** and **SecureIT** to partners who had been inactive for some time, ensuring alignment for upcoming initiatives.

3. **High enrollment and streamlined coordination through early planning.**

Successful Preparation and Launch of the Cisco Summer Camp:- One of the primary outcomes of July was the groundwork for the Cisco Summer Camp, which runs from **August 1 to September 30.** The preparation involved creating a detailed timetable, hosting orientation sessions, and centralizing student communication and feedback systems. By the end of July, enrollment for summer camp tracks (such as Programming, AI, and Cybersecurity) was well underway, with courses like **Python Essentials** and **Introduction to Cybersecurity** scheduled to run throughout August and September.

Q3 Students Course Participation

Python 6.4%
Digital Literacy 5.3%
CCNA 18.1%
Data science 12.2%
AI 2.7%
Cybersecurity 55.3%
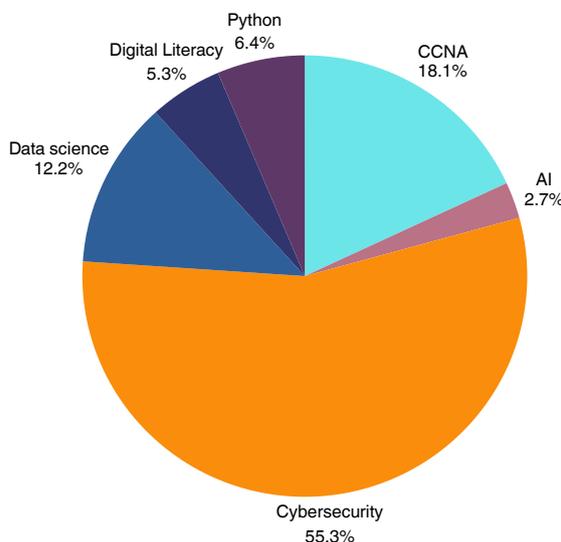
Q4 Outcomes

1. **Successful transition from complex online courses to a high-impact, competency-based offline learning model.**

   Transformation of Technical Training for Vulnerable Youth: Between October and December, a major project was implemented at **SOS Children's Village Kurasini** to bridge the digital divide for 56 vulnerable youth and school dropouts:

   - **Bilingual Glossary Development:** To overcome a functional English proficiency of only 2%, the project created a **67-term bilingual glossary** that translated technical ICT terms into Kiswahili to ensure genuine comprehension.

   - **Creative Content Mastery:** 12 students in the "Advanced Cohort" achieved full digital independence, using Microsoft Word to **design exercise book covers** and **phone case prototypes**.

   - **Video Production Logic:** Students mastered "slicing and masking" in **CapCut**, which served as a cognitive bridge to the sequential logic required for future programming courses.

2. **Expansion of local instructor capacity in AI and Data Science within Sudan.**

   International Capacity Building for Sudan:- A significant international initiative that began in September continued throughout the fourth quarter. A virtual instructor training program engaged **over 200 students** and two instructors in Sudan, with the cohort scheduled to conclude its activities by **November 31, 2025.**

3. **Formalizing partnerships and securing future hardware donations.**

   Strategic Resource Mobilization and Partnerships:- Quarter 2 saw significant progress in securing the physical infrastructure needed for the academy's expansion. During a trip to Arusha, the organization established a connection with a global architecture firm, **Gensler, under Damilola Kehinde**, which opened the opportunity to receive **Cisco devices** (Cisco 2960X series 48 ports gigabit -1, Cisco 3560G series 48 ports gigabit - 2, and ASR10001 - X 6 G, 2T ports - 1) as in-kind donation on Nov 27, 2025.

Donation of Cisco Devices From Gensler, Under Damilola Kehinde

2025 Overview

2025, was a year of both internal and external growth for ACP. Internally, we re-imagined our operational structures, the capacity growth of the team and redesigned projects to programs. This all started with intensive usercentric focus, strategic capacity building, imagining new forms of partnerships and mobilizing of potential resources towards creating a deeper meaningful impact. This marked the beginning of our 2025/28 roadmap and hopefully, 2026 will scale more achievement of objectives as an extension to the scaling of the strategic direction to 2028.
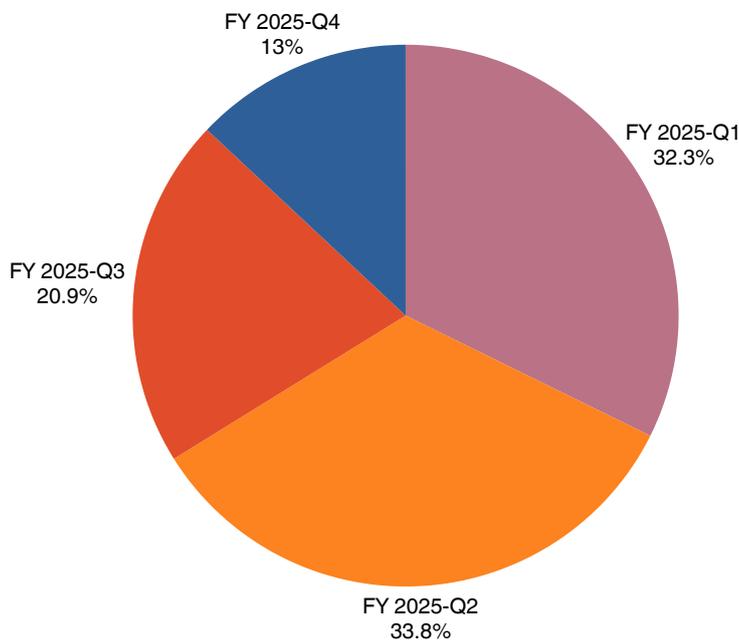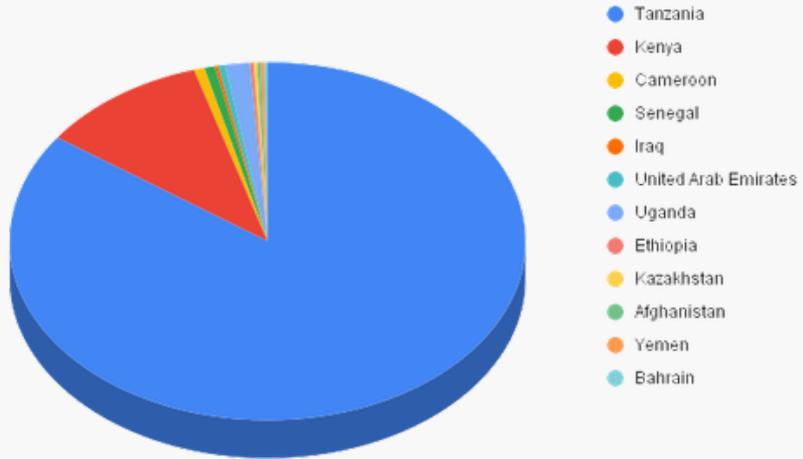

Quaterly Participation Overview

FY 2025-Q4
13%

FY 2025-Q1
32.3%

FY 2025-Q3
20.9%

FY 2025-Q2
33.8%

In 2025: Learner engagement, particularly participation our digital skills classes under Cisco Network Academy, varied among different groups due to differing schedules. Our several focus groups, such as digital clubs in secondary schools, which operate on an annual timetable, that aligns to their schools schedule. Similarly, university clubs a very vibrant group with often demanding schedules that limit participation. Additionally, women whom our reports shows we have reached only **18% in 2023-2025** due to various social-dynamic factors, and persons with disabilities (PWD) learners who face both internal and external barriers that affects their learning. The pie chart illustrates participation across these different groups.
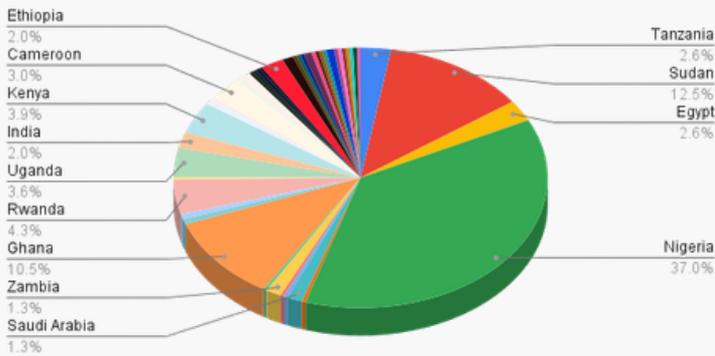
African Child Projects

MARKET SIZE

The African Child Project's Cisco Academy offers programs both online and in-person. Through our online sessions, we are not only reaching participants in Tanzania but across Africa and Middle-East. Below are examples of two programs that illustrate our reach:

The Summer Camp 2025 Aug - Sep

- Tanzania
- Kenya
- Cameroon
- Senegal
- Iraq
- United Arab Emirates
- Uganda
- Ethiopia
- Kazakhstan
- Afghanistan
- Yemen
- Bahrain

AI & Data Science Sudanees Other Country Involvement

Ethiopia 2.0%
Cameroon 3.0%
Kenya 3.9%
India 2.0%
Uganda 3.6%
Rwanda 4.3%
Ghana 10.5%
Zambia 1.3%
Saudi Arabia 1.3%

Tanzania 2.6%
Sudan 12.5%
Egypt 2.6%
Nigeria 37.0%

AI & Data Science Sudanese Program. Sep - Nov 2025

13

TOP COURSES 2025

Top Courses 2025 Participation

Python 4.3%
AI 9.2%
Networking Essentials 11%
CCNA R&S 16.9%
IoT 2.3%
IT Essentials 4.4%
Entrepreneurship 1.2%
CCST IT Support 0.4%
Web Development 4.9%
Digital Literacy 6.3%
Data Analyst 6%
Cybersecurity 32.6%
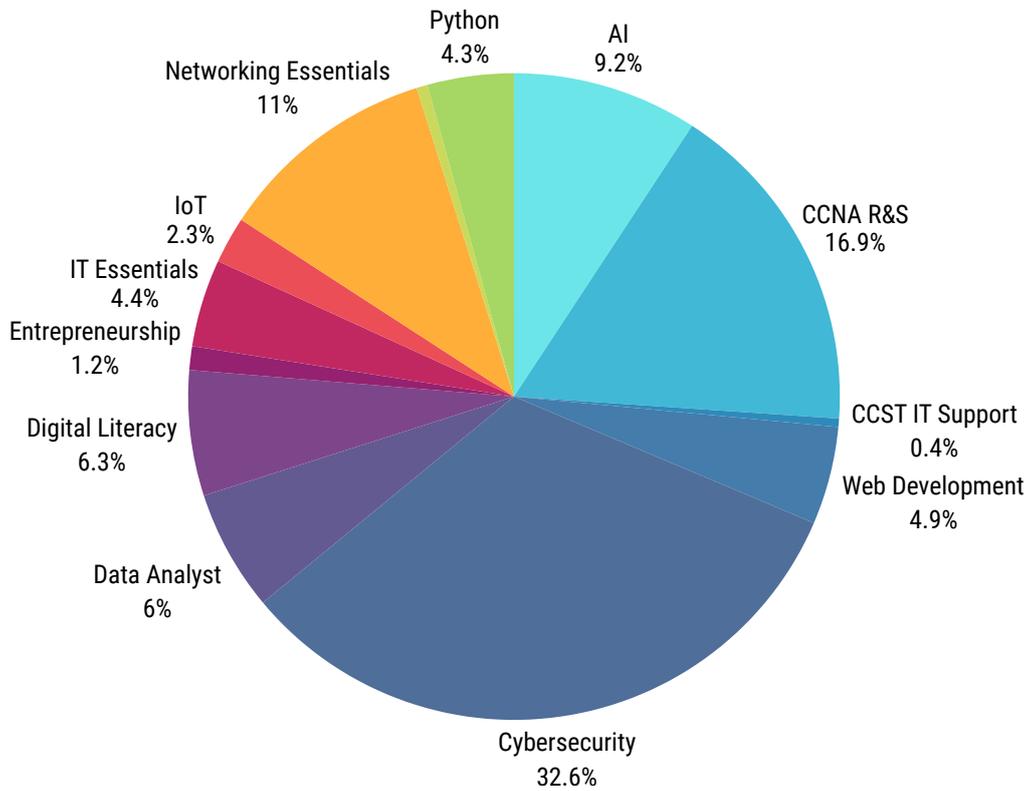
ACADEMY SUPPORT CENTER - ASC

ASC AT A GLANCE

The **Academy Support Center (ASC)** is a designated support entity within the Cisco Networking Academy framework responsible for mentoring, guiding, and providing operational support to Cisco academies. The ASC serves as the primary resource for addressing common academy challenges and managing the blueprint for institutions seeking to become Cisco academies.

In 2024, our strategic plan established an ambitious target: to support the establishment of **45 fully functioning Cisco academies in Tanzania by 2028.**

By 2025, the milestone was set at **14 academies**, leaving a significant responsibility to facilitate the development of **31 additional academies** within the remaining strategic period.

GROWTH AND EXPANSION

By 2025, we successfully restored and expanded support **to 11 additional Cisco academies,** bringing our total mentorship portfolio to **14 academies.**
This marked a critical step toward achieving our 2028 national target.

ADVANCED DIGITAL LEARNING CENTER	2025-10-01	Active
University of Dar-es-Salaam, Computing Centre	2025-08-26	Active
Open University of Tanzania Academy	2025-08-05	Active
Dar-es-Salaam Institute of Technology	2025-07-21	Active
University of Dar es Salaam Computing Centre, Dodoma	2025-06-18	Active
JR INSTITUTE OF INFORMATION TECHNOLOGY	2025-06-16	Active
SOLVEIT EDU	2025-05-31	Active
Ruaha Catholic University (RUCU)	2025-03-25	Active
Shaqodoon Organization	2025-03-18	Active
Eden University	2025-02-28	Active
SOUTHLAND CAMPUS	2025-02-19	Active

KEY ACHIEVEMENTS (2025)

Our academy was honored with the Premier Partner Award under the Cisco Networking Academy partnership framework.

Benefits Received:

- Free Instructor Certifications
- Subscriptions to Cisco U learning resources
- Enhanced institutional recognition

PERFORMANCE ASSESSMENT AND INSTITUTIONAL STRENGTHENING

Currently, the overall performance of supported academies remains **average**, indicating the need for:
- Improved awareness of Cisco Academy updates
- Increased engagement with global Cisco initiatives
- Stronger academic monitoring and reporting systems

It was observed that many academies were not up-to-date with key updates from 2023. To address this, we conducted:
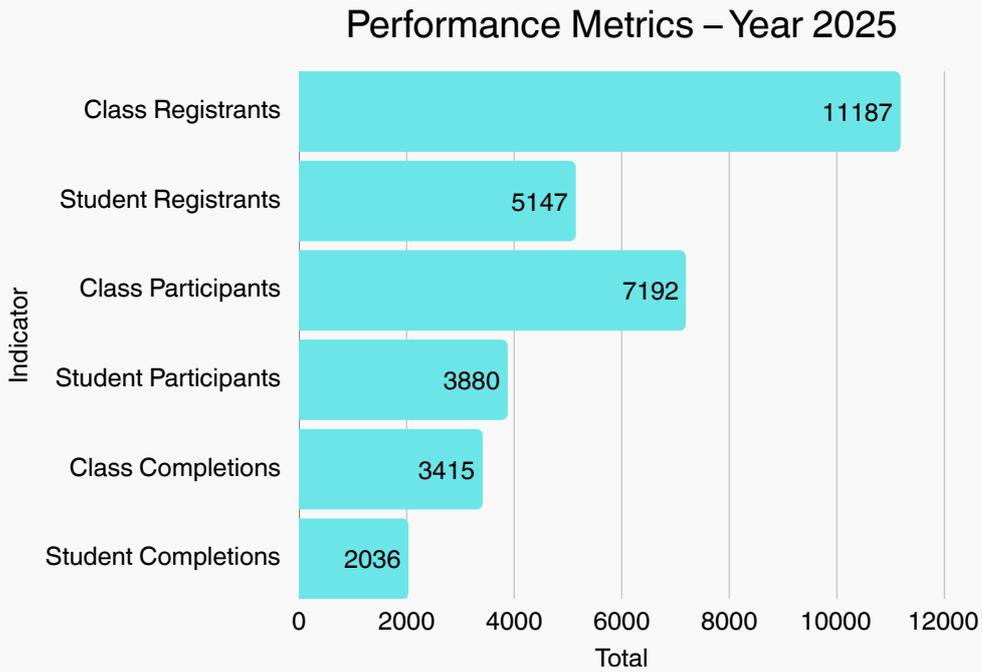- Physical visits to Cisco academies
- Awareness sessions
- Direct engagement meetings with instructors and management

We recognize that building strong academic programs requires time, consistency, and structured investment—while neglect can rapidly undermine progress. Our ongoing outreach and mentorship efforts aim to strengthen long-term sustainability and performance.

ACADEMY SUPPORT CENTER

Performance Metrics – Year 2025

These figures reflect steady growth and improved academy engagement under ASC mentorship.

Performance Metrics – Year 2025

Indicator	Total
Class Registrants	11187
Student Registrants	5147
Class Participants	7192
Student Participants	3880
Class Completions	3415
Student Completions	2036

Growth and Expansion (2025)

By 2025, we successfully restored and expanded support to **11 additional Cisco academies**, bringing our total mentorship portfolio to **14 academies.**

This marked a critical step toward achieving our 2028 national target.

Growth and Expansion Of Cisco Academies

Year	Academies
FY24	3
FY25	11

AWARDS AND RECOGNITIONS.

ACKNOWLEDGEMENTS:

Most impact reports conclude with a page acknowledging the contributions of those who worked tirelessly on the projects mentioned within. Below, list down the names of those committed to these projects, such as:

Additionally, African Child Projects was recognized for its participation in the Capture The Flag (CTF) Competition – MEA & CIS Region, a regional cybersecurity challenge that brings together emerging talent from across the Middle East, Africa, and the Commonwealth of Independent States. This recognition highlights our growing footprint in the cybersecurity ecosystem and our commitment to preparing young people with practical, industry-relevant skills.

2025, African Child Projects received significant recognition for its contributions to digital skills development and cybersecurity capacity building. The organization was honored as a Digital Inclusion Catalyst, acknowledging our efforts in expanding access to digital opportunities for underserved communities, particularly women and youth in rural areas.

CHALLENGES:

01 RETENTION RATES

Poor attendance in self-paced modules. Without the structure of a physical classroom, many students struggle with time management and self-discipline, leading to drop-offs.

02 SCHEDULING CONFLICTS

School calendars conflict with club activities. Academic pressure often forces students to prioritize standard curriculum over "extra-curricular" digital skills, limiting their practice time.

03 BUDGET CONSTRAINTS

Rural students cannot attend physical forums. This creates an "opportunity gap" where urban students get more networking exposure than their rural counterparts solely due to logistics.

04 LANGUAGE BARRIER

English is the 2nd /3rd language to most African learners. In other communities, English is a total foreign lagnuage. Our instructors attending beneficiaries, especially from non-academic settings were challenged interpreting the courses reulting to time consuming and delivering complications.

05 CONNECTIVITY PROBLEM

Marginalized groups lack digital equipments as tools to facilitate smooth learning. Most sessions were charecterized with the use of insitutional owned devices for instruction purposes. this leaves beneficiaries with no equipments to practice in extra time or apply the aquired skills for benefit. the challenge has reduced outreach impact, enrollment number and learner's consistency.

LESSON LEARNT:

GENDER DYNAMICS:

Female students thrive when they have specific peer support and female mentors, rather than being in mixed groups dominated by boys.

INFRASTRUCTURE SUPPORT:

Schools need help not just with coding, but with the logistics of IT (hosting, domains).

COMPETITION DRIVES ENGAGEMENT:

The Static Website Challenge proved that students work harder when there is a competitive element and a tangible reward.

RECOMMENDATIONS:

GEAOGRAPHIC EXPANSION

Moving beyond urban centres to intentionally reach the "last mile" learners those in rural, underserved, and marginalized communities who are often excluded from digital and educational opportunities ensuring that access to skills, technology, and innovation is equitable, inclusive, and transformative for all.

ENGAGEMENT STRATEGY

Introduce webinars and structured group assignments to replicate the social accountability, peer support, and collaborative learning environment of a physical classroom within an online setting fostering interaction, active participation, shared responsibility, and a stronger sense of community among learners.

TARGETED FUNDING:

Secure dedicated grants to provide travel stipends and logistical support, ensuring that rural and underserved students can actively participate in national events without financial barriers promoting inclusivity, equal representation, and equitable access to opportunities.
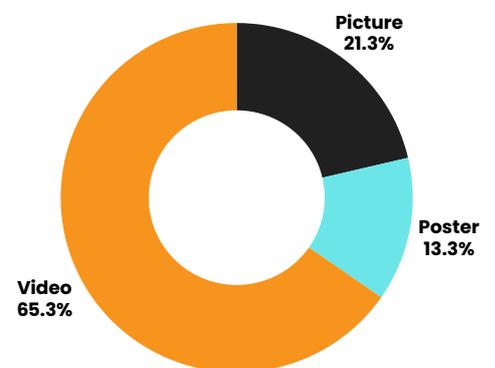
SOCIAL MEDIA PERFORMANCE OVERVIEW

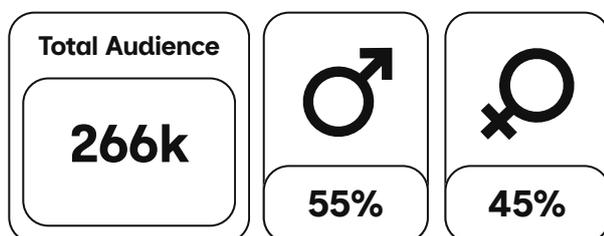| Total Impression	Total Engagement	Total New Followers
266,671	**230,000**	**6,500**

Performance by Social Media Platforms :

● **Instagram**	1522	▲	30%
● **Linked In**	1536	▲	50%
● **Facebook**	1332	▲	10%
● **Whatsap**	1439	▲	10%

Performance by type :

Picture 21.3%

Poster 13.3%

Video 65.3%

Audience Demographics :

Total Audience

266k

♂ 55%

♀ 45%

Age 18 –24 : **20%**

Age 25 –34 : **70%**

Age 35 –44 : **10%**

Peak Engagement Time :

78% Morning

86% Afternoon

50% Evening

32% Midnight
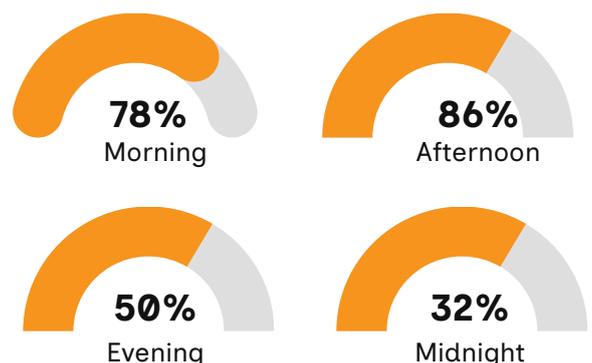
African Child Projects experienced steady growth across its social media platforms. Our follower base increased, and overall engagement levels improved, with higher interactions on program updates, community activities, and digital inclusion content.

In addition, we officially launched our Instagram channel, African Child Projects, to further strengthen our digital presence. Through this platform, we will be sharing updates on events, programs, internship opportunities, and other key organizational activities.

This expansion enhances our communication reach and supports greater engagement with our community and stakeholders.

ADVERTISING AND PROMOTION

TARGETED ADS

We utilized targeted social media advertisements to reach specific audiences, including youth, women in ICT, and community stakeholders. This approach increased program awareness and drove higher engagement and registrations.

MEDIA

We leveraged digital media platforms to promote organizational milestones, events, and impact stories, strengthening public awareness and enhancing brand recognition.

ENGAGEMENT STRATEGIES

PERSONALIZED INTERACTION

We maintained active communication with our audience by responding promptly to messages, comments, and inquiries. This approach strengthened trust and built meaningful relationships with our followers and stakeholders.

COMMUNITY BUILDING

We fostered a strong online community by sharing impact stories, program updates, and opportunities that encouraged participation and collaboration among youth, women, and partners.

INTERACTIVE FEATURES

We utilized interactive content such as polls, Q&A sessions, event highlights, and announcements to increase engagement and encourage active audience participation.

PR ACTIVITES:

SESSION WITH MLIMANI TV

We're thrilled to have joined Mlimani Radio for an inspiring discussion on empowering girls in ICT ,a cornerstone of our mission to "Build bridges between Africa and the world."
Key Takeaways from the Interview:
Why Girls in ICT?
There is no digital equality without gender equality. We're equipping Tanzanian girls with ICT skills to build a more inclusive future ,one coder at a time.

TANZANIA WOMEN IN TECHNOLOGY CONFERENCE (TWTC),

Our ACP team had the incredible opportunity to attend the Tanzania Women in Technology Conference (TWTC), celebrating innovation, inclusion, and digital empowerment for women! From insightful discussions to inspiring connections, this event showcased the power of women breaking barriers in tech.

NATIONAL RE-ENTRY IMPLEMENTATION PLAN

Joined partners and stakeholders at the launch of the National Re-entry Implementation Plan and Impact Assessment Study on School Re-entry Policies a milestone led by TEN/MET in collaboration with the Ministry of Education, Science and Technology (MoEST) .

ORGANIZATION CONTACT:

In 2025, African Child Projects Organization demonstrated strong governance of resources, meaningful digital education impact and growing institutional maturity.

With continued Board guidance and donor support, ACP is well positioned to scale inclusive digital transformation and empower the next generation of Tanzanian innovators.

📞 +255 747 396 986

✉️ info@africanchildprojects.org

🌐 www.africanchildprojects.org

📍 Mbezi Goigi, Plot 442 Block A – House 16 River road