

# GOVERNMENTS ROLE IN SHAPING THE ICT SKILLS LANDSCAPE

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*6<sup>th</sup> July, Maputo , Mozambique*



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# Introduction

The ongoing efforts of ICT development have two facets:

- Development of ICT as an industry in itself
- Development of ICT as an enabler of other sectors or spheres of life



# ICT development – core & enabler

**Infrastructure development**

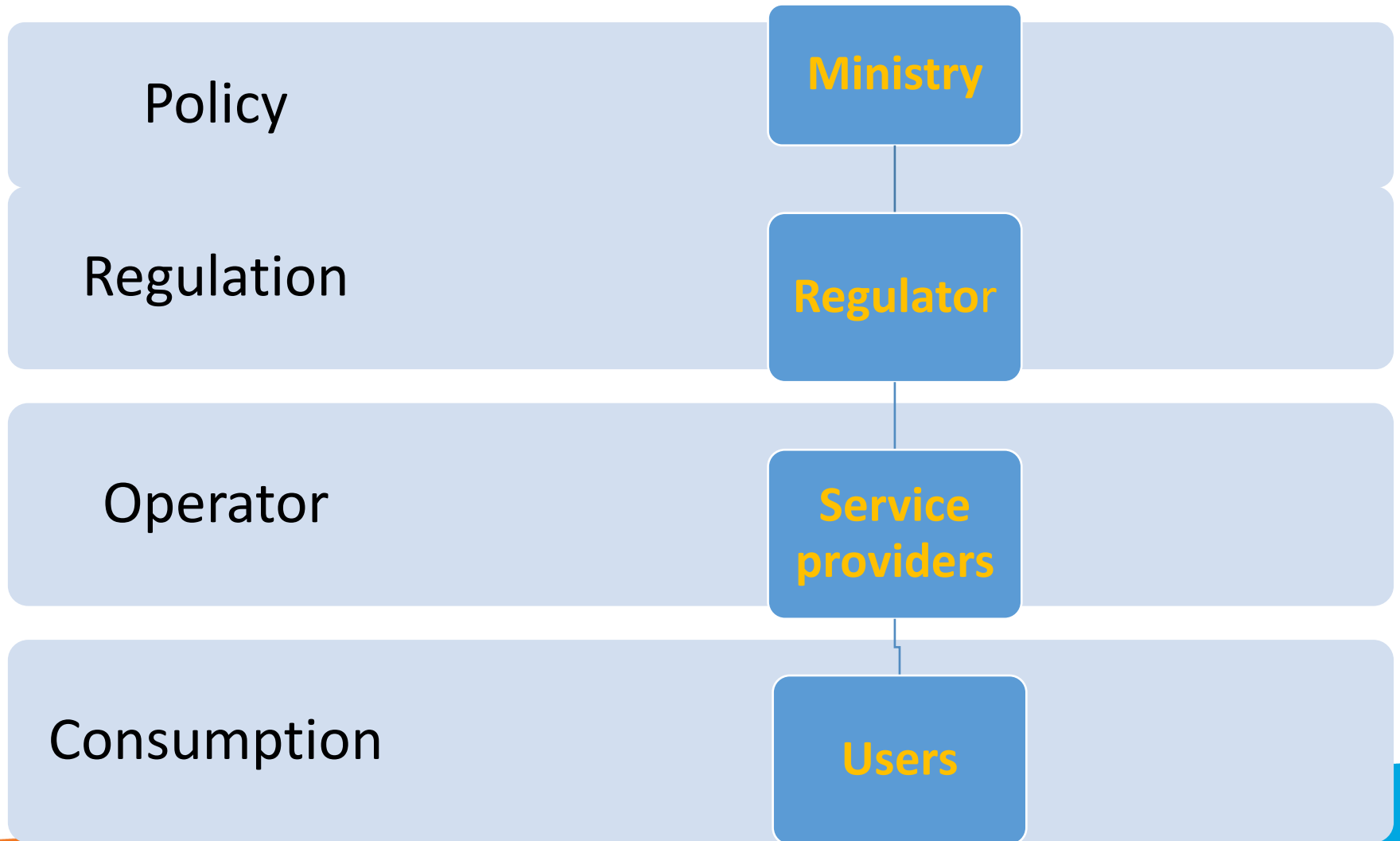
**Modern quality services**

**Applications and solutions**

**Relevant content**

**User confidence, skills & awareness, investment, innovation**

# Sector structure



# Skills required at all levels of sector

Technical	Information Technology	IT infrastructure experts IT security experts
	Programmers	IT software specialists
	Communication technology	Engineers Technicians
Non-Technical	<ul style="list-style-type: none"><li>• Organization accounting</li><li>• Costing and pricing experts</li><li>• Specialist areas e.g. Interconnection</li><li>• Business &amp; competition</li><li>• General council</li><li>• Sector regulatory</li></ul>	Finance  Economists  Lawyers
	Human Resource	

# Other ICT skills required



- Usage of some of the ICTs e.g. computers and the internet require some basic ICT skills
- Digital Literacy has also become a key requirement for most Jobs today.

# Challenges

- Technical skills require hands on training compounding the cost of providing the training
- Sector is dynamic so skills required are also dynamic e.g. evolution of value added services like mobile money and technology advancements - 2G to 2.5G to 3G to 4G and now expecting 5G
- There are a number of specialist areas that are specific to the sector e.g. interconnection, spectrum management, quality of service etc.
- Availability and quality of the institutions and trainers to deliver the required training



# Government intervention

- Countries have now introduced Digital Literacy within their education systems
  - This involves the provision of guidance and instruction to the populace and the learning tailored to target the stage of development of respective students (i.e. in school, adult education etc.)
- Development of Curricula and related materials for various levels of education as well as organizing capacity building courses for stakeholders on curricula and matters related to curriculum.
- Setting and enforcing national ICT skills standards.
  - Establish an accreditation and certification framework.





# ICT in the formal education in Uganda

	Description	Scope of ICT /in the Curriculum/training
Pre-primary	3 years focusing on Literacy, numeracy and social and emotional development	Enhance the traditional way of teaching and the learning process.
Primary	7 years developing competencies and life skills	Guidelines to be provided for educational activities that can be done with IT
O level secondary	4 years	A curriculum for computer studies(ICT applications) has been developed. It involves: <ul style="list-style-type: none"> <li>• Computer awareness and applications</li> </ul> Its assessed through written and practical examinations
A level secondary	2 years	No Curriculum for ICT at this level.
Vocational	<ul style="list-style-type: none"> <li>• 2-3 years</li> </ul>	No Curriculum for ICT at this level
Tertiary/higher institutions	<ul style="list-style-type: none"> <li>• 3-5 years</li> </ul>	These are autonomous, Curriculum not managed by the Ministry

# Complementary factors

- Accreditation and standardisation of ICT curriculum at all levels of education
- opportunities for continuous education through establishment of ICT centres of excellence
- financial resources to support investments in the sector
- putting in place regulatory frameworks that stimulate investment, innovation & competition
- enhancing ICT usage and relevance
- seek political will and secure integration of ICTs in national development plans



# Other Government effort in Uganda

- Uganda Communications Commission (UCC) under the RCDF has installed ICT laboratories and financed a year's internet connectivity to
  - All government aided secondary school in the country
  - Vocation institutes (teacher training institutes)
  - Tertiary institutions
- UCC has also piloted an ICT Community training program around schools that have received labs
- The National IT Authority of Uganda is establishing such define which qualifications will be recognized for one to be regarded as an IT professional.



# As HR professionals.....



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**THANK YOU**



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