



THE REPUBLIC OF UGANDA  
**MINISTRY OF EDUCATION  
AND SPORTS**

# *Digital Agenda Strategy*

**2024/25-2030/31**

*Towards digitally enabled  
equitable transformative  
education and sports  
system for Uganda*

The abridged version 1<sup>st</sup> Edition

August 2024



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For further information on this document please contact:  
Ministry of Education and Sports  
Embassy House, Nakasero  
P. O. BOX 7063 Kampala, Uganda

☎ +256 414 234451/4  
✉ [pro@education.go.ug](mailto:pro@education.go.ug)  
🌐 <https://www.education.go.ug/>



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1

## Foreword

I am pleased to introduce the National Digital Agenda Strategy for Education and Sports, a landmark achievement for Uganda's education and sports sectors and the nation as a whole. In our rapidly advancing technological world, sectors are increasingly adopting digitization to improve efficiency and effectiveness.

The COVID-19 pandemic in March 2020 highlighted the **negative impact of delays in** embracing digital transformation, especially in Uganda's education sector. The lack of digital teaching and learning policies resulted in **institutions facing challenges in the implementation** of remote learning solutions amidst the widespread **complexities** paused by the prevailing COVID-19 Pandemic.

Recognizing this critical gap, the Ministry of Education and Sports launched the Education and Sports Sector Digital Agenda Strategy to empower and regulate digital education and sports. A dedicated committee developed **this strategy leveraging on the information and expertise of key stakeholders as they addressed the challenges posed** by the pandemic, during the period from 2023/24 to 2029/30.

Embracing technology is essential for educators, coaches, athletes, and learners in our interconnected world, therefore the education and sports sectors, must seize the abundant opportunities presented by this digital revolution.

**This strategy which was** developed through extensive research and collaboration, aims to propel this Sector into the future, fostering innovation and inclusivity.

Beyond technological integration, it envisions an ecosystem that promotes accessible and equitable learning opportunities. The strategy leverages advanced technologies such as artificial intelligence and virtual reality, to personalize learning experiences and optimize sports coaching and administration.

Additionally, it emphasizes the **need to observe** data privacy, ethics, and cybersecurity to ensure a secure digital environment.

**Therefore, in order to achieve this** there is need for collaboration among various stakeholders. Partnerships with government bodies, private entities, academia, and civil society will work to **advance the impact** of these initiatives. Embracing digital education technologies breaks down traditional learning barriers, paving the way for open schooling and a digital university in Uganda.

I **therefore** extend my heartfelt gratitude to our development partners, including UNICEF and UNESCO, for their unwavering support.

Together, we embark on a transformative journey to redefine education and sports in Uganda's digital age. Let us unite and embrace innovation to unlock the full potential of our nation's education and sports sectors in this digital era.

A handwritten signature in black ink, reading 'JK Museveni'. The signature is stylized with a large, flowing 'J' and 'K'.

Janet K. Museveni

**FIRST LADY AND MINISTER OF EDUCATION AND SPORTS**





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# Acronyms

|                       |                                                                                |
|-----------------------|--------------------------------------------------------------------------------|
| <b>AI</b>             | Artificial Intelligence                                                        |
| <b>AR</b>             | Augmented Reality                                                              |
| <b>CERT</b>           | Computer Emergency Response Team                                               |
| <b>CNDPF</b>          | Comprehensive National Development Planning Framework                          |
| <b>DAS</b>            | Digital Agenda Strategy                                                        |
| <b>E-Government</b>   | Electronic Government                                                          |
| <b>EduTech</b>        | Education Technology                                                           |
| <b>EEF</b>            | Education Endowment Foundation                                                 |
| <b>EGI</b>            | E-Government Infrastructure                                                    |
| <b>EMIS</b>           | Education Management Information Systems                                       |
| <b>ESSP</b>           | Education and Sports Sector Plan                                               |
| <b>GDP</b>            | Gross Domestic Product                                                         |
| <b>GoU</b>            | Government of Uganda                                                           |
| <b>HPC</b>            | High Performance Computing                                                     |
| <b>ICT</b>            | Information, Communication and Technology                                      |
| <b>ITU</b>            | International Telecommunication Union                                          |
| <b>KCCA</b>           | Kampala Capital City Authority                                                 |
| <b>LAN</b>            | Local Area Network                                                             |
| <b>LMS</b>            | Learning Management Systems                                                    |
| <b>MDAs</b>           | Ministries, Departments and Agencies                                           |
| <b>MEAL</b>           | Monitoring, Evaluation and Learning                                            |
| <b>MoES</b>           | Ministry of Education and Sports                                               |
| <b>MoICT &amp; NG</b> | Ministry of Information and Communications<br>Technology and National Guidance |
| <b>NBI</b>            | National Backbone Infrastructure                                               |
| <b>NCDC</b>           | National Curriculum Development Council                                        |
| <b>NGOs</b>           | Non-Governmental Organizations                                                 |



|                |                                                                     |
|----------------|---------------------------------------------------------------------|
| <b>NIISP</b>   | National ICT Initiatives Support Program                            |
| <b>NISF</b>    | National Information Security Framework                             |
| <b>NITA-U</b>  | National Information Technology Authority-Uganda                    |
| <b>OPM</b>     | Office of the Prime Minister                                        |
| <b>ODeL</b>    | Open Distance E-learning                                            |
| <b>PESTEL</b>  | Political, Economic, Social, Technological, Entrepreneurship, Legal |
| <b>PWDs</b>    | Persons With Disabilities                                           |
| <b>RENU</b>    | Research and Education Network of Uganda                            |
| <b>SDGs</b>    | Sustainable Development Goals                                       |
| <b>SSA</b>     | Sub-Saharan Africa                                                  |
| <b>UBOS</b>    | Uganda Bureau of Statistics                                         |
| <b>UCC</b>     | Uganda Communications Commission                                    |
| <b>UCUSAF</b>  | Uganda Communications Universal Services Access Fund                |
| <b>UDL</b>     | Universal Design for Learning                                       |
| <b>UNATCOM</b> | Uganda National Commission for UNESCO                               |
| <b>UNCDF</b>   | United Nations Capital Development Fund                             |
| <b>UNCHE</b>   | Uganda National Council for Higher Education                        |
| <b>UNEB</b>    | Uganda National Examination Board                                   |
| <b>UNESCO</b>  | United Nations Educational, Scientific and Cultural Organization    |
| <b>UNICEF</b>  | United Nations Children's Fund                                      |
| <b>UNHCR</b>   | United Nations High Commissioner for Refugees                       |
| <b>UN</b>      | United Nations                                                      |
| <b>USD</b>     | United States Dollars                                               |

# 1



# Intro- duction



The Government of Uganda (GoU) recognizes education as an essential foundation for socioeconomic transformation and prosperity in line with Uganda Vision 2040 and the Global Sustainable Development Goal (SDG) 4. In the context of developing countries, efforts to ensure quality improvement and excellence of education are in most instances undermined by factors such as macro-fiscal constraints, spatial barriers, global and national pandemics, and other capacity-related limitations on delivery. Global experience shows that Information and Communication Technologies (ICTs) have the potential and capacity to overcome most of these barriers to enhance productivity, inclusiveness, and well-being of the population. Microsoft, (2004).

The Ministry of Education and Sports (MoES) has developed a 7-year Digital Agenda Strategy (DAS) for Education to contribute to accelerated human capital development in Uganda. The Strategy sets out the vision of the Government of Uganda (GOU) and its institutions to embed Information and Communications Technology (ICT) in teaching, learning, assessment, sports, and governance of the education system in the period 2023/24 – 2029/30. This Strategy complements and supports other government strategies and plans such as the Uganda Vision 2040, National Development Plan (NDP) III, Uganda Vision 2040, the Education and the Sports Sector Strategic Plan (ESSP) 2020/21 – 2024/25, the National ICT Policy, National Digital Transformation Roadmap and Digital Uganda Vision.

*Uganda Government Vision 2040 acknowledges the potential of ICT to accelerate development, create jobs and increase productivity. Vision 2040 calls for a comprehensive ICT skills development plan in addition to investment in ICT infrastructure and innovation.*

*National Development Plan (NDP) III goals advocate for human capital development leveraging on ICT use and penetration that can, in turn, improve the quality of education, enhance student learning outcomes, and develop a skilled workforce that can contribute to the nation's socio-economic development.*

*The Education and Sports Sector Strategic Plan (ESSP) underlines the need to promote e-learning, ICT literacy, and digital skills in secondary and tertiary institutions. The plan emphasizes integrating e-learning methodologies and technologies into the curriculum, developing ICT infrastructure for education, providing teacher training, enhancing the curriculum, ensuring access to digital resources, and fostering partnerships. The goal is to improve the quality of education, equip students with digital competencies, and prepare them for the digital age.*

*The National ICT Policy underscored that the educational system, starting from the lowest levels, is to provide the requisite technology-mediated educational environment and programs to produce industry-relevant skilled human resources aligned to the demands of a knowledge-based society and world of work.*

*National Digital Transformation Roadmap points out that in the era of the fourth industrial revolution, the workplace is changing across the Government and private sector through the fast adoption of ICT. This change is increasingly affecting all sectors and professionals. The present way of work and life is fast getting digital. The implication of this change is that we must be forward-looking and integrate digital skills within our education system as early as the entry-level of primary school as well as advance the education system through broader digitization (Ministry of ICT and National Guidance of Uganda, 2023. Pp. 32-33.*

*The Digital Uganda Vision will empower its citizens, striving to achieve the goals of universal inclusion, sustainable development, economic progress and poverty eradication through digital innovation combining initiatives across multiple sectors.*

The Digital Agenda Strategy for Education and Sports aims at enhancing the provision of responsive, equitable quality education and sports services for all by leveraging information

and communication technologies. The implementation of this Strategy will contribute to accelerated human capital development in Uganda.

The implementation of the Strategy will focus on the achievement of four specific outcomes:

- 1 **Improved policy and regulatory framework** for digitization in education
- 2 **Improved teaching and learning outcomes,** and skills relevant to the rapidly changing digital era
- 3 **Increased and equitable access to education services,** improved efficiency of the education system
- 4 **Enhanced research and innovations** for digitization in the education and sports sector

To develop the Digital Agenda Strategy, MoES established a multi-sectoral Digital Agenda Technical Committee (DATC) composed of nine (9) experts with the main task of developing the Digital Agenda Strategy for Education and Sports. The Committee undertook a methodical approach that involved Stakeholder Engagements and meetings, Documentary/Literature Reviews, and an e-Readiness Assessment of the education and sports sector to gather key data sets on ICT governance, institutional framework, teaching and learning infrastructure, technology for teaching and assessment, digital learning content, digital skills, internet usage, and inclusive practices in the education sector to inform the finalization of strategies and interventions that will guarantee digital transformation of the education and sports sector.

The e-readiness assessment survey employed a cross-sectional mixed research design targeting a representative sample size of 800 respondents derived from 8 districts from the 4 regions of Uganda using a multistage sampling technique. The distribution of the institutions of learning were as follows: 9 tertiary institutions, 176 Primary and Pre-primary schools, and 76 Secondary schools. Self-administered questionnaires were the main data collection tools under this survey.

The survey focused on the following areas across all levels of education: ICT Governance and Institutional Frameworks, Teaching Learning and Assessment Infrastructure, Skills of Teaching and Assessing with Technology; ICT (Digital) Skills, Digital Content and Services/Teaching Resource; Inclusivity Practices, New and Emerging Educational Technologies; Research and Innovation; and Complimentary Infrastructure, among others.

Stakeholder consultations were held as a means of obtaining views on the use of ICT in the education and sports sector. A participatory approach was used to ensure stakeholder consultations in the education and sports sector, including sector-affiliated agencies (UNIMEB, UAHEB, UNEB, NCDC, NCHE, DIT), UNATCOM, Ministry of Local Government, Ministry of Gender, Labour and Social Development, Ministry of ICT and National Guidance, National IT Authority, Office of the Prime Minister, public and private universities, education development partners, NGOs, CBOs and FBOs, among others.

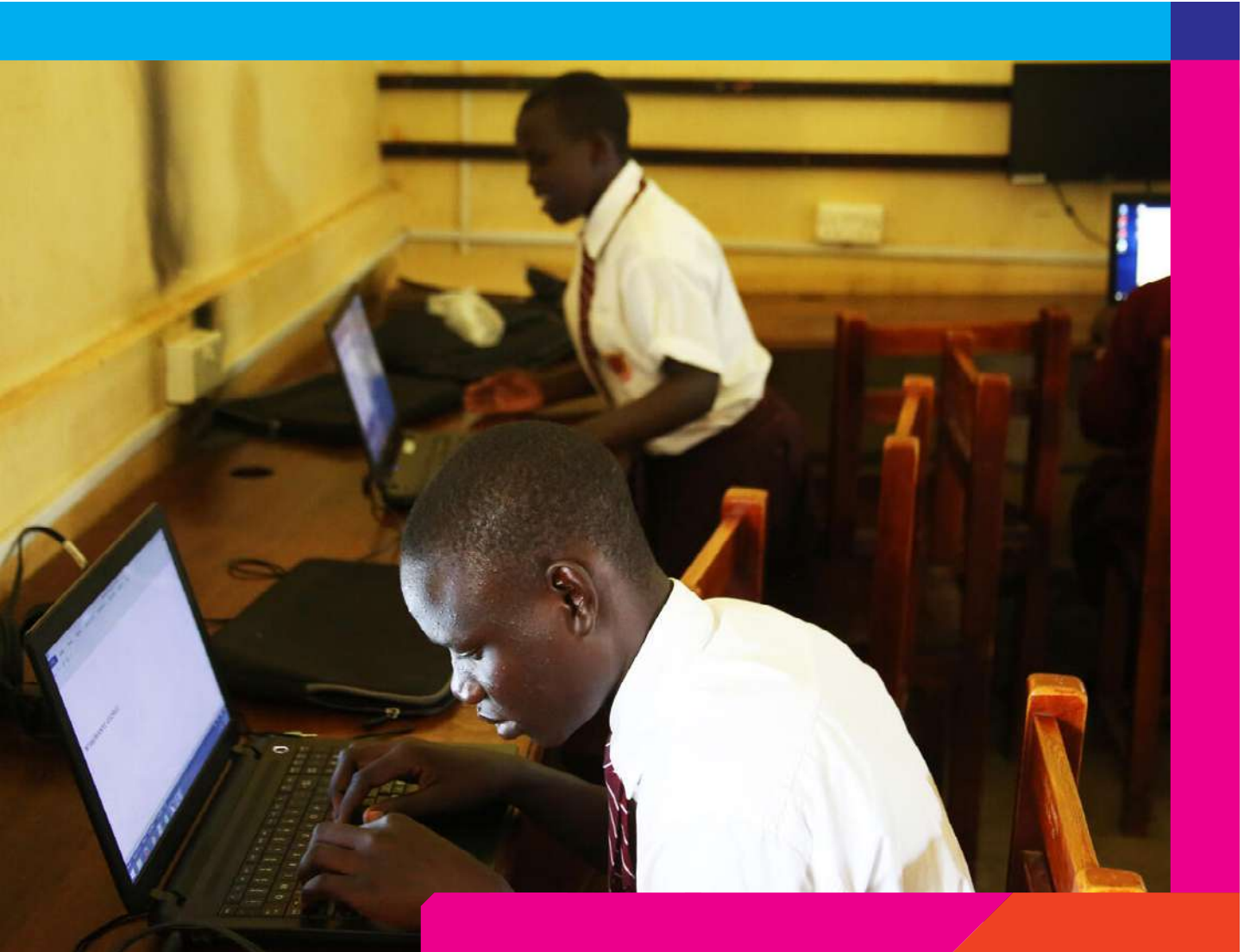
The data from the e-readiness survey was triangulated with secondary data from relevant literature and stakeholder consultations to develop holistic evidence that was used in the development of the Strategy.



# 2



# Situation Analysis



## 2.1 Global Level Situation

The digital economy is equivalent to over 15 percent of global gross domestic product, growing two and half times faster than total GDP over the past 15 years. “It is considered the single most important driver of innovation, growth, and job creation” Jerry (2023). The digital transformation trends have impacted all industries including the Education industry. While COVID-19 has accelerated digital transformation in education, even before the pandemic, the education industry was in the process of digitization. According to ([HolonIQ, 2021](#)), global EdTech (education technology)

venture capital funding increased from \$500 million to \$7 billion between 2010 and 2019. The effect of the pandemic tripled the investments in 2021. In this light, Governments, educators, and various stakeholders have made significant efforts to promote digital skills and literacies among children and youth, recognizing the correlation between ICT skills and overall literacy, learning outcomes, and preparedness of the young generation for the world of work. The global Internet usage has also seen a significant increase from 16 percent in 2005 to 63 percent in 2021. With 71% of youths globally

using the Internet, this most connected age group is driving digital transformation in middle-income countries. ITU (2022)

Despite the potential for digital transformation bridging socio-economic gaps, the “digital divide” remains apparent, and is becoming synonymous with a development divide. Education disparities exist globally, with unequal distribution of years of education and varying quality, leading to potential economic inequality. COVID-19 has further exacerbated this learning divide. In early 2020, the pandemic-related closure of schools affected an estimated 1.6 billion children and young learners in over 180 countries. In many low- and lower-middle-income countries, up to 99% of students were

affected by COVID-19-related school closures, which lasted over half of a normal school year (World Economic Forum, 2022). Further disparities exist in access, skills, and learning outcomes, particularly evident among different income groups and regions, where high-income countries have greater Internet accessibility compared to most low-income countries. A UNHCR (2021) report on Connected Education for Refugees notes that the COVID-19 pandemic revealed the large digital divide for children and youth from the most disadvantaged backgrounds, including refugee and displaced learners, and emphasized the importance of investing in inclusion models and holistic approaches that include everything from infrastructure, content, capacity to systems.

### 2.1.1 Africa Continental Level Context

At continental level, the African Union has taken up digital education as vital for recovery and resilience in post COVID-19 Africa and for preparing the African youth for the current ICT-enabled labor market. It is a considered opinion. that ICT will accelerate Africa in achieving the African Union’s Agenda 2063 vision – “well-educated and skilled citizens, underpinned by science, technology and innovation for a knowledge society”.

The African Union Digital Education Strategy and Implementation Plan, 2023 – 2028 establishes a

framework for engaging and acceleration of adoption of digital technologies in alignment with the continental education strategy for Africa. The Strategy proposes three core areas of focuses (i) Digital technology appropriation in education and its adoption for teaching and learning, (ii) education in digital technologies for digitally empowered citizens by ensuring digital literacy for all especially teachers and students, and (iii) building capacity among African states in digital infrastructure (devices and networks).

*Already, the lessons from successful digital education projects indicate financing, leadership, inclusion and partnerships are crucial. Digital education demands sustainable, multi-faceted efforts and financing by governments, development partners and the private sector, with attention to including rural and remote schools, gender equality and women’s empowerment and inclusive approaches to meet the needs of children and adults with disabilities, and those on the move due to conflict and natural disasters.*

## 2.2 National Level Context

In Uganda, ICT is one of the fastest growing sectors with positive spill-over effects on other various sectors of the economy. The ICT sector's contribution to the country's Gross Domestic Product (GDP) has demonstrated a steady increase, rising from 9.8% in 2018/19 to 10.4% in 2021/22 (MoICT & NG, 2020). This trend is driven by (i) a series of conducive Government policies<sup>1</sup>, and (ii) the significant uptake of mobile phone subscribers, which grew from 40 per 100 people in 2010 to 66 per 100 people in 2021, representing an increasing penetration rate that has reached 56% of the total population (ITU, 2021). The World Bank' Digital Acceleration Program (2021) indicates that closing the digital infrastructure gap in the East and Southern Africa region could result in 1.5 percentage point growth increase in economic growth per capital. If complemented by expansion in human capital development, the growth effect could increase to 3.87 percentage points. Indirectly, the digital sector contributes to enhancing productivity, facilitating information exchange, and improving service delivery across the economy.

Uganda government long identified the use of ICT as a key to socio-economic development (NDP II & III) and recognizes digitization as an important resource with great potential for economic growth. The National ICT Policy was developed in 2014 and among the key pillars in the implementation of this policy is the education and sports sector. According to the State of Uganda's Population Report (2018), Uganda's young population of more than 47% under the age of 15 and nearly 80% under the age of 30 is a demographic dividend for high affinity for the use of digital technologies.

According to the Uganda Bureau of Statistics (UBOS) report on education UBOS (2020),

the percentage of population aged 13+ who complete primary school is about 60 percent, 9 percent complete Lower Secondary, and only 4 percent complete Upper Secondary. 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%. However, other key skills such as technical skills, creativity, and communication skills increasingly rely on IT skills so the demand may be much higher.

Disruptions from the COVID19 pandemic left about 15 million children in Uganda out of school for nearly two years. Although e-learning was offered as part of the government response, Afrobarometer findings indicates that relatively few households in Uganda had the requisite tools and technologies such as computers and television to enable e-learning. "Poor households and those outside the cities are at a particular disadvantage when it comes to the tools needed for e-learning. In addition, the limited reach of the national electric grid and low internet usage are likely to hinder e-learning (Afrobarometer, 2022 Dispatch No. 515). Further suggesting that major government investment to expand digital infrastructure and access to digital technologies would be needed to make widespread e-learning a reality in the future".

As articulated in the Digital Uganda Vision, Uganda recognizes the importance of digital skills development as a means to drive innovation, enhance employability, and foster economic

<sup>1</sup> These include the Digital Uganda Vision, the Communications Amendment Bill of 2016, the new National Broadband Policy of 2018 and the recent Data Protection Act assented to in February 2019.

growth. Uganda is actively working towards equipping its population with the necessary digital competencies to thrive in the digital age. Digital Uganda Vision (2017). Broadband access in Uganda is still limited by the underlying network infrastructure. Currently, 85% of the population live within coverage of a 3G mobile network and 61% within coverage of 4G. UCC (2020). Despite this, the proportion of individuals using the Internet is still low at only 24% compared to an African average of 28% or a World average of 54%. ITU (2019).

According to the Research ICT Africa's '2017–2018 After Access Survey', 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.

Analyses show the following specific gaps and opportunities related to the digitization of the education and sports sector, and the use of ICT as an enabler for accelerated human capital development in Uganda:

### 2.2.1 Policy, legal and regulatory frameworks

- Uganda has made significant progress in incorporating information and communication technologies (ICT) into education ecosystems. One of the key policies that guide the integration of ICT in education is the National Information Communication Technology Policy 2014. The policy does not constitute a detailed framework for the implementation of ICT in the education and sports sector.
- Policy and regulatory frameworks coherently outlining the use of ICT in education still remain inadequate. At the Sector level, the government has policies, laws, investment plans, regulations, strategies, and programs in place, yet they do not comprehensively address the use of ICT in education.

### 2.2.2 Technology-mediated teaching and learning approaches, including access to inclusive digital content

- A significant proportion of schools investigated during the e-readiness assessment have not digitized their curricula content and teacher resources. From the results of the e-Readiness survey, it emerged that out of 176 primary schools interviewed, respondents from only 38 primary schools (21.6%) reported they had their learning content had been digitized. In the case of secondary schools, out of 76 secondary schools interviewed, only 19 schools (25%) reported they had learning content digitized.
- The report further revealed that out of 149 Primary and Secondary schools in rural areas that were interviewed, a total of 120 schools (80.7%) do not have digitized content. In urban areas, the report revealed that out of 116 primary and secondary schools interviewed, 75 schools (65%) do not have digitized content. The slight difference between urban and rural schools may be attributed to better access to technology and infrastructure (E-readiness Assessment, 2022). Exploratory Study of E-Learning in Developing Countries: A case Study of Uganda Systems (Evelyn [et.al](#)) notes that although current e-learning initiatives at the lower education levels have concentrated on putting into place ICT infrastructure that supports e-learning, it is being done with very limited emphasis on content development and pedagogical aspects.



- The survey report further reveals that out of 76 secondary schools and out of 176 primary schools interviewed, only 9 secondary and 14 primary schools respectively had adopted e-learning systems (e.g., online platforms used for teaching and learning). At the university level, out of 294 teaching staff interviewed, 176 (60%) respondents reported they do not provide learners with training in learning with technology (E-readiness Assessment, 2022)
- A survey of primary school teachers in Uganda conducted by the Ministry of Education and Sports in 2018 found that 65% of teachers reported feeling uncomfortable integrating technology into their teaching practices, which could have implications for digital enabled curriculum implementation and skills development. Only 60% of teaching staff of primary and secondary schools can communicate using emails, only 35% can use video conferencing and only 19% can do basic troubleshooting (NAPE Report, 2018)
- From the e-readiness survey report, low adoption of ICT for special needs education is observed at all levels. And that the majority of primary and secondary schools have not fully adopted the use of ICT systems for supporting learners with special needs. Among 176 primary schools interviewed, only 14 (8.2%) indicated to have such ICT systems in place, while from the 76 secondary schools interviewed, only 4 schools (5.5%) have such systems in place. While universities indicated to have implemented ICT systems for supporting teachers with special needs, few have followed the Universal Design for Learning (UDL) model of designing online course (E-readiness Assessment, 2022). UDL model to teaching provides for every learner an equal opportunity to succeed.
- In regard to inclusive access and use of ICTs in teaching and learning for the under-privileged persons, the survey findings revealed that out of 116 schools in urban areas interviewed, 51 schools (representing 44.0%) showed they developed and apply these UDL frameworks to facilitate inclusive access and use of ICTs for underprivileged persons and those with disabilities (E-readiness Assessment, 2022). There is still a significant gap in primary and secondary schools that needs to be addressed.
- Absence of a framework to mainstream the integration of ICT in educational curricula and administration, especially at the primary and secondary level (E-readiness Assessment, 2022)

### **2.2.3 Digital Literacy and Skills for teachers and learners**

- ICT literacy and digital skills are not adequately prioritized in education at all levels, while the content of the ICT subject is in need of further advancement given the rapidly changing nature of digital skills required for life and work in the 21st century. ICT subject is not taught at the primary level. At secondary school level, Computer Studies (recently rebranded 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 (The Independent, 2023).
- The New Lower Secondary Curriculum (2020) demands that teachers integrate ICT in all the teaching subjects. However, the teachers have limited ICT skills and have not had chance for



continuous professional development (The Teacher Policy, current) in ICT usage in education and sports.

- With support from Uganda Communication Commission (UCC) through RCDF in collaboration with MoES, between 2008 and 2014, government-owned secondary schools and teacher training institutions in the country were given access to ICT laboratories. This remarkable development allowed for the implementation of digital skills instruction in almost all public schools. In addition, since 2021, UCC through its Uganda Communications Universal Service and Access Fund (UCUSAF) has established ICT computer laboratories in over 1000 secondary schools, tertiary institutions and universities. However, maintenance of this computing infrastructure remains a challenge as reported in some of the stakeholder engagement meetings.
- Uganda lacks a national digital competencies and skills framework that guides government policies, programmes, curricula, and standards for digital competencies and skills training at all levels of education.

## 2.2.4 Access to digital devices, connectivity for education, and digital information management systems

- Overall, out of 584 learners interviewed, 467 respondents (80%) face connectivity challenges to access digital learning content (E-readiness Assessment, 2022). This finding is consistent with the State of ICT report which revealed that Uganda has a 7% urban to rural gap in Internet use, with only 9% of Ugandan in rural areas having access to the Internet. Irregular Internet access puts online or blended learning out of reach.
- The Child Online Survey Report by UCC (2019) found that only 20% of primary schools in Uganda have computer labs, and only 3% have internet connectivity. This suggests that access to technology and digital resources may be limited for many learners in Uganda. The average computer-student ratio in primary schools remains as 1:76, while it is at 1:21 in secondary schools. Furthermore, the e-readiness assessment indicates that at university level, every fourth year student has access to a digital device, including privately owned devices.
- With regard to presence of electricity in schools, among the 278 government-aided institutions of learning interviewed, only 183 institutions (65.9%) were found connected to the main power grid. In contrast, among the 6 private institutions of learning interviewed, the e-readiness assessment report reveals that only 4 institutions (66.7%) were found connected to the main grid. This is a slightly higher percentage (E-readiness Assessment report, 2022)
- Although “the government is implementing the Last Mile Connectivity Project under which 732km of fibre optic cable are being laid to extend the national Data Transmission Backbone Infrastructure (NBI) to additional 700 sites” through which over 1300 government offices will be connected among others, the project has not provided for education institutions ([National IT Authority Uganda](#)).

### 2.2.5 Business Process Automation

- The Ministry of Education and Sports has over 34 distinct information systems that provide for the specific service functions and operations at the directorate, departmental, or unit levels. These systems operate and are administered independently from each other. (E-readiness assessment, 2022).
- Uganda has made significant strides in shaping the national cyber security landscape through the development of the National Cybersecurity Strategy 2022. The Cybersecurity Strategy provides policy and technical recommendations on the development and implementation of the National Information Security Framework (NISF), and the establishment of the Uganda National Computer Emergency Response Team and Coordination Centre, and the development of twelve information security standards among others. In spite of this positive progress, little attention was given to digital systems security and data privacy in the education sector. This is attributed to the human capacity gaps and resources in the education sector to manage cyber security threats to critical data and information.

### 2.2.6 ICT in Research and Innovation in education and sports sector

- According to findings of the e-readiness assessment, 64% of government-aided institutions that were assessed had a dedicated unit for research and innovation in education and sports technologies, while the remaining 36% did not have such a unit. This implies that there is a significant number of educational institutions in Uganda that have recognized the importance of research and innovation in education.
- The government of Uganda encourages research and innovation in ICT. The government through NIISP and Research and Innovation Fund (RIF) - Makerere University, and Science Technology Innovation Secretariat (STIS under State House). As of 2022, NIISP had provided grants to 172 innovators between the financial year 2018/19 and 2020/21 (MoICT NG). However, there is little research on local digital content development in the education sector.

As outlined above, the gaps related to digitization of the education and the use of digital technologies in the education and sports sector are many starting from policy frameworks, limitations of digital content, low capacity, limited access to devices and connectivity, data privacy, and security in the scope of e-learning up to insufficient use of ICT in the education system and research. Hence a significant investment is required to create a digitally-enabled transformative education and sports sector where equitable and inclusive access is provided to all, and learners acquire knowledge and skills that are required in the rapidly changing digital era.

The government is committed to improving the state of education in Uganda and also recognizes the role that ICT plays in development and in education and sports. With Uganda's digital transformation philosophy of "digitization for all", the education and sports sector can leverage ICT to address the pertinent challenges of education and sports, enhance learning outcomes for all, and educate a generation with strong ICT literacy and digital competencies to accelerate human capital development in achieving objectives of the Uganda Vision 2040.

3

Strategic  
Direction

The Digital Agenda Strategy for Education contributes to the acceleration of human capital development in Uganda. Arising out of the situation analysis above, the long-term objective of the Strategy is enhancing the provision of

responsive, equitable quality education and sports services for all by leveraging information and communication technologies. The Strategy will focus on the achievement of four (4) specific outcomes.

- 1 **Improved policy and regulatory framework** for digitization in education
- 2 **Improved teaching and learning outcomes and skills** relevant to the rapidly changing world of work in the digital era
- 3 **Increased and equitable access to education services,** improved efficiency of the education system
- 4 **Enhanced research and innovations** for digitization in the education and sports sector

## 3.1 Strategy Implementation

### 3.1.1 Outcome 1: Improved policy and regulatory framework for digitization in education

This outcome will be achieved through

- i. Harnessing policy, legal, and regulatory frameworks for digitally enabled education and sports systems. The Ministry will conduct a comprehensive needs assessment, develop a relevant policy at institutional level, as well as conducting awareness programmes among stakeholders.

### **3.1.2 Outcome 2: Improved teaching and learning outcomes and skills relevant to the rapidly changing world of work in the digital era**

This will be supported by

- production and access to affordable localized inclusive digital education content and curriculum and e-learning for all levels,
- technology mediated teaching and learning approaches across all levels,
- human capital development in market driven digital skills and entrepreneurship

### **3.1.3 Outcome 3: Increased and equitable access to education services, improved efficiency of the education system**

This outcome will be achieved through

- i. Increasing access to digital devices and digital connectivity infrastructure,
- ii. facilitating the adoption of business process automation through active use of ICT in the education and sports sector,
- iii. implementing data privacy and controls to avoid misuse of technology
- iv. operationalization of the Open University of Uganda (OUU)

### **3.1.4 Outcome 4: Enhanced research and innovations for digitization in the education and sports sector**

The outcome will be achieved through the

- i. utilization of ICT in research and innovation, and research on how to use ICT technologies for commercialization (property rights) of indigenous products,
- ii. Increased research in how best ICT can improve management of the education and sports sector as well as learning outcome of learners.

The Theory of Change below guides the implementation of the National Digital Strategy for Education and Sports Sector (See Figure 1.).

|                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                     |  |
|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>IMPACT:</b> Accelerated human capital development in Uganda.                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                     |  |
| <b>LONG TERM OUTCOME:</b> Responsive equitable quality education and sports services for all |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                     |  |
| <b>OUTCOMES</b>                                                                              | 1. Improved policy and regulatory framework for digitization in education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 2. Improved learning outcomes and skills relevant to the rapidly changing digital era | 3. Increased and equitable access to education services, improved efficiency of the education system                                                                                                                                                                                                                                                                                                                                                                                                      | 4. Enhanced research and innovations for digitization in education and sports sector                                                                                                                                                                                                                |  |
| <b>OUTPUTS</b>                                                                               | <b>1.1</b> Policy and regulatory frameworks for digitization and digitally enabled education and sports system are developed and approved.<br><b>2.1</b> Affordable localized inclusive digital content and curriculum and e-learning in the education and sports sector is available and accessed by all learners.<br><b>2.2</b> Technology mediated teaching and learning approaches across all levels of training in the education and sports sector implemented.<br><b>2.3</b> Human capacity in market driven digital skills and entrepreneurship developed within the education and sports sector.                                                                                                                                                                      |                                                                                       | <b>3.1</b> Access to digital devices and digital connectivity infrastructure in Education and Sports facilities extended.<br><b>3.2</b> Business process automation in the education and sports sector management is improved.<br><b>3.3</b> Data Privacy Controls, Governance and Management across digital education and sports services implemented.                                                                                                                                                   | <b>4.1</b> ICT is used in research and innovation, and commercialization (property rights) of indigenous products.<br><b>4.2</b> Evidence on how to use ICT technologies for improving education and sports sector management, as well as improved learning outcome of learners is produced.        |  |
| <b>INPUTS</b>                                                                                | <b>1.1.1</b> Comprehensive needs assessment<br><b>1.1.2</b> Development of relevant policies at institutional level<br><b>1.1.3</b> Awareness on programmes among stakeholders<br><b>2.1.1</b> Standards and guidelines.<br><b>2.1.2</b> Localized and inclusive digital content<br><b>2.1.3</b> Partnerships between educational institutions, local communities, and content providers.<br><b>2.1.4</b> Expansion of e-learning, online repositories or platforms<br><b>2.1.5</b> Curriculum reforms and rollout at all levels<br><b>2.1.6</b> Capacity of various stakeholders on digitally responsive, inclusive, relevant curriculum                                                                                                                                     |                                                                                       | <b>3.1.1</b> Digital connectivity infrastructure to Education and Sport facilities across the country.<br><b>3.1.2</b> Wi-Fi networks, improving local area networks (LAN), broadband.<br><b>3.1.3</b> Harmonize digital connectivity infrastructure planning, development and sharing among institutions.<br><b>3.1.4</b> Affordable power sources to education and sports facilities across the country<br><b>3.1.5</b> Quality and affordable digital devices such as laptops, tablets, or smartphones | <b>4.1.1</b> Collaborations between educational institutions, research centers, and industries<br><b>4.1.2</b> Intellectual property rights protection for digitally enabled innovations and research<br><b>4.1.3</b> Sustainability plan for maintaining and expanding successful ICT initiatives. |  |
| <b>ASSUMPTIONS</b>                                                                           | Continued government support, Strategic partnerships and collaborations, Resource availability, Compliance and enforcement, Digital infrastructure in place, Technological accessibility and reach.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                     |  |
| <b>BARRIERS</b>                                                                              | Limited infrastructure and network coverage / High cost of end user devices and services / Inadequate ICT knowledge and skills / Limited innovation capacity / Inadequate Digital Equipment and Connectivity in the Formal Education Sector; Low Digital Skills Capacity in the formal education sub-sector to foster digital skills; Outdated Curriculum that cannot foster digital skills / Low levels of ICT awareness and practice for inclusion; Low Levels of Digital Literacy and STEM training to drive the digital vision; Inadequate Governance and Institutional Legal, Policy and Regulatory Framework; Lack of Demand Data for Digital Skills; High levels of Illiteracy and Foundational skills due to early school dropouts / poor infrastructure maintenance. |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                     |  |



# 4

## Digital Agenda Strategy Imple- mentation Plan





## 4.1 Coordination framework

In order for Uganda to successfully implement the Digital Agenda Strategy for education and sports, the Ministry shall constitute a high-performing Digital Agenda Transformation Team for the Ministry. The Team will be headed by the Permanent Secretary Ministry of Education and Sports. The Permanent Secretary shall be guided by the Sector ICT Steering Committee which reports to the Permanent Secretary. The team will comprise of Sector Vision Holders, competent in delivery and management and

with thorough understanding of the new-age and ideal technologies.

The Sector Vision Holders will provide complete buy-in and oversight throughout the implementation plan in line with the Vision of the Ministry. On the other hand, the Ministry will appoint a Core Digital Agenda Strategy Implementation Team<sup>2</sup> who are expected to be the hands-on experts in the various new-age technologies, and education services delivery and management. While the Ministry shall

<sup>2</sup> The team are expected to be hands-on in technology areas such as Enterprise business process re-engineering and Automation, Enterprise Architecture and Mobility, legacy systems re-engineering, Data Science, and Analytics, Cloud Computing, Artificial Intelligence, ICT Projects management, Systems Development among others.

hire most of the experts, it will re-skill existing employees for sustainability.

Key Stakeholders including Ministries Departments and Agencies (MDAs),

Development Partners, District Local Partners (DLGs), Civil Society Organizations (CSOs) and all learning institutions will play critical roles. The Table below summarizes identified stakeholders and their roles and responsibilities

| No | Key Stakeholders and Actors                                                | Roles and Responsibilities                                                                                                                                                                                                                                                                                                                          |
|----|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Ministry of Education and Sports through the Sector ICT Steering Committee | Determine and coordinate the development of policies, guidelines, frameworks, standards and plans related to digitization in the education sector<br>Provide strategic direction and coordinate implementation of the Digital Agenda Strategy<br>Facilitate decision making in Government in line with the institutional framework of the Strategy. |
| 2  | Core Strategy Implementation Team                                          | This Team of experts will ensure the Strategy is operationalised and implemented as prescribed in the Strategy in line with best practices and Vision of MoES                                                                                                                                                                                       |
| 3  | Other Government Ministries, Departments and Agencies (MDAs)               | Mainstream interventions in the strategy into sector plans and budgets.<br>Monitor the implementation of the Sector interventions in the strategy<br>Submit reports to the Steering Committee.                                                                                                                                                      |
| 4  | Education Development Partners                                             | Technical assistance<br>Financial support<br>Resource mobilization and advocacy                                                                                                                                                                                                                                                                     |
| 5  | District Local Governments                                                 | Mainstream identified Strategy interventions into district/ cities/municipalities' plans and budgets.<br>Submit progress reports to DAS Implementation Team                                                                                                                                                                                         |
| 6  | Civil Society Organizations                                                | Advocacy, operationalisation and implementation of the strategy                                                                                                                                                                                                                                                                                     |
| 7  | Learning Institutions                                                      | Collaborate, Adoption and Adaption of Strategy at institution/school levels                                                                                                                                                                                                                                                                         |
| 8  | Private Sector                                                             | Collaborate with government for investments, innovation, and expertise                                                                                                                                                                                                                                                                              |

## 4.2 Strategy Implementation

The Digital Agenda Strategy for Education will be implemented based on periodic 7-year implementation plan with identified initiatives of at most 2 years expected short-term milestones that support the achievement of the desired outcomes of the Strategy. Implementation plans will be developed by the Digital Agenda

Technical Committee, reviewed, and approved by the Cabinet Sub-committee. Annually the ICT in Education and Sports steering committee will review the progress. The implementation shall outline the specific interventions and activities that will be carried out during the designated timeframe.

## 4.3 Monitoring and Evaluation Framework

The Ministry of Education and Sports (MoES) in Uganda recognizes the importance of effective planning and evaluation for the successful implementation of the National Digital Agenda strategy of Education. The M&E framework will aim to ensure the achievement of set targets and strategic objectives.

The monitoring and evaluation of the National Digital Agenda Strategy for Education will be integrated into the Comprehensive National Development Planning Framework (CNDPF). The Minister of Education and Sports will have overall oversight, and a committee will be instituted for annual progress review. Parliament will provide oversight, and MDAs and local governments will report on the implementation in their respective areas.

Data on inputs, outputs, outcomes, and impact will be collected by the M&E function, utilizing ICT tools for analysis and distribution. Progress reports will be generated quarterly, shared with relevant authorities, including development partners, to update on the implementation status.

Annual review meetings will assess the implementation of the Digital Agenda Strategy, progress, regulatory, financial, and planning arrangements, and identify challenges and opportunities to enhance strategic objectives.

A mid-term evaluation will be conducted after two years to assess experiences, progress, resource allocation, and lessons learned, providing recommendations for improvement.

Upon completing the Digital Agenda Strategy duration, an end-term evaluation will assess achievements, successes, failures, and opportunities, and provide recommendations for future planning.

The M&E framework emphasizes the importance of gathering accurate data, involving various stakeholders, and utilizing ICT tools to enhance the effectiveness of the Digital Agenda Strategy. The ultimate goal is to ensure successful implementation, improve education and sports services, and contribute to Uganda's development and competitiveness.

5

# Finance Plan

This section provides the rationale for implementing the Digital Agenda. The estimated overall total cost of implementing the Digital Agenda is UGX 1.310Tn (approx. USD 354Mn) over a period of 7 years (2023/24 to 2029/30). The overall cost is based on aggregation savings

that in turn assume demand aggregation, use of smart procurement strategies and procuring long term leases. The actual cost for the ICT gap will be determined through a Comprehensive ICT Needs Assessment in all institutions of learning in Uganda.

### Annual Average Cost Summary for implementation of the Digital Agenda Strategy

| Outcome                                                                                                                | Key Activities and Outputs                                                                                                                     | Required Funding (UG.SHS) |
|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| <b>Outcome 1: Improved policy and regulatory frameworks for digitization of education</b>                              | Policy and regulatory frameworks for digitization and digitally enabled education and sports system are developed and approved                 | 85,360,000                |
| <b>Outcome 2: Improved learning outcomes and skills relevant to the rapidly changing digital era</b>                   | Production and access to affordable localized inclusive digital content and curriculum and e-learning in the education and sports sector       | 1,178,560,000             |
|                                                                                                                        | Technology mediated teaching and learning approaches across all levels of training in the education and sports sector implemented              |                           |
|                                                                                                                        | Human capacity in market driven digital skills and entrepreneurship developed within the education and sports sector                           |                           |
| <b>Outcome 3: Increased and equitable access to education services and improved efficiency of the education system</b> | Access to digital devices and digital connectivity infrastructure in Education and Sports facilities extended                                  | 185,895,460,000           |
|                                                                                                                        | Business process automation in the education and sports sector management is improved                                                          |                           |
|                                                                                                                        | Data Privacy Controls, Governance and Management across digital education and sports services implemented                                      |                           |
| <b>Outcome 4: Enhanced research and innovations for digitization of education and sports.</b>                          | ICT is used in research and innovation, and commercialization (property rights) of indigenous products.                                        | 55,120,000                |
|                                                                                                                        | Research on how to use ICT technologies for improving education and sports sector management, as well as improved learning outcome of learners |                           |
| <b>TOTALS</b>                                                                                                          |                                                                                                                                                | <b>187,214,500,000</b>    |



## Digital Agenda Strategy (2024/25-2030/31)

Towards digitally enabled equitable transformative education and sports system for Uganda

### Annual Average Breakdown Per Level of Education

| #                                                                                                                                       | Item                                                               | Universities  | Tertiary      | Secondary     | Pre-primary and Primary | MoES HQs      |
|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|---------------|---------------|---------------|-------------------------|---------------|
| <b>Outcome 1: Improved policy and regulatory framework for digitization in education (85,360,000/= )</b>                                |                                                                    |               |               |               |                         |               |
| A                                                                                                                                       | Comprehensive needs assessment and Policy development and reviews  | 6m            | 10m           | 10m           | 10m                     | 8.2m          |
| B                                                                                                                                       | Institutional policy guidelines                                    | 2m            | 5m            | 4m            | 3m                      | 2m            |
| C                                                                                                                                       | Policy awareness programs                                          | 2m            | 5m            | 6m            | 7m                      | 5.16m         |
| <b>Sub Totals</b>                                                                                                                       |                                                                    | <b>10m</b>    | <b>20m</b>    | <b>20m</b>    | <b>20m</b>              | <b>15.36m</b> |
| <b>Outcome 2: Improved learning outcomes and skills relevant to the rapidly changing digital era (1,178,560,000/=)</b>                  |                                                                    |               |               |               |                         |               |
| A                                                                                                                                       | Digital Literacy and Capacity building                             | 40m           | 120m          | 90m           | 70m                     | 50m           |
| B                                                                                                                                       | Updating curriculum                                                | 80m           | 120m          | 120m          | 100m                    | 30m           |
| C                                                                                                                                       | Awareness campaign                                                 | 30m           | 60m           | 60m           | 30m                     | 21m           |
| <b>Sub Totals</b>                                                                                                                       |                                                                    | <b>150m</b>   | <b>300m</b>   | <b>270m</b>   | <b>200m</b>             | <b>101m</b>   |
| <b>Outcome 3: Increased and equitable access to education services, improved efficiency of the education system (185,895,460,000/=)</b> |                                                                    |               |               |               |                         |               |
| A                                                                                                                                       | Extension of digital connectivity and infrastructure               | 7.2bn         | 8bn           | 9bn           | 8bn                     | 2bn           |
| B                                                                                                                                       | Adoption of business process automation                            | 2bn           | 4bn           | 4.1bn         | 3bn                     | 2bn           |
| C                                                                                                                                       | Digital devices and facilities                                     | 11bn          | 13bn          | 14bn          | 15bn                    | 6bn           |
| D                                                                                                                                       | Data privacy controls, governance and management of digital assets | 1bn           | 2bn           | 2bn           | 2bn                     | 0.5bn         |
| E                                                                                                                                       | Development and adoption of local MIS                              | 3.5bn         | 14.4bn        | 14bn          | 12bn                    | 4bn           |
| F                                                                                                                                       | Operationalization of Open University of Uganda                    | 3.5bn         | 1bn           | 2bn           | 1bn                     | 0.2bn         |
| <b>Sub Totals</b>                                                                                                                       |                                                                    | <b>28.2bn</b> | <b>41.4bn</b> | <b>43.1bn</b> | <b>40bn</b>             | <b>14.5bn</b> |
| G                                                                                                                                       | Digital laboratories                                               | 0.2bn         | 3bn           | 4bn           | 3bn                     | 0             |
| H                                                                                                                                       | Power                                                              | 0.1bn         | 0.1bn         | 0.4bn         | 0.5bn                   | 0.1bn         |
| I                                                                                                                                       | Change management                                                  | 0.5bn         | 0.5bn         | 0.5bn         | 0.5bn                   | 0.1bn         |
| <b>Totals</b>                                                                                                                           |                                                                    | <b>30bn</b>   | <b>46bn</b>   | <b>50bn</b>   | <b>45bn</b>             | <b>14.9bn</b> |

**Outcome 4: Enhanced research and innovations for digitization in the education and sports sector (55,120,000/=)**

|               |                                                                                                                                      |            |            |            |               |           |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------|------------|------------|------------|---------------|-----------|
| A             | Collaboration between educational institutions, research centers and industries to promote technology transfer and commercialization | 8m         | 7m         | 7m         | 7m            | 5m        |
| B             | Intellectual property rights protection within the education & sports sector                                                         | 8m         | 8m         | 6m         | 4.12m         | 0         |
| <b>Totals</b> |                                                                                                                                      | <b>16m</b> | <b>15m</b> | <b>13m</b> | <b>11.12m</b> | <b>5m</b> |

# Annexes

The following documents have been developed by the Digital Agenda technical Committee (DATC) to support effective implementation of the Digital Agenda Strategy:

- a. E-READINESS SURVEY REPORT**
- b. DIGITAL LITERACY AND SKILLS FRAMEWORK FOR LEARNERS**
- c. DIGITAL LEARNING AND SKILLS FRAMEWORK FOR TEACHERS**
- d. DIGITAL LITERACY STANDARDS**
- e. DIGITAL SKILLS TOOLKIT**
- f. STAKEHOLDER ENGAGEMENT REPORT**

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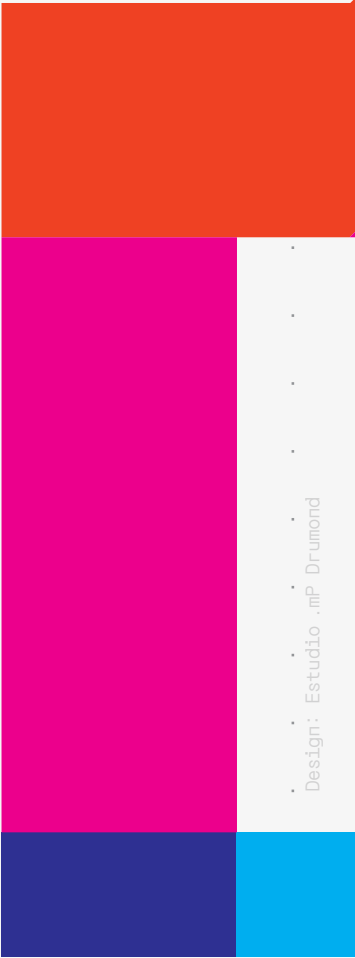
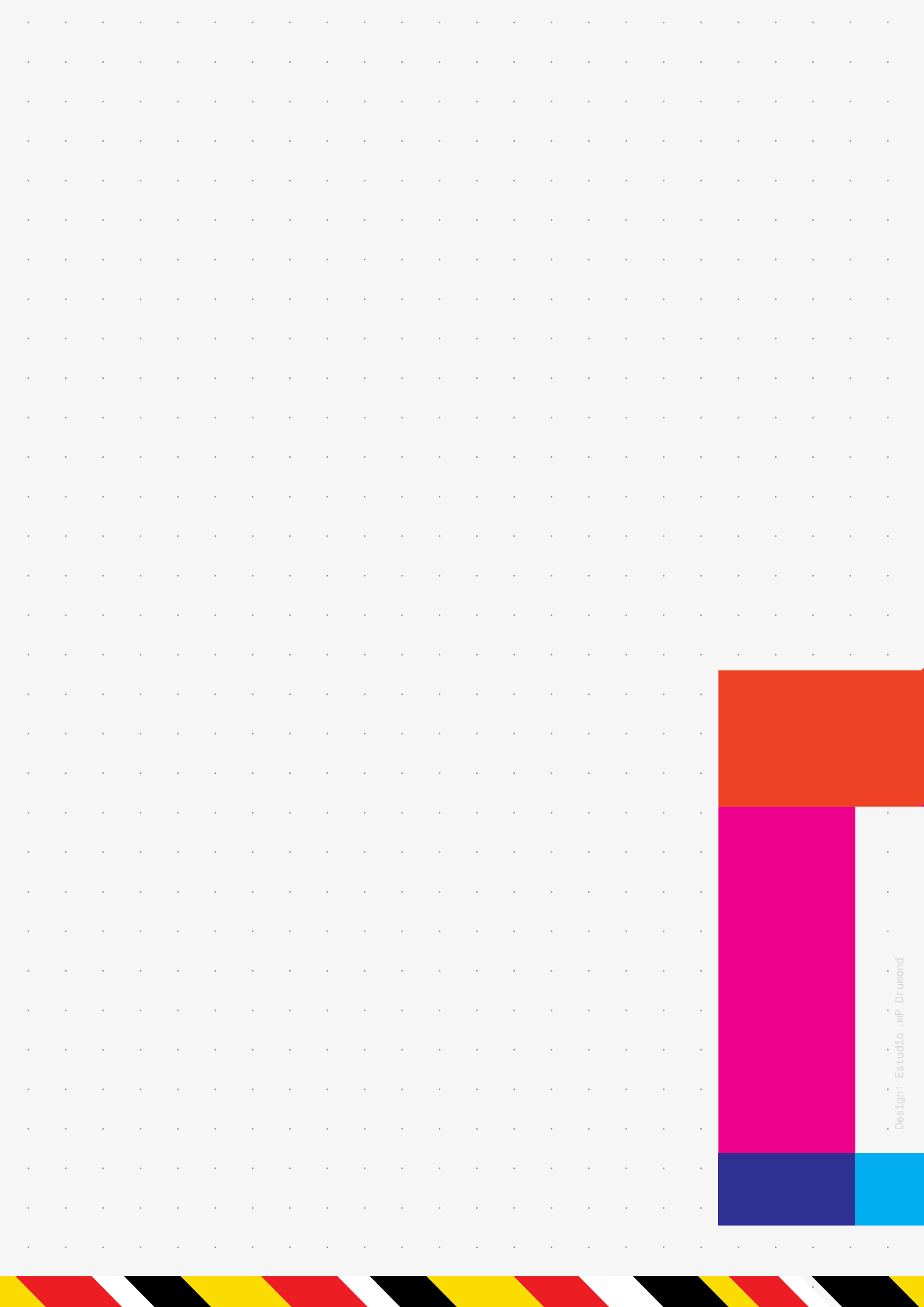
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