



THE REPUBLIC OF UGANDA  
MINISTRY OF EDUCATION AND  
SPORTS

# PILOT DIGITAL SKILLS ACCELERATION PROGRAM

2023/2024 - 2025/2026



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## Appreciation

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# ABBREVIATIONS

3D	Three Dimensional	IDES	Inclusive Digital Economy Scorecard
GoU	Government of Uganda	UCC	Uganda Communications Commission
MOICT & NG	Ministry of ICT and National Guidance	UICT	Uganda Institute of Information and Communications Technology
MOES	Ministry of Education and Sports	NCDC	National Curriculum Development Centre
TVET	technical vocational education	Wi-Fi	Wireless Fidelity
DUV	Digital Uganda Vision	JCSE	Joburg Center for Software Engineering
EDC	Educators' Digital Competence Framework	ICDL	International Computer Driving License
SDG 4	Global Sustainable Development Goal 4	NPA	National Planning Authority
NDP	National Development Plan		
NITA-U	National Information Technology Authority Uganda		
UBOS	Uganda Bureau of Statistics		



# FOREWORD



**By making investments in digital skills development, we are ensuring that our residents are prepared to prosper in a world that is changing quickly**

It gives me great pleasure to launch our new digital skills acceleration program, which aims to give our workers the digital capabilities they need to succeed in a constantly changing digital environment.

This program is an essential step in achieving our objectives of creating a workforce and citizens that are prepared for the digital age and making sure that no one is left behind. It is crucial that as a country we possess the skills required to fully utilize these advancements as we continue to see the rapid progress of digital technology.

Our digital skills acceleration program has been carefully designed to give people the instructions, resources, and tools they require to succeed in the digital economy. Three fundamental strategic areas – Collaboration, Digital Literacy and Skilling, Access & Availability and Integration of services and data – form the foundation of our digital skills acceleration program.

The first strategic area focuses on establishing co-ordination across stakeholder groups. The second area emphasizes giv-

ing everyone, regardless of background or situation, access to digital training and tools.

The third area focuses on the provision of ICT tools such as computers, laptops, 3D printers, smart Boards, among others and access to ICT infrastructure such as internet and connectivity across the country. The fourth area focuses on the provision and use of tools such as self-service portals, e-training platforms, digital assessment tools and alike in an integrated manner.

By making investments in digital skills development, we are ensuring that our residents are prepared to prosper in a world that is changing quickly.

I invite everyone to benefit from our digital skills acceleration program as we work together to create a more affluent and technologically advanced future.

For God and my Country

**Hon. John Chrysestom Muyingo**  
**State Minister for Higher Education**

@JCMuyingo





As we seek to provide our citizens with the skills they need to succeed in the digital age, the Ministry, private sector and development partners have collaborated to create this digital skills acceleration program, which I have the privilege of presenting to you.

We have seen a significant change in how we interact, learn, and work in recent years.

Our lives are now completely reliant on technology, making digital literacy crucial for success in practically every industry.

By giving both individuals and businesses useful information, resources, and tools, this program aims to close the digital skills gap.

Anyone can learn the digital skills they need to succeed, in my opinion, with the correct attitude, commitment, and

# FOREWORD



**The aim of this document is to provide a comprehensive overview of the key considerations and strategies that governments can adopt to effectively harness the power of big data**

assistance. For this reason, the Ministry is dedicated to encouraging digital literacy and giving everyone access to training courses and resources.

I urge you to utilize this program and the resources at your disposal. You may improve your employment opportunities, boost your output, and aid in the growth of our country by investing in your digital skills.

Together, we can create a workforce and populace that is stronger and more adaptable and is prepared to take advantage of the opportunities presented by the digital age.

**Ms. Ketty Lamaro**  
Permanent Secretary - Ministry of Education and Sports

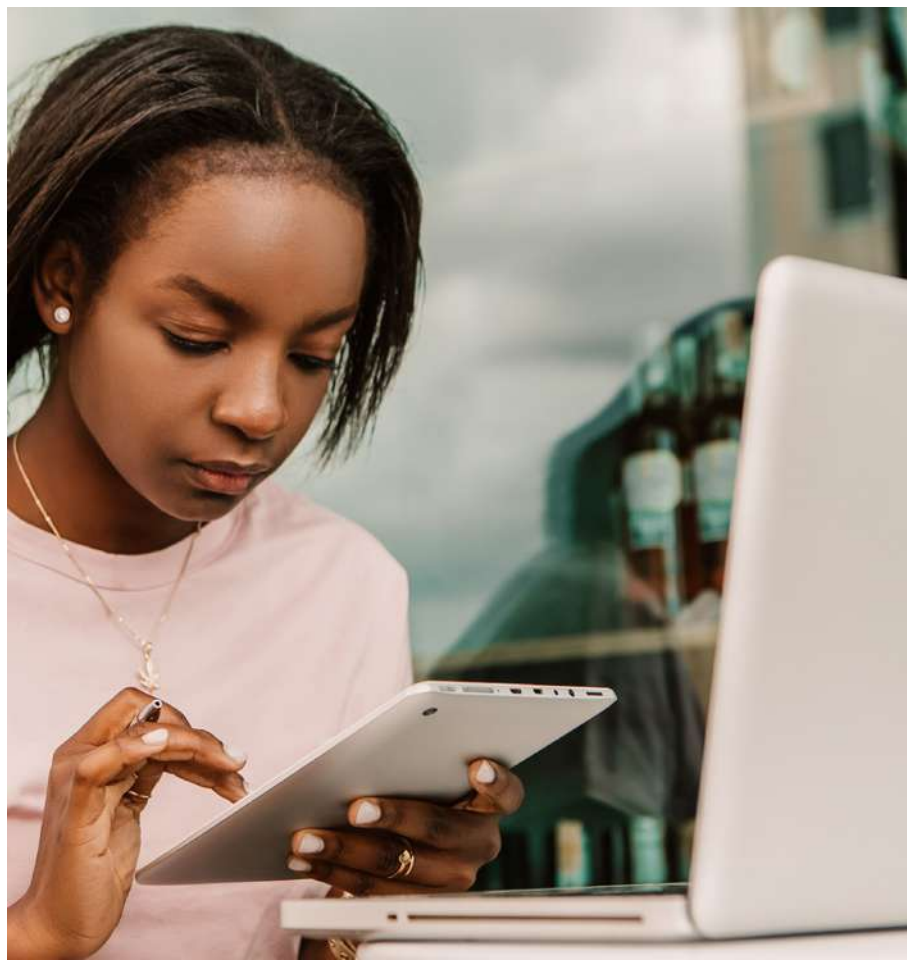
 @KettyLamaro

# EXECUTIVE SUMMARY

This Digital Skills Acceleration Program will help the Government of Uganda (GoU), specifically the Ministry of ICT and National Guidance (MOICT & NG) and the Ministry of Education and Sports (MOES) together with its strategic partners, both local and international implement practical activities over the next five years to accelerate the planning, provision, monitoring, and evaluation of Digital Skills across the country. This program considers the current ICT landscape, the current state of education in Uganda and considers primary schools, secondary schools, and technical vocational education (TVET) institutions. It has been prepared as a follow up to the conclusions of the data collection process during the development of this program including benchmarking exercises, the National IT Survey 2022, key interventions in the Digital Uganda Vision (DUV) 2040, Education Digital Agenda Strategy 2021 – 2025 and the Educators’ Digital Competence Framework (EDC). This program will drive enhancements related to Digital Skilling in Uganda targeting primary and secondary level by focusing on the following enablers:

**Governance & Private Public Partnerships** to ensure that all stakeholders in the education sector and ICT sectors as well as development partners are involved in developing, creating awareness, implementing and funding digital skilling.

**Digital Literacy and Skilling.** Basic and intermediate digital skills should be provided within primary and secondary schools in a sustainable manner.



**Access & Availability to support provision of ICT devices** and enable access to educational content with extended affordable connectivity.

Integration of educational services and data to achieve integration of existing information systems within the education sector taking advantage of data re-use, open data, planning and budgeting.

By adopting this program, we will have created a strong foundation that drives digital skills development across Uganda, at early childhood development and schooling education levels. This will equip our next generation with the right skills to ably participate in the digital economy and unlock Uganda’s potential in the Fourth Industrial Age.

This program was developed in coordination with the Ministry of Education and Sports, Refactory Uganda, Uganda Communications Commission (UCC), Education Policy Review Commission, National Curriculum Development Centre (NCDC) and the Digital Transformation Committee at the MOICT & NG.

# 1.0 INTRODUCTION

Rapid developments in new digital technologies are challenging the status quo and increasing the possibilities of the future. Examples of these are 5G communications, smartphones, mobile computing, quantum computing, cloud storage, big data, Artificial Intelligence (AI), blockchain, virtual/augmented reality and Internet of Things (IoT) among others. The continuous emergence of these technologies is transforming the organization of how people live and work and digital skills are a critical connecting factor for governments, businesses and citizens. Digital Skills can be defined as the skills needed to 'use digital devices, communication applications, and networks to access and manage information.' Digital skills involve the use of ICT tools ranging from computers and mobile phones to Artificial Intelligence and machine learning technologies to improve productivity, efficiency, and communication. They have proven to be key driver for employment, Business Process Outsourcing (BPO) and innovation.

These Skills have become a necessity and priority for majority of the countries aspiring to improve their socio-economic standing using ICTs. An example is the Republic of Kenya, also known as 'Silicon Savannah' for its progress in establishing good internet connectivity, a very successful mobile money service, and a wide range of public digital services. Kenya is now focusing on digital skilling and plans to train and build capacity for 20 million citizens, 350,000 teachers, and 300,000 civil servants under its National Digital Master Plan for 2022–2032. The Republic of Rwanda has equally prioritized digital skilling at a national level by establishing seven centers of excellence for data sciences, Internet of Things (IoT), ICT, mathematical sciences, biomedical and e-health, an Information Access Center and Cyber security. The government also set up a Digital Ambassadors Program (DAP) to increase the number of digitally literate citizens and their use of e-Government and e-Business services, a Digital Literacy for Workforce (DLW) aimed at training government employees in digital literacy and the Rwanda Coding Academy (RCA)- a hybrid of both general education and TVET that deals with Software De-

velopment, Embedded Systems Programming, and Cyber-Security among others . Rwanda has also developed a national digital talent policy which focuses on enhancing digital skilling.

Other developed countries which have already reached the desired aspirations have advanced in digital skilling. For instance, in the Republic of Estonia, 90% of general schools offer classes in IT & technology- the Government developed a digital skills acceleration program (Tiger Leap) which provided all schools across the country with computers, internet access, financial support to Local Governments to purchase ICTs, development and provision of basic ICT courses and developed an integrated educational portal to allow for data sharing. Canada ranks very highly in the global digital competitiveness rating according to the digital riser report 2021 and developed an Innovation and Skills Plan to provide its citizens with critical skills focused on research, technology and commercialization, among others. As part of the initiative, the Strategic Innovation Fund has created and maintained more than 70,000 jobs and leveraged a total investment of over \$45 billion.

The Government of Uganda (GoU) equally attaches great importance to the development of education by recognizing education and digital skills as an essential tool for transformation of society, national growth and prosperity of all Ugandans. Education is one of the government's cornerstones and foundational blocks for poverty alleviation and national developments as expressed by the Uganda' Vision 2040 and the Global Sustainable Development Goals (SDG 4). Uganda, like other countries has made various efforts to understand and map out the landscape in line with digital skills and education. For instance, various studies and efforts related to the same have been conducted such as: i) the development of the Education Digital Agenda Strategy 2021 – 2025 which provides a rationale and action plan for integrating ICT into teaching, learning, assessment, sports and administration five (5) years; ii) the EDC framework developed by UNICEF which aligns with the 2030 Agenda of the Sustainable Development Goals (SDGs) and prioritizes digital literacy; and iii) UNCDF's digital agenda of 'Leaving No One Behind in the Digital Era', which aims to empower one million Ugandans by 2024 to use digital services that leverage innovation and technology in key sectors, thus contributing to the UN Sustainable Development Goals.



## 1.2 DEVELOPMENT CONTEXT

### 1.2.1 Methodology

The development of this program was executed in four main phases:

- a) **Inception Phase:** Formation of project concept and multi-discipline project working group.
- b) **Consultative Phase:** Stakeholder consultations, desk reviews and international benchmarking.
- c) **Data Collection Phase:** Data collection, analysis and initial validation.
- d) **Development and Closure Phase:** Development of Digital Skills Acceleration program and secondary validation conducted with stakeholders.

The program was created by analyzing survey results, pertinent papers, benchmarking against trends in Africa and around the world, the Ugandan context, and priorities. Reviews by experts and stakeholders, dialogue and co-creation, public involvement, and workshops were also conducted.

### 1.2.2 National Context

The Government of Uganda is clearly aligned on the importance and need for Uganda to participate actively in digital skilling as demonstrated in the following national planning context:

#### Education Digital Agenda Strategy 2021 - 2025

The Education Digital Agenda Strategy builds on other existing strategies and plans developed by other complementary sectors that include aspirations of ICT integration in education and sports. It takes cognizance of current education reforms that are underway in the education and sports system at all levels. The proposed interventions are designed to embed ICT more deeply across the system to enhance the overall quality of Uganda Education and Sports. The Education Digital Agenda Strategy 2021 - 2025 is aligned to the National Development Plan (NDP) II and NDP III which advocate for human capital development in the sector leveraging on the ICT use and penetration resulting into improved quality learning outcome.

## Educators' Digital Competence Framework (EDC)

The SDGs clearly call for all members of the international community to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'. The EDC framework is consistent not only with the European framework for Digital Competence of Educators (DigCompEdu), but also along with other frameworks. EDC offers a holistic approach for developing educators' digital competence in the following areas: inclusion, diversity, pedagogy, digital literacy, and communication.

### 1.2.3 Current State

#### General Access and Digital Literacy

Recent surveys by the government and research organizations point to a general lack of access to ICT tools and basic digital literacy in the population. NITA-U's 2022 National Information Technology Survey revealed that 97% of individuals had not used any computing device in the previous three months, while only 1.3% owned personal computers/laptops. In addition, only 10% had used the internet for any purpose in the previous three months. Among individuals that had not used the internet, lack of knowledge or skills was the biggest barrier 37%, followed by lack of knowledge about what the internet was 28% and the high cost of internet access 26%.

According to the World Bank country report on Uganda, These findings are consistent with other surveys conducted by institutions such as Research ICT Africa's '2017–2018 After Access Survey' which showed that Uganda, at 14 percent, has one of lowest internet user rates in the region with lack of knowledge and skills and affordability of devices and internet as key drivers for low usage. Lack of skills is even more of a challenge at the local government level. The report further states that: Low levels of completion at primary and secondary school means that there is a large group of youth who do not complete basic schooling.

According to the Uganda Bureau of Statistics (UBOS) report on education, the percentage of population aged 13+ who complete primary school is about 60 percent, 9 percent complete O level, and only 4 percent complete A level. Further, the report shows that "13% of the population aged 10 years and above had never been to school in Uganda." A UBOS manpower survey 2016/2017 reveals that about 5.8 percent of future formal jobs require IT skills but this is likely to be low given the increasing use of digital technologies for work. The manpower survey reveals that the demand for IT skills is most pronounced in the public administration 8.2% and finance and insurance sectors 6.2 percent%. However, other key skills such as technical skills, creativity, and communication skills increasingly rely on IT skills so the demand may be much higher.

## Access and Digital Literacy in Schools

The education system is divided into pre-primary, primary (7 years), secondary (6 years), and tertiary (3+ years) levels. Gross enrollment at pre-primary is low at 29.2% , at primary is >100 % , at secondary is 40%. A World Bank study noted the limited digital skills development at the primary level and digital skills courses at the secondary level are optional. At the secondary school level, computer studies (recently re-branded as ICT) is one of the courses offered at lower secondary (O Level) and ICT as a subsidiary course at upper secondary (A Level). These courses offer basic and intermediate-level skills. However, none of these courses are compulsory for all students.

According to the Ministry of Education Digital Agenda concept paper , A review of the new syllabus for the ICT subject for Lower Secondary (O Level) shows a heavy tilt towards “computer applications.” Comparing it to international competency frameworks such as the UNESCO Digital Skills Competency Frameworks it also shows that the new lower secondary syllabus is light on topics such as privacy and identity protection (vital in today’s digital economy) as well as programming or computational thinking. On a positive note, the new Lower Secondary Curriculum calls for the integration of ICTs across the entire curriculum which could develop digital skills for all students.

## Availability of ICT equipment and connectivity

At the secondary school level, the main provider of ICT equipment and connectivity has been UCC through the Uganda Communications Universal Service Access Fund (UCUSAF) in partnership with the Ministry of Education. Almost all government-owned schools and all national teacher training colleges were equipped with ICT labs between 2008 and 2014, a tremendous achievement that made possible the delivery of digital skills training. Another issue pointed out in the studies above, is the sustainability of internet connectivity as schools lacked funds to continue paying for connectivity after UCUSAF support ended. Stakeholders observe that the lack of an ICT in Education Policy may be hindering continuous and sustained investments in the ICT infrastructure and connectivity by the Ministry of Education and its partners.

## 1.2.4 Challenges and Opportunities

### Weak Curriculum for Digital Skilling:

According to the World Bank DE- Uganda Country Diagnostic Digital Skills Report, 2020, there is a need to revisit and update the curricular at all levels to cater for digital up-skilling. According to the National IT Survey 2022, 14.7% of Government employees, including teachers and school administrators lack required skills to use IT. There is limited integration digitalization in the existing education curriculum. As a result, there is inadequate professional workforce in digital skilling. There are currently, 32 universities in Uganda all accounting for a student population of about 110,000, turning out over 30,000 graduates annually. According to the Devscape report, Africa is home to 700,000 developers, with 11,003 coming from Uganda and yet only 30% of the respondents are in full-time employment even though there is a huge demand for developers. This could be because of the lack of experience that employers are looking for.

### Inadequate Policy Framework:

Uganda lacks a national digital skills framework that guides government policies, programs, curriculum, and standards for digital skills. (National level policies and strategies recognize the need to develop ICT skills in education and among ICT industry practitioners). As pointed out in the IDES Report, an alignment of the ICT in education policy with the skills required to support the Digital Uganda Vision is required to improve the national score. There is no single entity or group of entities focused on Strong Coordination on driving the development of digital skills policies and programs. Uganda lacks a national digital skills framework that guides government policies, programs, curriculum and standards for digital skills, inadequate connectivity and equipment at schools, and strong leadership on digital skills development. There needs to be a cross-ministerial steering committee led or co-led by MoES and MoICT and NG.

### Low awareness and Capacity to Foster Digital Skills:

According to the 2021 Uganda Inclusive Digital Economy Score Card report, Uganda scored only 33% on digital skills which leaves many excluded from access to digital skills. There is also a general low level of public awareness about the need for digital skills, use of various technologies, the workings of the ICT sector. This lack of awareness partially contributes to the overall low appreciation and prioritization of digital skilling reforms at a national level. Furthermore, only 28% of the schools (both primary and secondary) surveyed during the development of this program offer incentives for digital training. This does not help in fostering the uptake of digital skilling.

### Limited Access to ICT Equipment and Connectivity:

According to the findings of the National IT Survey 2022, access to internet services and ICTs among LGs is still very low, with only 4.6% of staff having a computer (desktop computer or laptop) assigned to them for work purposes and 5.6% of staff routinely using a computer at work (for work purposes). The proportion of staff with internet access was even lower, at only 2.5%. This caters for the schools outside the central or more modernized parts of the region. In addition the survey identified the following factors related to equipment and connectivity:

- a) high costs of gadgets.
- b) lack of skills to use the gadgets.
- c) high costs of internet/data bundles.
- d) unstable/ no electricity.
- e) connections unstable/poor network.

## 1.2.5 International Outlook: Lessons Learned

An international outlook through a benchmark exercise was conducted in order to identify critical success factors that influence design of successful Digital skills Programs. The selection of the countries for the benchmark considered the following:

- a) Internationally recognized leading countries in ICT development, provision of public services and Digital Skilling. These are South Korea and Estonia; and
- b) Sub-Sahara countries which are comparable to Uganda but have made commendable strides in the provision of public digital services and digital skilling at a national level. These Egypt and South Africa.

The benchmark findings are as noted in the table below :

### Republic of Estonia

**Integrated single education registry:** Estonia has established a centrally managed information system to support all the public schools in the country, making it easy for adoption and maintenance of the ICT. The [www.ehis.ee](http://www.ehis.ee) contains personalized and non-personalized data on whole education system, for both private and government schools - with over 600 different data fields. Estonia also utilizes digital libraries since they have more potential in being personalized and adopted by children.

**Digital Skills Categorization & Mapping:** Estonia categorized the various digital skills across different verticals such as; basic digital skills for all, IT specialist skills, digital skills for IT professionals, digital skills for non IT professionals and IT management and smart customer skills. This mapping also covered the type of learning and the sources of the education. This categorization helped them to adequately develop a skills demand analysis and forecast system.

**Collaborative Partnerships:** Estonia has been able to put together a strong collaborative framework between government, universities, VET schools and private sector players. These partnerships have gone ahead to launch new curricula, up-skill and re-skill IT specialists, provide basic skills for public (persons below 40 years of age). Another strategy for the training institutions in Estonia is to partner with companies who can give out laptops to their staff and mandate digital skills training. Estonia collaborates with its Universities and research institutions to promote modern digital technology in learning and teaching.

**Digital Curricular:** Estonia has made training in basic digital skills (information and data literacy, communication & collaboration, digital content creation, cyber security and problem solving) mandatory for all students before they go to High School. To note, the schools have great autonomy and take full responsibility for the implementation of this curricula. Furthermore, Estonia has e-governance technologies and services master's program which focus on designing, developing, and improving governmental systems and implementing e-government components on every level of the state.

**Monitoring and Evaluation Framework:** Estonia measures the following aspects in regards to digital skills regularly: ICT skills demand analysis and forecast, national skills strategy, basic skills for all, stakeholder involvement (PPP, NGOs and ICT companies), ICT Specialists for Higher education and VET, qualification framework quality assurance and digital skills in general education.

## Republic of South Korea

**Integrated single education registry:** The information service system for education in Korea is comprised of three main groups: EDUNET (for teaching and learning), EMIS and NEIS (for administration), and CHLS (for home learning). EDUNET was developed to operate and provide multimedia materials, instructional lesson plans and evaluation items according to school level. This system serves as a single registry for all information related to education management in the country.

**Regulatory and Policy Frameworks:** National standards for digital skills and e-Learning were developed in Korea; the enactment of the Korea Educational Meta data (KEM). Furthermore, in 2008 it was proposed to the Joint Technical Committee (JTC) 001/SC36 of the International Organization for Standardization (ISO) and the International Electrotechnical Commission (IEC) to integrate South Korean national standards for e-Learning in international standards. To enable quality control of e-Learning, the E-Learning Quality Assurance System (EQAS) was established using such criteria as content, service and platform. Korea also developed an E-learning Industry Development Law” in 2004 which contributed to the innovation of training methods for teachers, employees, and government officials.

**Monitoring and Evaluation Framework:** Monitoring and evaluation of ICT policy in education in Korea consists of measuring ICT in education for schools, ICT literacy tests for students, as well as an external evaluation of major national ICT projects. A five-year master plan on Education was developed to measure five critical aspects: information service, teacher capacity building, content development, infrastructure, and organizational structures.

**Collaborative Partnerships:** Promotion of ICT in education has been driven by strong cooperation among three unique key players: Ministry of Education, Science, and Technology (MEST), Korea Education and Information Service (KERIS), and 16 Metropolitan Provincial Offices of Education (MPOEs) in Korea.

## South Africa

**Collaborative Partnerships:** South Africa has embraced various strategies and partnerships to boost digital skills across the various states. A partnership was established among the DCDT, ILO, ITU, UNDP Joint Programme on Digital Skills for Decent Jobs for Youth in Durban. Nedbank launched the Nedbank DigiSkills online platform, in partnership with Microsoft and Afrika Tikkun, to help South Africans acquire the in-demand skills (aimed at up-skilling and create sustainable income opportunities for 1,000 South Africans by the end of 2021, with plans to grow this number to 5,000 in the longer term.)

**National Digital and Future Skills strategy:** whose objective is to establish an education and skills development ecosystem that provides all South Africans with the required skills to create and participate in the digital economy. This strategy focuses on digital skilling across the lower, higher and tertiary levels of education and includes provision of access to ICT tools and infrastructure.

**Access to ICT tools and Information:** Under the leadership of the Department Communications and Digital Technologies, the National Electronic Media Institute of South Africa (NEMISA) was established as a non-profit institute for education and digital skilling.

**E-Learning Platforms:** This institute provides access to equipment and online training material in a semi-centralized manner on the NEMISA digital skills platform. This platform also contains access to other digital platforms from Microsoft Azure, Coursera, AI Repository, Microsoft Cloud, Microsoft Community training among others. This makes it easy for one to find information in one place. Other private sector players have come together to avail courses online- SPARK Schools Home Learning Portal (network of private schools) for lower grades, Advantage Learn specifically for Maths courses, E-learning firm Adapted Mind, Extramarks, E-Classroom, Educ8 SA, eLearnSA, IT Academy, among others.

## Egypt

**Collaborative Partnerships:** Egypt has leveraged multiple private sector partnerships to drive the agenda of developing digital capabilities of Egyptian citizens, whether students, graduates or educators. These partners include ICDL Arabia, Cisco, Certiport of Pearson VUE and Microsoft. Digital Initiatives or programs have been put in place at a national level which provide skills/knowledge in cyber security, Artificial Intelligence, Machine learning, basic digital skills (entry) and social media safety.

**National E-learning Platform:** The Ministry of Communications and IT in Egypt established a national e-learning platform to provide digital skills training to the public. The programs are available for free, and are provided through interactive educational material bundles. Trainees get to receive a certificate by ICDL Foundation once they pass the qualifying tests

**Digital skills Acceleration Strategies:** The Ministry of Communication and Information Technology (MCIT) in Egypt has an initiative called “Our Future is Digital” and aims to train 100,000 young Egyptians and develop their ICT skills in areas of high market demand, including website design, data analysis, and digital marketing. The ministry also launched in 2020 “Our Digital Opportunity” initiative to engage with SMEs in the digital transformation process and training.

**Access to ICT tools and infrastructure:** The Ministry is also working on developing six technology parks in various cities which will consist of hardware design labs, startup incubators and training institutions and integrated systems for AI training, data science, and cyber security. The ministry’s Digital Egypt Project aims to supply all government entities with fiber-optic cable connections. This process has been completed in 5,300 government buildings across Egypt, and when completed will connect some 32,000 buildings including public schools.

Table 2: International Outlook

In conclusion key aspects from benchmarking indicate the following key factors as critical success factors for digital skilling:

- a) Establishment of a digital skills program or strategy is critical to driving improvements in digital skilling at a national level. Policies are not necessarily activators for this type of digital transformation.
- b) Provision of access to digital platforms and information are an accelerator for a digital skills acceleration program. This will involve the provision of e-learning platforms and integrated databases/systems.
- c) Collaborative partnerships with development partners and private sector players are very instrumental in promoting the agenda of digital skilling at a national level.
- d) Curriculum reforms or efforts to include ICT in education have been deliberate efforts by Governments to push the agenda of digital skills acceleration.

# 2.0

# PROGRAM ASPIRATION

The Program aspiration is to ensure Uganda is digitally developed to ensure inclusivity and build opportunities for the current young and future generations.



## Goal

This program seeks to address the need for practical mechanisms to foster digital skills development across Uganda, at early childhood development and schooling education levels recognizing that digital skills is one of the keys to unlocking Uganda's potential in this digital era



## Outcomes

- a) Ensure no one is left behind concerning digital inclusion in Uganda providing the adequate skills.
- b) Bridge the gender digital divide, by increasing the number of persons in hard-to-reach areas, females and PWDs being equipped with ICT tools, studying, and working in the ICT field.
- c) Achieve a critical mass of digital skills for education among teachers/trainers and students especially at primary and secondary level, TVET and Government Public Servants.
- d) Ensure that Uganda has adequate training and sustainable resources to meet the need for digitally skilled workforce in all areas of this digital economy.



## Scope

This digital skills acceleration program will positively impact the digital skills ecosystem and landscape in Uganda. Therefore, implementation must take place within the following context.

- a) Primary and Secondary schools, TVET and Government Public Servants have access to ICT tools and infrastructure.
- b) Skills development is focused on building digital solutions or innovations that have demand in key sectors/markets such as manufacturing, commerce, government sector, health, education, tourism and trade among others.
- c) The leadership of the digital skills acceleration program is powerful, collaborative and effective. It should involve multiple stakeholders across the academia, government, private sector and development partners.



## 2.1 VALUE PROPOSITION

The Digital Skills Acceleration Program will demonstrate the value listed below to its stakeholders:

- a) **Global competitiveness:** In order to compete in the global digital economy, Uganda will harness the economic and social value of empowering its students, pupils, trainers, teachers, public servants and society with digital skills. These skills will empower Ugandans with the skills required for innovation and digital transformation.
- b) **Creation of Jobs:** As mentioned above, Uganda is still grappling with unemployment of the youth and for those that are choosing the path of entrepreneurship, market demand remains a struggle. With the Digital Skills Acceleration Program rolled out at a national level, GOU together with all strategic partners will be able to create a talented workforce and create adequate synergies for demand, job employment and entrepreneurship.
- c) **Increased uptake of digital services:** Greater digital literacy boosts the adoption and use of digital services and goods among the greater population. Government, private sector and other development partners have made significant investments in establishing ICT infrastructure and services in the education sector in Uganda. However, there is still considerably low adoption. According to the National IT Survey, 2022, only one in five individuals was aware of any government services provided online and among individuals that had not used any e-government services, most reported preferring personal contact (23%), followed by lack of knowledge that such services existed (21%). Lack of digital skills remains glaring.
- d) **Shared use of data:** The data and value created by the provision of digital skills especially among the primary and secondary schools will be shared or distributed across all relevant organizations involved in providing education/training, planning, performance monitoring, labor, commerce, among others. The outcomes of this program will be open data available for public consumption and especially pivotal for development partners seeking to make financial investments.

The key stakeholders that will be intimately involved in the implementation of this program will include the following:

- a) Ministry of Education and Sports (MOES).
- b) Ministry of ICT and National Guidance (MOICT & NG).
- c) National Information Technology Authority (NITA-U).
- d) Uganda Communications Commission (UCC).
- e) Uganda Institute of Information and Communications Technology (UICT).
- f) National Curriculum Development Centre (NCDC).
- g) Development Partners.
- h) Private sector training partners.

The value proposition is further supported by the following opportunities :

### **Leverage ongoing efforts by Government to increase access to education services:**

Government continues to invest heavily in the education sector over the NDPI and NDPII period. 92% of all parishes now have a government aided primary school, while 71% of all sub-counties have a government aided secondary school. Skills development has also been facilitated by the refurbishment and establishment of technical and vocational institutions, especially at the district level. The DUV also commits funds towards increasing investment in digital skilling infrastructure, enhancing the digital skills curricula, and inclusion of persons with special needs and providing infrastructure for digital skilling across the government. MOES should also leverage the ongoing efforts to expand the National Backbone Infrastructure (NBI) which is currently across 1,408 sites and 526 MYUG free Wi-Fi hotspots across the country.

### **Increase Community Mobilization and Mindset Change:**

Under the NDP III, the government of Uganda is putting efforts towards community engagement and mindset change. With the adequate amount of funding and effort, this should empower families, communities, and citizens to embrace national values and actively participate in sustainable development. Key expected results include better uptake and/or utilization of public services including education at the community and district level. This program should take advantage of the programs under the NDP III to promote the agenda of digital skilling.

### **Strengthen Public Private Partnerships:**

MOICT & NG has partnered with the Uganda Communications Commission (UCC) through the Rural Communications Development Fund (RCDF) to support school's computer laboratory infrastructure as a platform to provide basic digital literacy skills to the communities around the schools. UCC also embarked on a digital literacy campaign throughout the country with a goal of equipping over one million informal sector people with the digital literacy skills. In addition, MOICT & NG has partnered with the Uganda Institute of Information and Communications Technology (UICT) to provide digital skills training for their students and innovators attached to the National ICT Innovation Hub. MOICT has also entered partnerships with private sector players such as Refactory Uganda, Centenary Technology Services, ICDL Africa, MTN Foundation, Wits Joburg Center for Software Engineering (JCSE) and Huawei among others. MOICT & NG and MOES can leverage such partnerships for funding opportunities and support with other reforms.

## Young Population:

A large youthful population consisting of 23 percent of the population (approx. 9.6 million people) in Uganda presents an opportunity and demand for skilled, technical, and hands-on manpower for the economy. 78% of young people aged 13-18 years are currently attending school. Hence there is an opportunity for MOES, MOICT & NG and other development parties to investment in the skilling of Ugandan talent and students in the primary and secondary schools. The younger population is naturally more inclined to adopt digital technologies and thus an opportunity.

## 2.2 ENABLERS

- a) **Political Will:** The success of this program will rely heavily on the political will and leadership within the cross ministerial teams. Top management within government and other sectors are key voices in the implementation of digital skills in the country because they have an appreciation of the value and are able to influence the design and development of policies.
- b) **Enabling Environment (Regulatory, Policy & Strategy):** An enabling environment in terms of law, policies, regulations, guidelines, processes, and measures will be required to ensure compliance and full implementation of the Digital Skills Acceleration Program. This enabling environment includes the development of strategies which have been successful in various countries including the development of content, automation of learning platforms, revision of curricula and other digital skills programs, the review of existing ICT policies and the development of a comprehensive ICT skills policy as well as other legislation required.
- c) **Governance:** Effective implementation of the program requires governance to facilitate responsibilities and ensure accountability in making the right decisions at all levels of compliance and implementation. Strong governance mechanisms will need to be enforced to endure that such a program is effectively implemented.
- d) **Access to ICT Tools and Infrastructure:** One of the driving factors of this program is to ensure the availability and access to ICT tools, infrastructure and services. MOES and MOICT & NG together with other key bodies like NPA as well as other development partners, must prioritize increasing the access to ICT tools and infrastructure.

## 2.3 STRATEGIC AREAS

### STRATEGIC AREA #1: GOVERNANCE & PRIVATE PUBLIC PARTNERSHIPS

This strategic area will focus on establishing co-ordination across stakeholder groups: A specific governance structure should be considered to ensure that all stakeholders in the education sector and the ministry of ICT including development partners are involved and that the training is delivered in a synchronized manner.

This component will also focus on establishing strategic partnerships with private sector players- especially training institutions, development partners, other government bodies in foreign countries among others to foster the implementation of this program. This support will involve policy development, funding, and awareness.

#### Initiatives

- a) Constitution of a multi-sectoral working group
- b) Establishment of a working framework for implementation
- c) Establishment of M&E framework and metrics
- d) Consolidated funding for digital skilling acceleration program
- e) Digital skills awareness

## STRATEGIC AREA #2: DIGITAL LITERACY AND SKILLING

Basic and intermediate digital skills should be provided to the primary and secondary schools, where the MOES, private sector training institutions and technology hubs are key actors. The Ministry of ICT & National Guidance and MOES must make use of its existing strategic partnerships to deliver these training programs in a sustainable manner. Foundational skills will include basic ICT skills as well as trainings on emerging technologies such as cloud computing, robotics, Artificial Intelligence and alike.

#### Initiatives

- a) Conduct an ICT Digital skills pre-assessment with the aim of categorizing the various levels and types of skills required.
- b) Development of curriculum and training manuals for digital skilling.
- c) Inclusion of digital skills in curriculum to primary and secondary levels, and TVET levels.
- d) Conduct data literacy and skills courses in the public primary and secondary schools TVET institutions and Government bodies.
- e) Undertake train-the-trainer data literacy and online for teachers.

## STRATEGIC AREA #3: ACCESS & AVAILABILITY

This area will focus on the provision of ICT tools such as computers, laptops, 3D printers, smart Boards, among others and access to ICT infrastructure such as internet and connectivity across the country. This area will be a special focus for MOICT & NG as well as development partners. Under this section we shall focus on monitoring and evaluation of the access of ICTs and digital skills to the hard-to-reach areas, female and PWDs among others. There will also be joint advocacy on the value of digital skills as an economic and social resource to ensure access for all.

#### Initiatives

- a) Government's efforts to expand the National Backbone Infrastructure, MYUG and other national infrastructure.
- b) Conduct Research and monitoring on provision of ICTs and digital skills for Females, Hard-to-reach areas and PWDs.
- c) Provision of ICT tools and devices to support digital skilling.
- d) Mass advocacy on the value of digital skills as an economic and social resource.

## STRATEGIC AREA #4: INTEGRATION OF EDUCATIONAL SERVICES AND DATA

This acceleration program will focus on the provision and use of tools such as self-service portals, e-training platforms, digital assessment tools and alike in an integrated manner. It will also focus on the integration of existing information systems within the education sector to take advantage of data re-use, open data, planning and budgeting, exporting of labor among others.

### Initiatives

- a) Development of a centralized E-Learning platform and digital platforms.
- b) Integration of existing educational management information systems.
- c) Use of Big data and Open Data in the education sector.

## 3.0

# GOVERNANCE AND ECO SYSTEM

This ecosystem comprises stakeholders, systems, facilitation, and an enabling environment that collectively empower students, trainers, general people and public sector, among others to adopt digital skilling.

### 3.1 GOVERNANCE COMMITTEE

The governance structure will take a multi-sectoral approach to digital skilling. Therefore, each sector will have its governance structure and ecosystem to provide dedicated sector-specific leadership/coordination and be responsible and accountable for all decision-making and implementation. This structure will involve private sector players and development partners who will be part of the management and monitoring model. These entities will work together to enforce standards, policies, principles, practices, and processes for the effective application and implementation. A governance reporting mechanism shall be institutionalized to aid the effective implementation of the Program at every level.

#### 3.1.1 Function of the Governance Committee

- a) Provide strategic direction and coordinate implementation of the digital skills acceleration platform;
- b) Facilitate the establishment of the sector's integrated e-learning and data sharing platform to facilitate digital skilling;
- c) Promote and ensure adequate investments in digital infrastructure ICT tools and connectivity that empowers the sector/industry's digital skilling economy;
- d) Determine and coordinate the development of relevant policies, guidelines, frameworks, standards and plans related to digital skilling in the education sector; and
- e) Any other functions as determined by the cross ministerial committee for digital skilling or relevant related organizations/development partners as part of the governance structure.

4.0

# IMPLEMENTATION STRATEGY FOR THE PILOT DIGITAL SKILLS ACCELERATION PROGRAM

## STRATEGIC AREA #1: GOVERNANCE & PRIVATE PUBLIC PARTNERSHIPS

No.	Action	Responsibility	Key Performance Indicator	Year 1	Year 2	Year 3
1.	Establish the Program Governance Structure and committees.	MOES, MOICT & NG	Level of achievement of strategy goals and strategic objectives.			
2.	Establishment of a working framework for implementation (multi-sectoral).	MOES, MOICT & NG, Development Partners, Training institutions	Number of annual performance reports.			
3.	Establishment of a monitoring and evaluation mechanism on data literacy and skills development in the country.	MOICT, UBOS, Private sector	Number of annual monitoring and evaluation reports.			
4	Consolidated funding for digital skilling acceleration program.	Digital Transformation Committee, NPA, MOICT & NG, MOES, Development partners	Number of support activities for access to ICT tools and infrastructure and digital skills (implementation, awareness).			

5	Conduct massive, country-wide digital skills awareness	MOICT & NG, training organizations	Annual performance reports			
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## STRATEGIC AREA #2: DIGITAL LITERACY AND SKILLING

No.	Action	Responsibility	Key Performance Indicator	Year 1	Year 2	Year 3
1.	Conduct an ICT Digital skills pre-assessment with the aim of categorizing the various levels and types of skills required.	MOICT & NG, MOES, NCDC	Validated skills pre-assessment report.			
2.	Joint development of a digital skills curriculum and training manuals for public primary and secondary schools.	MOICT & NG, MOES, NCDC	Percentage of digital learning materials and content management and sharing mechanisms all levels.			
3.	Inclusion of digital skills in curriculum to primary and secondary levels, and TVET institutions.	MOICT & NG, MOES, NCDC	Introduction of new digital courses in curriculum to include emerging technologies and other relevant digital skills.			
4.	Conduct data literacy and skills courses in the public primary and secondary schools, TVET and government entities.	MOICT& NG, MOES, MOPS	Capacity building and skilling of learners, teachers and administrators to adapt to ICT enabled education.			



5.	Undertake train-the-trainer data literacy and online for teachers.	MOICT, training organizations, development partners, MOPs	Capacity building and skilling of learners, teachers and administrators to adapt to ICT enabled education			
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### STRATEGIC AREA #3: ACCESS AND AVAILABILITY

No.	Action	Responsibility	Key Performance Indicator	Year 1	Year 2	Year 3
1.	Support Government's efforts to expand the National Backbone Infrastructure, MYUG and other national infrastructure.	MOICT & NG, UCC, NITA, Private organizations	Expansion of national ICT infrastructure (optic fibre and last mile connections) to schools.			
2.	Conduct research and monitoring on provision of ICTs and digital skills for Females, Hard-to-reach areas and PWDs.	MOICT & NG, MOES, UCC, NITA-U, private sector, development partners	Digital inclusion on access to ICT (internet and infrastructure)- Increase availability of ICT infrastructure and devices.			
3.	Provision of ICT tools and devices to facilitate digital skills training (lab equipment, laptops, smart boards etc.).	MOICT & NG, MOES, UCC, NITA-U, private sector, development partners	Digital inclusion on access to ICT (devices and tools)- Increase availability of ICT infrastructure and devices.			
4.	Mass advocacy on the value of digital skills as an economic and social resource.	MOICT & NG, MOES, Development partners	Annual performance reports.			

## STRATEGIC AREA #4: INTEGRATION OF SYSTEMS AND DATA

No.	Action	Responsibility	Key Performance Indicator	Year 1	Year 2	Year 3
1.	Development of a centralized E-Learning platform and digital platforms.	MOES, MOICT & NG, Private Sector, Development partners	Utilization of ICTs in learning, teaching, research, education management and assessment of education outcomes.			
2.	Integration of existing educational management information systems.	MOES, MOICT & NG	Harmonized information within the sector which is sharable.			
3.	Use of Big data and Open Data in the education sector.	MOES, MOICT & NG	Number of education institutions utilizing big data.			

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1	Adjumani S S
2	African Centre of Excellence in Bioinformatics and Data intensive Sciences
3	African Excellence Centre of ICT for Education
4	Agwok Primary School
5	Alliance for Trade in Information Technology and Services (ATIS)
6	Amuria Town Council
7	Angwecibange primary School
8	Apuuton Primary School
9	Asili Fortune
10	Atratraka Primary School - Maracha
11	Awach S.S
12	Blockchain Association of Uganda
13	BPO and Innovation Council Council
14	Bubandi S.S Seed - Bundibugyo
15	Bugema Adventist Secondary School

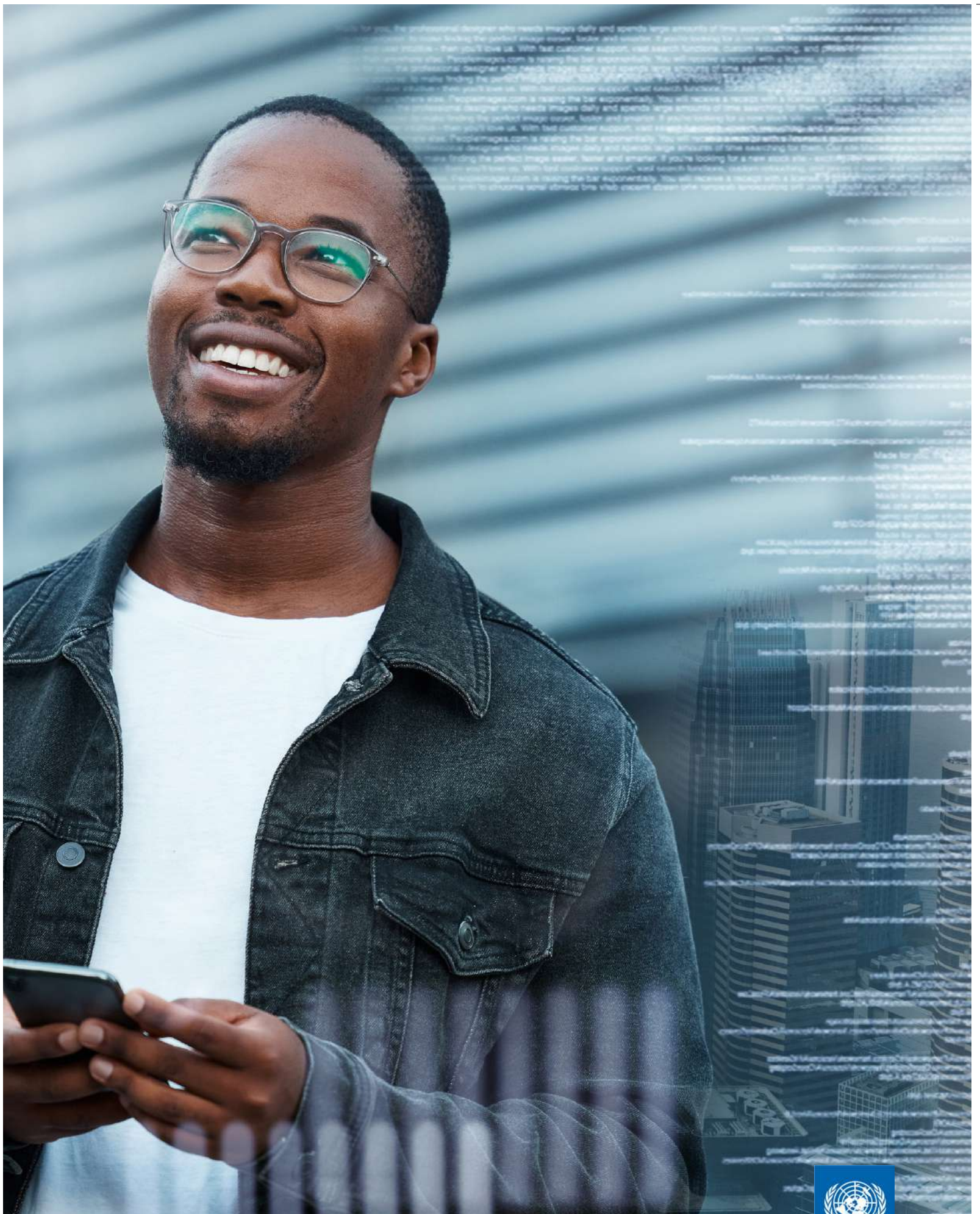
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17	Buhanda Primary School - Kibaale
18	Buikwe District Local Government
19	Bukhonzo Primary School - Namisindwa
20	Bukulula Girls Ss - Kalungu
21	Bunagana Town Council
22	Bunanganda primary school
23	Bunyoro Secondary School - Kagadi
24	Bunyoro Secondary School- Kagadi
25	Bupoto Primary School - Namisindwa
26	Bura Primary School - Maracha
27	Busia Border Seed SS
28	Busia District Local Government
29	Busoga College Mwiri
30	Buwagga Senior Secondary School - Wakiso
31	Buwembe Secondary School - Busia
32	Byabakooro Primary School - Kyegegwa
33	Camp Moses Junior Primary School - Rakai
34	Chemwania S. S - Kween
35	College of Business and Management Sciences, Makerere University
36	Comboni College - Lira City
37	Cwero Primary School - Gulu
38	Destiny Christian High School - Luwero
39	Development Initiatives (DIVINIT)
40	Digital transformation Program working group
41	Directorate of Government Analytical Lab
42	Dokolo District Local Government
43	East African Civil Aviation Academy
44	Education Digital Agenda Committee
45	Education Policy Review Commission
46	Entebbe comprehensive secondary school
47	Entebbe Secondary School – Wakiso
48	Equal Opportunities Commission
49	Ericsson Uganda
50	Erussi SS Nebbi
51	Excel College Pakwach
52	Fairland high school – Mukono
53	Five Star High School - Ntungamo
54	Gayaza Road Triangle SS-Kiwenda
55	Good Times Infant School Kawaala

56	Government Citizen Interaction Centre
57	Gulu City High School
58	Gulu District Local Government
59	Hands of Love Primary and Secondary School - Mayuge
60	Higher Education Students Financing Board (HESFB)
61	Ibanda District Local Government
62	Ibanda S. S
63	ICT Teachers Association of Uganda
64	Iganga District Local Government
65	Iguli Girls Secondary school - Dokolo
66	IJB Junior School
67	Infectious Diseases Institute
68	Internet Society
69	ISACA Uganda
70	Jacarandas Junior School - Wakiso
71	Japan International Cooperation Agency (JICA)
72	Jinja District Local Government
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74	Kabale Preparatory School - Kanungu
75	Kabingo seed secondary School - Isingiro
76	Kabulasoke Demonstration School - Gomba
77	Kagadi Peoples - Kagadi
78	Kahinju Ss Fort-Portal - Fortportal
79	Kaloi Primary School - Moroto
80	Kampala Capital City Authority
81	Kanyengero Community SS – Nkanga
82	Katakwi District Local Government (DLG)
83	Katakwi Township P/S
84	Katakwi Township Primary School
85	Katalemwa Ss-Matugga
86	Kibaale District local government
87	Kichinjaji Primary School – Soroti City
88	Kihanga public secondary school - Ntungamo
89	Kiira Primary School - Jinja
90	Kiira Primary School – Jinja City
91	Kinyara SS - Masindi
92	Kitamba High School - Kalungu
93	Kochi Secondary School KOBOKO
94	Kyakabadiima Parents Secondary School -Kagadi
95	Kyankwanzi District Local Government

96	Kyenzige Junior Nursery And Primary School - Kagadi
97	Kyotera Central Secondary School - Kyotera
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102	Luwangula Secondary School - Kamuli
103	Makerere AI Lab
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105	Masinya Secondary School - Busia
106	Mastercard Foundation
107	Ministry of Agriculture, Animal Industry and Fisheries
108	Ministry of Education and Sports (MoES)
109	Ministry of Finance Planning and Economic Development (MoFPED)
110	Ministry of Gender, Labor and Social Development
111	Ministry of Justice and Constitutional Affairs
112	Ministry of Local Government
113	Ministry of Public Service
114	Mountains of the Moon University
115	Moyo District Local Government
116	MUKONO DLG
117	Mungula Secondary School -Adjumani
118	Musese Secondary School - Mbale
119	Nam High School
120	Namasyolo Primary School - Busia
121	National Curriculum Development Centre (NCDC)
122	National Housing Construction Company (NHCC)
123	National ICT Innovation Hub
124	National Information Technology Authority (NITA-U)
125	Ndejja PEAS High School - Ntungamo
126	Ndekye Ss - Ntungamo
127	Nebbi District Local Government
128	Nebbi Town S. S
129	Nemba Secondary School - Namisindwa
130	Nomad primary school - Mayuge
131	Ntungamo District local government
132	Office of the Prime Minister

133	Ojingo Primary School
134	Okwira Primary School - Tororo
135	Omach Primary School
136	Omara Ebek Memorial Primary School - Amolatar
137	Optimus 7 Ltd.
138	Overseas Development Institute (ODI)
139	Pakwach Senior Secondary
140	Panyadoli Self Help Secondary School - Kiryandongo
141	Peak primary school - Kampala
142	Peas High School Kazingo – Fort Portal
143	Pilkington college muguluka
144	Planit Consults
145	Public Sector Foundation Uganda
146	Refractory Limited
147	Rubongi Army Secondary School - Tororo
148	Rugarama Sec School - Ntungamo
149	Ruhinda SSS - Mitooma
150	Rwengiri Primary School - Kiruhura
151	Science, Technology and Innovations Secretariat
152	Sibuse Primary School – Namisindwa
153	Sironko Progressive S.S
154	SNV Netherlands Development Organisation
155	St Joseph's College Ombaci – Arua City
156	St. Andrews College Ssanda - Wakiso
157	St. Charles Lwanga Ss Bukeerere - Mukono
158	St. Daniel Comboni S. S - Moroto
159	St. John's SS Nandere
160	St. Joseph Buganda Secondary School - Mityana

161	St. Leonard's Ss Maddu - Gomba
162	St. Mary Assumpta Girls SS/ Pagirinya Refugee SS - Adjuma
163	St. Peter's Primary School Nsambya
164	St. Stephens SS, Mukono
165	St. Thomas More SS Minakulu, Omoro
166	St.James S.S Hoima - Hoima
167	St.Kizito S.S
168	Stanbic Uganda
169	SunBird AI
170	Swedish Embassy
171	Taibah International School
172	The Amazima School - Buikwe
173	The Innovation Village
174	The Judiciary
175	The Overseas Development Institute (ODI Global)
176	Uganda Bureau of Statistics
177	Uganda Civil Aviation Authority
178	Uganda Communication Commission (UCC)
179	Uganda Institute of Information and Communications Technology (UICT)
180	Uganda Law Society
181	Uganda Media Centre
182	Uganda National Council for Science and Technology
183	Uganda National Meteorological Authority
184	Uganda Police
185	Uganda Registration Services Bureau (URSB)
186	UN Capital Development Fund (UNCDF)
187	UNDP Chief Digital Office
188	Yumbe District Local Government



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**MINISTRY OF ICT & NATIONAL GUIDANCE**

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