**REPUBLIC OF UGANDA**

**National Information Technology Authority — Uganda (NITA-U)**

Uganda Digital Acceleration Project (UDAP)

# TERMS OF REFERENCE

## CONSULTANCY SERVICES FOR THE IMPLEMENTATION OF THE NATIONAL DIGITAL SKILLS TRAINING PROGRAMME (NDSTP)

Equipping Public Servants, Teachers and Tutors, Youth (Graduates and school-leavers), Refugees and Host Communities and Persons with Disabilities with Foundational Digital Competencies

| | |
|---|---|
| **Procuring Entity:** | National Information Technology Authority — Uganda (NITA-U) |
| **Oversight Ministry:** | Ministry of ICT and National Guidance (MoICT&NG) |
| **Financing:** | Uganda Digital Acceleration Project (UDAP) Funded by World Bank |
| **Assignment Duration:** | Five (5) months |
| **Geographic Coverage:** | All regions of Uganda (national rollout) |
| **Target Beneficiaries:** | At least 6,000 direct beneficiaries across five priority categories |
| **Completion Date:** | May 31st, 2027 |

# TABLE OF CONTENTS


1. Background and Context ..... 4
1.1 National Development Context ..... 4
1.2 The Digital Skills Challenge ..... 5
1.3 Programme Phasing and Relationship to the NDSCF ..... 5
1.4 International Experience and Lessons ..... 6
2.1 General Objective ..... 7
2.2 Specific Objectives ..... 7
3. Target Beneficiaries & Regional Allocation ..... 8
3.1 Target Beneficiaries ..... 8
3.2. Regional Allocation ..... 8
4. Scope of Work ..... 9
Phase A: Inception, Training Needs Assessment and Curriculum Finalization (Month 1-2) ..... 9
4.1 Partner Onboarding and Mobilization ..... 9
4.2 Training Needs Assessment (TNA) ..... 9
4.3 Training Content Development and Finalization ..... 9
Phase B: Training Delivery (Months 2–4) ..... 10
4.4 Facilitator Selection and Orientation ..... 10
4.5 Delivery Channels ..... 10
4.6 Training Operations ..... 11
Phase C: Assessment, Certification and Monitoring (Months 4 & 5) ..... 12
4.7 Competency Assessment and Training Completion ..... 12
4.8 Monitoring, Evaluation, and Learning Analytics ..... 12
Phase D: Sustainability, Handover, and Reporting (Month 5) ..... 12
5. Proposed Training Modules ..... 14
6. Key Deliverables ..... 15
7. Performance KPIs and Milestones ..... 16
7.1 Key Performance Indicators ..... 16
7.2 Key Milestones ..... 17
8. Implementation Schedule ..... 18
9. Accessibility and infrastructure inputs ..... 19
9.1 Accessibility package ..... 19
9.2 Infrastructure ..... 19
10. Institutional Arrangements ..... 20
10.1 Contracting Authority ..... 20
10.2 Implementation Chair and Policy Lead ..... 20
10.3 Inter-Agency Technical Working Group (TWG) ..... 20
11. Inclusivity, Safeguarding, and Social Risk Management ..... 21

11.1 Inclusivity Measures ..... 21
11.2 Safeguarding Measures ..... 21
12. Firm Qualifications and Experience Requirements ..... 22
12.1 Firm or Consortium eligibility requirements Mandatory Eligibility Criteria ..... 22
13.1 Qualifications of the Team ..... 23
13.2 Support Staff ..... 25
14. Reporting Requirements ..... 25
15. Duration of Assignment ..... 26
Annex A. Key Terms ..... 26

# 1. Background and Context

## 1.1 National Development Context

The Government of Uganda has embraced ICT as one of the key tools to spur socio-economic transformation and development of the county as enshrined in the National Development Plan III and the National Resistance Movement (NRM) Manifesto 2021 to 2026. ICT has also been adopted as an overarching strategy for improving efficiency and effectiveness in delivery of services to the people, improving sharing of public information, and facilitating business processes.

Accordingly, National Information Technology Authority of Uganda (NITA-U) is charged with the overall mandate to coordinate, promote and monitor the development of IT in the context of social and economic development of the country. Underlying this mandate is a core function of streamlining, harmonising and rationalising the acquisition, deployment, utilisation and disposal of services in Government as well as enhancing uptake of e-Government services.

Uganda's National Development Plan IV (NDP IV, FY2025/26–2029/30) and the Digital Transformation Roadmap (2024–2028) position digital skills development as a foundational enabler of the Government's inclusive growth strategy. Pillar 4 of the Digital Transformation Roadmap specifically designates digital skilling and technology capacity as a strategic national priority under the overall policy lead of the Ministry of ICT and National Guidance (MoICT&NG).

It is widely recognized that digitalization is a key enabler for the implementation of the 2030 Agenda for Sustainable Development and Africa's Agenda 2063. Digital applications are already driving socio-economic transformation, increasing efficient production and distribution of goods and services, opening-up new opportunities for income generation for millions of poor people, enhancing connectivity between people, societies, government, and organizations.

In the last fifteen years, the growth of digital technology, mainly driven by the mobile revolution and associated innovations has been one of the bright spots for Africa's development. In the education sector, like in other sectors; there is a global revolution currently taking place in the training content, pedagogy and delivery mechanisms. This revolution is driven by the changing nature of the work & business environment, the realities of the information age, emerging technologies, globalization and an awareness of the need for inclusion in educational opportunities.

Uganda like other countries recognizes that the skills for Information and Communications Technology (ICT) are fundamental for participation in an increasingly digital world and are critical for its transformation. For students specifically, digital literacy is the ability of them to read, write, speak, and otherwise communicate using the many-varied and ever-changing technological devices and means in use today in the world. The youth require digital skills because the world they operate in operates in a heavily digitalized environment. If they do not acquire these skills, they will be seriously hindered in their success in the world around them. It is equally important that the teachers who facilitate the learning are empowered to enhance the digital change.

The Uganda Digital Acceleration Project (UDAP), financed by the World Bank, provides the funding instrument through which this project is anchored. NITA-U, as the National IT Authority and UDAP`s implementing agency, is responsible for the technical and contractual management of this consultancy.

### 1.2 The Digital Skills Challenge

Uganda faces a multifaceted digital skills challenge. Mobile subscriptions have surpassed 43.2 million, equivalent to nearly 88 percent mobile penetration against an estimated population of 49 million yet the Uganda Communications Commission's Q3 2025 Market Performance Report confirms that three in four Ugandans living within mobile broadband coverage still do not use it. NITA-U's own household ICT survey found that the majority of non-users cite lack of skills, not lack of access, as the binding constraint.

The skills gap is structurally uneven. Mobile ownership stands at only 28 percent among the poorest Ugandans compared with 92 percent among the wealthiest; internet access is more prevalent among men (16 percent) than women (10 percent); and in the Bidi Bidi refugee settlement, men are 47 percent more likely than women to own a mobile phone. These disparities directly inform the Programme's targeting of five priority groups least likely to be reached by market-driven digital skilling.

The fiscal cost of this constraint is direct: Uganda's National Broadband Baseline Survey (2021) estimates that a ten-percentage-point increase in broadband penetration could add USD 916 million to GDP and USD 108 million in tax revenue — gains that depend entirely on the population being able to use the infrastructure productively, not merely being covered by it.

Uganda stands at a critical juncture in its digital transformation journey. While significant investments have been made in ICT infrastructure, digital public services, and connectivity expansion, the realization of these investments is increasingly constrained by a fundamental challenge: the absence of a coherent, nationally standardized digital skills system.

Digital transformation is not merely a function of infrastructure deployment; it is fundamentally dependent on the ability of individuals, institutions, and enterprises to effectively utilize digital technologies in productive, innovative, and secure ways. In this regard, digital skills have evolved into a core component of human capital, influencing economic competitiveness, employment outcomes, and social inclusion.

### 1.3 Programme Phasing and Relationship to the NDSCF

This assignment constitutes Phase 2 of a two-phase national digital skills programme under UDAP. Phase 1 — the development of the National Digital Skills and Competence Framework (NDSCF) — is being procured separately. Phase 2, covered by this Terms of Reference, is the implementation of the National Digital Skills Training Programme (NDSTP): the structured delivery of foundational digital literacy training to at least 6,000 beneficiaries across Uganda's four regions, within a six-month implementation window.

The training programme is fully anchored in the approved UDAP National Digital Skills Literacy Programme Concept Note (July 2026), Uganda's NDP IV, the Digital Transformation Roadmap, the Digital Uganda Vision 2040, the Teacher ICT Competence

Framework, the draft National ICT Policy (2022), and the TVET Policy (2019) and TVET Act (2025).

### 1.4 International Experience and Lessons

The Programme design draws on documented evidence from comparable national campaigns:

- **Rwanda — Digital Ambassadors Programme (DAP):** Deployed over 2,030 trained Digital Ambassadors to all 30 districts, training 1,567,034 citizens, lifting national digital literacy from below 10 percent (2017) to 75.2 percent (2024) and increasing public e-service adoption from 30 percent to 73 percent.

- **India — PMGDISHA:** Trained 63.9 million individuals through over 300,000 Common Service Centres using a standardized 20-hour, five-module curriculum in 22 languages — demonstrating that short, modular, nationally consistent curricula delivered through a distributed accredited network can scale digital literacy an order of magnitude faster than urban-centred models.

- **Kenya — Ajira Digital Programme:** Produced a 40 percent increase in employment among participants within six months — demonstrating that digital skilling produces measurable livelihood outcomes when explicitly connected to income-generating digital pathways such as e-commerce, mobile money-enabled trade, and online freelance work.

Key synthesis lessons applied in this Programme: decentralize delivery; standardize curricula around short, modular, internationally recognized competency frameworks; set explicit inclusion targets for women, persons with disabilities; link training to livelihood pathways; and invest in monitoring infrastructure from day one.

## 2. Objectives of the Assignment

### 2.1 General Objective

To equip at total of 6,000 beneficiaries drawn from public servants (500), teachers (1,500) and tutors (1,000), out-of-school youth (1,000) refugees and host communities (1,500) and persons with disabilities (500) across Uganda's four regions, with the foundational digital knowledge, skills, and attitudes required to safely and productively access services, pursue education and livelihood opportunities, and participate as informed digital citizens within a six-month implementation period.

### 2.2 Specific Objectives

The specific objectives of the assignment are to;

1) Conduct a beneficiary digital literacy skills training needs assessment for the various categories of target beneficiaries
2) Develop a customized digital literacy curriculum/training content in response to the beneficiaries training needs and align to both National and international digital skills frameworks i.e. ICDL and SFIA framework
3) Develop the training content and the associated trainer guider for the developed curricula for different target beneficiaries aligned to National and International frameworks
4) Deliver training to the targeted 6,000 primary beneficiaries per the distribution defined in the scope of work
5) Develop a replicable, quality-assured national delivery model, covering training needs assessment, curriculum, partner accreditation, and monitoring that NITA-U and sector plays can scale up beyond the Programme life time.
6) Certify the beneficiaries based on competence-based knowledge and skills transfer approaches
7) Conduct an end of programme evaluation

## 3. Target Beneficiaries & Regional Allocation

### 3.1 Target Beneficiaries

The program targets the following categories of individuals:

| No. | Category of Beneficiaries | Target Number |
|---|---|---|
| 1 | Public Servants (Including district administrative officers, MDA officials) | **500** |
| 2 | Teachers (Primary and Secondary) | **1,500** |
| | Tutor (Teacher Educators and TVET instructors) | **1,000** |
| 3 | Youth (18-35 years) | **1,000** |
| 4 | Refugees (settlements) and Host Communities | **1,500** |
| 5 | Persons with Disabilities | **500** |
| **Total** | | **6,000** |

### 3.2. Regional Allocation

The beneficiaries will be identified and trained from all the four (4) national regions with emphasis on districts/sub-counties with established Teacher Training institutions.

**Location of activities**

The activities shall be implemented across the country in the following districts:

- Central Uganda; Kampala, Wakiso, Mukono, and Jinja.
- Northern Uganda; Adjumani, Yumbe, Gulu, Arua, Oyam,
- Western Uganda; Hoima. Bushenyi, Mbarara, Ibanda, Kabale,
- Eastern Uganda; Kamuli, Mbale, Soroti, Tororo,

Locations for target beneficiaries from Refugee Host communities and Refugee settlements will be mapped from the 12 host districts and 13 refugee settlements through established administrative structures in collaboration with the Office of the Prime Minister (OPM)

## 4. Scope of Work

The Consultant shall carry out the following activities across four implementation phases. Activities within phases may run in parallel where operationally efficient.

### Phase A: Inception, Training Needs Assessment and Curriculum Finalization (Month 1-2)

#### 4.1 Partner Onboarding and Mobilization

- Establish the Programme management structure, reporting protocols, and communication channels with NITA-U.
- Develop and submit an Inception Report (Deliverable D1) within two weeks of contract signing, covering: methodology, revised workplan, stakeholder engagement plan, and preliminary review of existing digital-skills evidence.
- Mobilize participants from all five beneficiary categories across all four regions, in coordination with NITA-U, MoICT&NG, Ministry of Education and Sports, Ministry of Public Service, UICT, Ministry of Gender Labour and Social development, OPM/UNHCR and relevant local governments.
- Identify and onboard the required number of beneficiaries within the assigned geographical area(s), ensuring a minimum 50 percent female participation target.
- Prepare and submit a beneficiary selection report to NITAU for review and approval prior to commencement of training activities.

#### 4.2 Training Needs Assessment (TNA)

- Conduct a structured Training Needs Assessment covering all five beneficiary categories from all four regions, using surveys, focus group discussions, and consultation with line ministries.
- Assess digital device access, connectivity, language preference, disability accommodation requirements, and current digital literacy baseline for each beneficiary group.
- Produce a Situation Analysis and TNA Report (Deliverable D2) validated by NITA-U before proceeding to training content material finalization.

#### 4.3 Training Content Development and Finalization

- Adapt and finalize the eight-module foundational curriculum (Section 5) to Uganda-specific contexts and the specific needs of each beneficiary segment identified in the TNA.
- Develop category-specific supplementary tracks: a digital pedagogy and school administration module for teachers, aligned to the Teacher ICT Competence Framework; extended e-commerce and digital marketing content; and extended digital-safety and assistive-technology content for persons with disabilities.
- Develop all training materials, beneficiary workbooks and facilitator guides for each of the five categories ensuring that content is developmentally appropriate, gender-responsive, inclusive of learners with varying levels of digital skills proficiencies in

accessible formats, including icon-based materials for low-literacy beneficiaries, audio-described content, sign-language facilitation scripts where required, and large-print options.

- Develop interactive and low-bandwidth/offline-compatible learning resources to ensure accessibility with limited or inconsistent internet connectivity, including printable materials, offline tools, and adaptable teaching aids.
- Train/Certify a cohort of local master trainers/ToTs (Minimum 2) and facilitators/Trainers (minimum 10) ToT drawn from teachers, local government staff, and community-based organizations) prior to the commencement of training delivery.

Training shall be delivered in English and, where indicated by the TNA, supported by interpretation or bilingual facilitation in the locally dominant language at each site. Translation of the full curriculum shall not be assumed.

## Phase B: Training Delivery (Months 2–4)

### 4.4 Facilitator Selection and Orientation

- Identify, vet and propose qualified mobile facilitators with demonstrated competence in digital skills competences, STEM education and youth engagement ensuring a strong balance of technical expertise, pedagogical ability and prior experience in delivering training to the selected beneficiaries' categories (gender balance and inclusivity should be prioritized to promote equitable participation and create relatable role models, particularly for young women and girls).
- Organize and deliver a comprehensive facilitator orientation programme to ensure that all facilitators are fully equipped to deliver the digital skills competences and training sessions with fidelity and age-appropriate pedagogical approaches. The orientation should at least cover the learning objectives, delivery methodology, safeguarding standards, and expected learning outcomes.

### 4.5 Delivery Channels

The consultant will utilize **blended learning delivery channels** (in-person, online, mobile), modular courses, and microlearning and where necessary leverage Uganda Institute of Communications Technology (UICT`s) digital learning and training platforms (LMS, Coursera, AVR Platform) delivered through a network of public and private training institutions as identified and mapped out in 4.1 section (partner onboarding and mobilization)

- **Face-to-Face Delivery:** Primary channel for public servants, Teacher Tutors & Teachers, out-of-school youth and persons with disabilities — delivered at accessible community venues (Teacher Training Institutions and sub-county offices) mirroring Rwanda's community-embedded Digital Ambassadors model.
- **Blended Delivery:** For public servants and teachers/Tutors who possess basic device access through their institutions — combining face-to-face orientation with self-paced online modules accessible via institutional devices
- **Virtual Delivery:** Supplementary option for beneficiaries demonstrating device and connectivity access during enrolment, and where possible leveraging digital learning

and virtual delivery platforms by Uganda Institute of Communications Technology (UICT`s)

UICT's well-established digital learning and virtual delivery platforms to scale up innovation, reduce costs, and ensure learner readiness for future work. These include:

- **AVR Cluster Centre and EON Reality AVR Platform**: Used to create immersive learning environments (e.g., simulations for digital literacy, smart farming, remote diagnostics, industrial safety, etc.).
- **UICT Content Creation Platform (Coursera)**: Enables localizing training material, including translation, adaptation, and distribution at scale.
- **Coursera for Campus**: Provides global certification courses in digital transformation, cloud computing, AI, and more—mapped to local needs.
- **Caucus Virtual Classroom**: A secure and scalable learning environment for synchronous delivery across MDAs, LGs, and institutions.
- **Amazon Web Services (AWS)**: For cloud hosting, computing skills, and scalability of LMS infrastructure and Certification.
- **ITU Academy**: Access to high-quality digital training materials and international certification modules.
- **Huawei ICT Academy**: Provides exposure to industry-grade labs, online certification, and hands-on IoT/5G/AI learning modules.

These platforms will be integrated with the national program to ensure **quality, access, innovation, and global competitiveness**

### 4.6 Training Operations

- Equip facilitators with the necessary training materials, digital tools, and operational guidance to ensure consistency and quality of delivery across all selected categories.
- Deploy mobile facilitation teams to deliver training for all selected beneficiaries in the assigned geographical area(s).
- Document training outputs, including success stories, for knowledge management, visibility, and potential scale-up.
- Track participation metrics, including gender-disaggregated data, coverage, attendance rates, and completion levels across all sessions.
- Collect qualitative insights through beneficiary feedback, facilitator reflections, and champions inputs to assess learning experience, relevance, and impact.
- Document lessons learned, challenges encountered, and adaptive measures taken during implementation to inform continuous improvement and future scale-up.
- Support NITAU in stakeholder engagement and visibility activities, including media coverage, field visits, documentation, and participation in relevant national or regional events as required.
- Conduct one (1) Training of Trainers (ToT) for at least 10 lead trainers/facilitators.
- Register and onboard all beneficiaries in the program beneficiary registers in both hard and soft copy formats.

- Provide all necessary training materials including Curriculum and trainer's Guide (Deliverable D3), and platform access to beneficiaries, facilitated through physical and virtual means
- Deliver a minimum of 20 hours of training per beneficiary.
- Maintain an 80 percent session completion rate across all cohorts; escalate underperforming cohorts to the NITA-U with a corrective action plan within five working days.

### Phase C: Assessment, Certification and Monitoring (Months 4 & 5)

#### 4.7 Competency Assessment and Training Completion

- Administer competency-based post-training assessments covering practical tasks, scenario-based evaluations, and digital skills demonstrations for all beneficiaries.
- Facilitate training of at least 6,000 beneficiaries against an aligned Digital national foundation curriculum by end of Month 5.
- Undertake a post-training digital skills & competence assessment to identified beneficiaries that have obtained the expected minimum skills & competences for certification purposes.
- Issue certificates to all certified beneficiaries and establish online access for those beneficiaries that might not have completed the certification access to the online trainings to enable them complete the trainings and assessments for online certification.
- Produce a Certification Register (Deliverable D5) disaggregated by beneficiary category, gender, disability status, district, and module, handed over to NITA-U as a standing digital-skills registry.

#### 4.8 Monitoring, Evaluation, and Learning Analytics

- Trac enrollment, attendance, completion, assessment scores, and certification and update NITA-U at all times.
- Submit monthly progress reports (Deliverable D3) covering: beneficiaries enrolled, training sessions conducted, completion rates, assessment results, safeguarding incidents (if any), and corrective actions.
- Conduct an end-line evaluation against the Programme's KPIs (Section 7) and submit the Project Completion Report and Evaluation Report (Deliverable D6) by end of Month 5. Reports will be delivered in both and soft copies to NITA-U.

### Phase D: Sustainability, Handover, and Reporting (Month 5)

- Formally hand over to NITA-U: the national curriculum and trainer's guide as endorsed public goods; the monitoring dashboard and beneficiary registry; the master-trainer certification records; and all raw training and assessment data.
- Develop and submit the Digital Skilling Program Completion Report (Deliverable D6) incorporating the end-line evaluation, lessons learned, and recommendations for scaling.
- Ensure that the digitalized training materials remain accessible online for those beneficiaries that might not have completed the certification for online training and certification.

## 5. Proposed Training Modules

The curriculum is built as a compact, eight-module foundation programme mapped to the International Computer Driving License (ICDL) competency domains and the Skills Framework for the Information Age (SFIA) responsibility/skills descriptors, so that certification carries recognizable, portable value beyond the Programme. Total contact time is calibrated at approximately 20 hours per beneficiary. Category-specific supplementary tracks are layered on top of the shared foundation.

| # | Module | Framework Alignment | Core Content | Priority Beneficiaries |
|---|---|---|---|---|
| 1 | **Computer and Device Essentials** | ICDL Computer Essentials; SFIA Level 1 | Hardware/software basics, operating systems, file management on computers, tablets and smartphones | All categories |
| 2 | **Getting Online Safely** | ICDL Online Essentials; SFIA Level 1 | Internet basics, browsers, search, connecting via mobile data/Wi-Fi, data cost management | All categories |
| 3 | **Digital Communication and Collaboration** | ICDL Online Collaboration | Email, messaging apps, video calls, cloud file sharing, virtual classrooms | Public servants, out-of-school youth |
| 4 | **Productivity Tools** | ICDL Word Processing and Spreadsheets | Basic document creation, record-keeping, simple spreadsheets for record and budget tracking | Public servants, Teacher-Tutors & Teachers |
| 5 | **Digital Citizenship, Safety and Online Protection** | ICDL IT Security; NITA-U Cybersecurity Guidelines | Passwords, privacy settings, recognizing scams/misinformation, safeguarding against online exploitation and GBV | All categories; priority: youth and PWDs |
| 6 | **Digital Financial and Government Services** | SFIA Level 1–2 (Digital Enablement) | Mobile money, digital payments, accessing e-government platforms and services | Public servants, Teacher-Tutors & Teachers |
| 7 | **Digital Entrepreneurship and E-Commerce** | SFIA Level 2 (Sales/Marketing Enablement) | Social media for business, online marketplaces, basic digital marketing and customer engagement | Teacher-tutors & Teachers, out-of-school youth |
| 8 | **Assistive Technology and Accessible Digital Use** | ICDL/SFIA adapted with accessibility standards | Use of accessibility features on devices, assistive software orientation, accessible content formats | Persons with disabilities |

## 6. Key Deliverables

All deliverables shall be submitted in English in both editable (MS Word/Excel) and PDF formats. The Assignment Completion Report (D6) shall additionally be prepared in a format suitable for public dissemination and accessible digital publishing. Deliverable approval by NITA-U triggers the associated payment milestone.

| No. | Deliverable | Content | Due Date |
|---|---|---|---|
| **D1** | **Inception Report** | Methodology, workplan, stakeholder engagement plan, preliminary evidence review, and any proposed scope adjustments | **End of Week 1** |
| **D2** | **Situation Analysis and Training Needs Assessment Report** | TNA findings per beneficiary category and region; digital literacy baseline; language and accessibility requirements; validated by NITA-U before training delivery commences | **End of Month 1** |
| **D3** | **Finalized National Digital Literacy Curriculum and Trainer's Guide** | Digital Skilling curriculum/training content with category-specific supplementary tracks, facilitation guide, assessment tools, approved by NITA-U | **End of Month 2** |
| **D4** | **Training Delivery** | Beneficiaries enrolled, sessions conducted, completion rates, assessment results, submitted to NITA-U and MoICT&NG | **Monthly (Months 2–4)** |
| **D5** | **Certification Register** | Full disaggregated registry of certified beneficiaries (category, gender, disability status, district, module) handed over to NITA-U | **End of Month 4 and 2 weeks** |
| **D6** | **Digital Skilling Program Completion Report** | Completion Report: End-line KPI results against baseline; lessons learned; recommendations for scaling; all training data and analytics as appendices | **End of Month 5** |

The programme shall issue a NITA-U-approved National Foundational Digital Skills Certificate. The curriculum and assessment framework shall be mapped to relevant ICDL competency domains and SFIA responsibility/skill descriptors, but the certificate shall not be represented as an ICDL certificate. NITA-U shall approve the certificate design, assessment standard and issuing authority."

## Payment Schedule

| Payment | Deliverable | Due Date | % of Contract Value |
|---|---|---|---|
| 1 | Inception Report submitted and approved by NITA-U | week 1 | 15% |
| 2 | Situation Analysis, Training Needs Assessment Report completed | week 2 to week 5 | 20% |
| 3 | Finalized National Digital Literacy Curriculum and Trainer's Guide finalized and endorsed by NITA-U | week 5 to week 8 | 20% |
| 4 | Training delivery reports Mid-term review reports approved NITAU. | week 8 to week 18 | 25% |
| 5 | Certification report of at least 80 percent of beneficiaries, certification assessments | Week 9 to week 19 | 10% |
| 6 | Digital Skilling Program Completion Report | Week 20 (5months) | 10% |
| | **Total** | | **100%** |

## 7. Performance KPIs and Milestones

### 7.1 Key Performance Indicators

| No. | KPI | Description | Target |
|---|---|---|---|
| **1** | **Enrollment Rate** | Percentage of targeted beneficiaries enrolled across all five categories | **6,000** |
| **2** | **Training Completion Rate** | Percentage of enrolled beneficiaries completing the full programme | **>80%** |
| **4** | **Skills Acquisition Rate** | Improvement in digital proficiency measured by pre- and post-training competency assessments | **>50% improvement** |
| **5** | **Gender Inclusion** | Percentage of female beneficiaries as a proportion of total enrolled | **At least 50%** |
| **6** | **Disability Inclusion** | Percentage of persons with disabilities as a proportion of total enrolled | **At least 5%** |
| **7** | **Learner Satisfaction** | Average learner satisfaction score via end-of-course survey | **>75% satisfaction** |

### 7.2 Key Milestones

- **End of Week 2:** Inception Report submitted and approved by NITA-U.
- **End of Month 1:** Situation Analysis, Training Needs Assessment Report completed;
- **End of Month 2:** National curriculum and trainer's guide finalized and endorsed by NITA-U; ToT/facilitators certified; training delivery commences.
- **End of Month 3:** Mid-term review conducted; at least 50 percent of the 6,000-beneficiary target enrolled and in active training; first progress report and dashboard review presented to NITAU.
- **End of Month 4:** At least 80 percent of beneficiaries enrolled; certification assessments underway.
- **End of Month 5:** Training and certification complete for at least 6,000 beneficiaries; end-line evaluation, Certification Register, Completion Report, and Scale-Up Strategy submitted to NITA-U and the World Bank.

## 8. Implementation Schedule

The six-month timeline is deliberately front-loaded: procurement, onboarding, and training needs assessment are compressed into the first six weeks so that the bulk of the period is available for actual training delivery rather than preparatory work.

| Phase / Activity | M1 | M2 | M3 | M4 | M5 |
|---|---|---|---|---|---|
| 1. Partner onboarding and mobilization | ● | | | | |
| 2. Training needs assessment (TNA) | ● | ● | | | |
| 3. Curriculum finalization and content development | ● | ● | | | |
| 4. Facilitator/master-trainer Training | | ● | | | |
| 5. Training delivery | | ● | ● | ● | ● |
| 6. Completion, Certification and beneficiary assessment | | | | ● | ● |
| 7. Monitoring, reporting, and quality assurance | | ● | ● | ● | ● |
| 8. Program completion report | | | | | ● |

The implementation period shall commence on the effective date stated in the contract. The Consultant shall allow for contract signature, mobilization, establishment of the project team and inception activities before commencing beneficiary-facing training. Bidders shall identify all assumptions concerning the procurement and mobilization period.

## 9. Accessibility and infrastructure inputs

### 9.1 Accessibility package

Consultant should take into consideration:

- accessible venue with step-free access or ramps;
- accessible toilets where available;
- seating and lighting suitable for participants with disabilities;
- large-print and electronic materials;
- captioned video or transcripts;
- sign-language interpretation for identified deaf participants;
- audio materials or screen-reader-compatible documents;
- reasonable adjustments identified through the TNA;
- accessible registration and assessment processes;

Training shall be delivered in English and, where indicated by the TNA, supported by interpretation or bilingual facilitation in the locally dominant language at each site. Bidders shall specify the languages included in their financial proposals. Translation of the full curriculum shall not be assumed unless expressly required in the pricing schedule.

**For sign language**:

Where deaf participants are enrolled, the Consultant shall provide qualified Ugandan Sign Language interpreters during face-to-face sessions and accessible assessment support. Interpretation shall be simultaneous or consecutive depending on the session design, as specified in the approved delivery plan.

### 9.2 Infrastructure

- number of computers/tablets
- maximum learner-to-device ratio, preferably 2:1 for practical sessions;
- Participants use of personal smart devices will be encouraged especially for the online training;
- Connectivity and data allowance;
- backup power;
- Venue, furniture, security and accessibility;
- equipment transportation, installation and storage.

The consultant may include any other infrastructure items as they find appropriate.

## 10. Institutional Arrangements

### 10.1 Contracting Authority

The National Information Technology Authority — Uganda (NITA-U) is the contracting authority for this assignment. NITA-U is responsible for managing the Programme budget, conducting the procurement process, and contracting.

### 10.2 Implementation Chair and Policy Lead

The Ministry of ICT and National Guidance (MoICT&NG) holds the overarching policy mandate for the Programme under Pillar 4 of the Digital Transformation Roadmap 2024–2028. Following contract signing, MoICT&NG will chair the implementation through a Project Implementation Team (PIT), leading and coordinating all working interactions with the appointed consultant, driving stakeholder engagement, and providing technical and policy guidance throughout delivery.

### 10.3 Inter-Agency Technical Working Group (TWG)

An inter-agency Technical Working Group (TWG) will be constituted to provide technical oversight and guidance, chaired by MoICT&NG with NITA-U as Secretariat. The TWG will include representatives from:

- Ministry of ICT and National Guidance (Chair)
- NITA-U (Secretariat and contract management)
- Ministry of Education and Sports
- Ministry of Public Service
- Ministry of Gender, Labour and Social Development (MoGLSD)
- Uganda Vocational and Technical Assessment Board (UVTAB)
- National Council for Higher Education (NCHE)
- Office of the Prime Minister (OPM) — Refugees Department
- Uganda Communications Commission (UCC)
- Federation of Uganda Employers

The NITAU will meet at minimum monthly and at each key deliverable review milestone. The NITAU shall review and provide feedback on deliverables within seven working days. NITAU endorsement letter is required for NITA-U to formally approve deliverables.

## 11. Inclusivity, Safeguarding, and Social Risk Management

### 11.1 Inclusivity Measures

- **Gender parity target:** At least 50 percent of beneficiaries will be women. Training partners are required to schedule sessions, provide childcare support where feasible, and select venues accounting for women's mobility and safety constraints.
- **Disability inclusion:** A minimum of 5 percent of beneficiaries will be persons with disabilities. Training venues will be assessed for physical accessibility, materials adapted to accessible formats, and a dedicated assistive-technology module delivered.
- **Language and literacy accommodation:** Facilitators will deliver training in English and might be supported by interpretation or bilingual facilitation in the locally dominated language at each site and will use simplified, icon-based materials for beneficiaries with limited formal literacy.

### 11.2 Safeguarding Measures

- **Code of conduct and screening:** All facilitators and training partner staff will sign a code of conduct on Sexual Exploitation, Abuse, and Harassment (SEAH) and will undergo background screening prior to engagement, particularly in settings involving out-of-school youth and refugee populations.
- **Grievance redress mechanism (GRM):** A confidential, accessible complaints and feedback channel (toll-free line, SMS short-code, and in-person focal points) with clear referral pathways to protection services will be operational throughout implementation.
- **Online safety curriculum:** The digital citizenship and online-protection module is positioned early in the curriculum, given documented risks of online exploitation and misinformation exposure among first-time internet users.
- **Data protection:** Beneficiary registration and monitoring data will be collected, stored, and processed in compliance with Uganda's Data Protection and Privacy Act, with informed consent obtained from all beneficiaries (or guardians for beneficiaries under 18) prior to enrollment.
- **Environmental and social risk screening:** Training venues and any minor works will be screened against World Bank Environmental and Social Framework (ESF) requirements prior to commencement.

## 12. Firm Qualifications and Experience Requirements

The consultancy is open to registered firms and consortia. Proposals from firms that do not individually meet all requirements are encouraged to form consortia with complementary partners. Lead firms must demonstrate majority share of the technical work.

### 12.1 Firm or Consortium eligibility requirements Mandatory Eligibility Criteria

| No. | Criterion | Minimum Requirement |
|---|---|---|
| **1** | **Legal registration and operating history** | Legally registered entity in Uganda or any country, with a minimum of eight (8) years of core business experience in ICT digital skills training/education, capacity building and skills development consultancy. |
| **2** | **Demonstrated experience** | Demonstrated successful completion of at least **five (5)** in atleast two or more assignments involving: digital-skills training, digital literacy, ICT competency development, education technology, or large-scale capacity-building programmes within the past seven (7) years. Evidence should indicate the client, scope, duration, and status/completion of each assignment. |
| **3** | **Specific experience** | At least **two (2)** completed assignment involving the design or implementation at a national level of digital-skills training, ICT-competency, or digital-literacy framework, with documented adoption, validation, or endorsement by a government ministry, regulator, or statutory agency within the past seven years. |
| **4** | **Presence of key personnel** | Demonstrated access to the relevant multidisciplinary expertise required for the assignment, including Coordinator/team leader, Trainer-of-trainers, digital skills trainers, Curriculum development specialist, assessment and certification specialist, cybersecurity/digital safety specialist, gender and disability inclusion officer, research/data science officer, and monitoring and evaluation |

## 13. Key Staff composition

The Consultant shall propose a team that collectively covers the technical expertise required below. All key expert positions are mandatory. Additional experts may be proposed to deliver quality outputs. The Consultant must certify that all proposed experts will be available for the full duration of the assignment.

### 13.1 Qualifications of the Team

The minimum qualifications and experience required of the proposed experts are set out in the table below. All requirements are mandatory.

| Position | Minimum Qualifications | Minimum Experience |
|---|---|---|
| **Coordinator / Team Leader**<br>(1) | Master's degree in ICT, Education, Human Resource Development, Public Policy, or related field studies from an accredited university or college | • Minimum **5 years** as an ICT trainer with ICDL certification and Microsoft Office Specialist certificate<br>• At least **5 years** proven experience in developing educational content and manuals, organising trainings and other capacity development support<br>• At least **3 years** proven experience in project management<br>• Experience with methods to facilitate transfer of learning to the workplace<br>**Other requirements:**<br>• Proven online training / blended learning experience<br>• Experience in teaching adults and knowledge of adult learning principles<br>• Proficiency in the English language |
| **Master Trainer / Trainer of Trainers**<br>(Minimum 2) | Bachelor's degree in ICT, Education, Human Resource Development, Public Policy, or related field studies from an accredited university or college | • Minimum **3 years** as an ICT trainer; ICDL and Microsoft Office Specialist accredited trainer / expert<br>• At least **3 years** proven experience in developing educational content and manuals, organising trainings and other capacity development support<br>• **2 years** experience in delivering digital work processes (ERP, e-learning and others)<br>• Experience in teaching / training adults<br>• Experience with methods to facilitate transfer of learning to the workplace<br>• Proven experience in coaching employees<br>**Other requirements:**<br>• Knowledge of adult learning principles<br>• Proficiency in the English language |

| Position | Minimum Qualifications | Minimum Experience |
|---|---|---|
| **Facilitator / Digital skills Trainers** (Minimum 10) | Bachelor's degree in ICT, Education, Human Resource Development, Public Policy, or related field studies from an accredited university or college | • At least **3 years** proven experience in developing educational content and manuals, organizing trainings and other capacity development support<br>• **2 years**' experience in delivering teaching / training programs<br>• Experience with methods to facilitate transfer of learning to the workplace<br>• Proven experience in coaching employees<br>**Other requirements:**<br>• Knowledge of adult learning principles<br>• Proficiency in the English language |
| **Curriculum Development Specialist** (1) | Bachelor's degree in ICT, Education, Human Resource Development, Public Policy, or related field studies from an accredited university or college. relevant professional certification (e.g., SFIA practitioner, DigComp assessor, ICDL-authorized trainer, or equivalent) will be an added advantage | At least 3 years in experience in digital-skills framework or curriculum design; working knowledge of DigComp, SFIA, DLGF, e-CF, and ICDL/IC³competency-based curriculum and adult learning. |
| **Assessment, Certification and Qualifications Specialist** (1) | Bachelor's degree in Education Assessment, or related field | 3 years' experience in competency-based assessment systems; experience aligning certifications with national qualifications frameworks (UQF/NCHE-type architecture) and vocational/TVET recognition systems |
| **Cybersecurity Specialist** (1) | Bachelor's or Master's degree in Computer Science, Cybersecurity, or related field; recognized professional certification (e.g., CISSP, CISM, CEH, or equivalent) | 3 years in cybersecurity practice, policy, or capacity-building; experience in delivering safety/cybersecurity competency content for non-specialist audiences |
| **Gender, Disability and Social Inclusion officer** (1) | Bachelor's degree in Social Sciences, Gender Studies, Disability Studies, or related field | 3 years designing or delivering inclusive digital-skills programming; demonstrated prior work with disability-focused organizations, refugee-serving agencies, or comparable vulnerable-population programmes |
| **Research and Data Science officer** (1) | Bachelor's degree in Statistics, computer science, monitoring and evaluation, Economics, Data Science, or related field | 3 years' experience in research design, or data-driven needs assessment for skills or education programming |

| Position | Minimum Qualifications | Minimum Experience |
|---|---|---|
| **Monitoring and Evaluation Specialist (1)** | Post graduate diploma in M & E minimum. | 4 years' experience\ in beneficiary tracking, baseline/end-line assessment and data quality assurance. digital skills assessments, National surveys or governance programmes;<br>2 years' experience designing indicator frameworks and baseline assessments |

### 13.2 Support Staff

The Consultant will ensure the presence of an administrative support staff. Operational and support staff could include: The minimum qualifications and experience below are indicative for support staff, who are not key experts.

| Position | Minimum Qualifications | Minimum Experience |
|---|---|---|
| **District Mobilizer** | Certificate or diploma in community development, social sciences or a related field | Minimum 1 year in community mobilization; knowledge of the local language(s) of the district |
| **Registration and Attendance Officer** | Certificate or diploma in business administration, ICT or a related field | Minimum 1 year in registration, record-keeping or data capture |
| **Logistics and Venue Officer** | Certificate or diploma in logistics, administration, event management or a related field | Minimum 2 years in training or event logistics and venue management |
| **Data Clerk** | Certificate or diploma in ICT, statistics or a related field | Minimum 1 year in data entry and spreadsheet use |
| **Help-desk / Technical Support Officer** | Diploma in ICT, Computer Science or a related field | Minimum 2 years in end-user or technical support |

## 14. Reporting Requirements

The Consultant operates under a dual reporting arrangement reflecting the distinct roles of NITA-U and MoICT&NG:

- **Technical and substantive reporting:** The Firm reports to MoICT&NG as implementation chair on all matters relating to training content, delivery quality, stakeholder engagement, and technical progress. MoICT&NG leads the review of and feedback on all substantive deliverables.

- **Contractual and financial reporting:** The Consultant reports to NITA-U's contract manager on all contractual obligations, invoicing, and financial matters. Formal deliverable approval — which triggers payment — requires sign-off from NITA-U.

Monthly progress reports shall be submitted to both NITA-U through the Project Manager covering: activities completed; activities planned for the following month; emerging risks and corrective actions; beneficiary enrollment and completion data; and safeguarding log summary.

## 15. Duration of Assignment

The assignment is expected to be completed within a period of five (5) calendar months from the date of contract signature. The assignment is expected to commence work within two (2) working days following contract signature. The expected completion date of the assignment is 31 May 2027, including the submission of the final comprehensive report.

For each deliverable submitted, NITAU and relevant stakeholders will require up to three (3) working days to review the submission, provide comments, and confirm acceptance. The entities shall take these review timelines into account when preparing the detailed work plans and schedule of deliverables.

Timely completion of the assignment is critical. The consultant is therefore expected to adhere strictly to the agreed work plan and deliverable schedule, and to promptly communicate any circumstances that may affect the timely completion of the assignment.

## Annex A. Key Terms

| Term | Definition |
|---|---|
| **Digital Literacy** | The ability to access, manage, understand, integrate, communicate, evaluate and create information safely and appropriately through digital technologies for employment, decent jobs and entrepreneurship (Digital Literacy Global Framework, UNESCO/ITU/UNICEF/World Bank). |
| **GRM** | Grievance Redress Mechanism; the confidential, multi-channel complaints and feedback system established under the Programme to receive, process, and refer safeguarding and other concerns. |
| **ICDL** | International Computer Driving License; the globally recognized digital literacy certification framework whose competency modules underpin the Programme curriculum. |
| **LMS** | Learning Management System; the digital platform hosting Programme training content, learner progress tracking, and assessment in SCORM/XAPI-compliant format. |
| **NDSTP** | National Digital Skills Training Programme; the Phase 2 training delivery programme whose implementation is the subject of this Terms of Reference. |
| **NITA-U** | National Information Technology Authority-Uganda; the statutory body responsible for ICT regulation, standards, and e-government coordination; contracting authority and UDAP implementing agency for this assignment. |

| | |
|---|---|
| **OPM** | Office of the Prime Minister; responsible for refugee coordination in Uganda, a key institutional partner for refugee and host-community beneficiary mobilization. |
| **PIT** | Project Implementation Team; chaired by MoICT&NG with NITA-U as Secretariat and Contract Manager. |
| **QCBS** | Quality- and Cost-Based Selection; World Bank procurement method for consulting services that weights technical quality (60 percent) against financial cost (40 percent). |
| **SEAH** | Sexual Exploitation, Abuse, and Harassment-the category of misconduct for which all Programme facilitators are required to sign a code of conduct and undergo background screening. |
| **SFIA** | Skills Framework for the Information Age; a globally recognized reference framework for ICT professional competencies, used alongside ICDL to define Programme certification standards. |
| **TNA** | Training Needs Assessment — the structured diagnostic exercise conducted in Month 1 to calibrate curriculum, channel selection, and district-level targeting to the specific characteristics of each beneficiary group. |
| **TWG** | Technical Working Group; the inter-agency body chaired by MoICT&NG providing technical oversight and deliverable review throughout the assignment. |
| **UDAP** | Uganda Digital Acceleration Project- the World Bank-financed programme under which NITA-U is implementing the National Digital Skills Training Programme |
| **UQF** | Uganda Qualifications Framework; the national system for recognition, classification, and articulation of qualifications, to which Programme certification pathways are aligned. |