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innovative
responsive
developmental
enabler
collaborative

The e-Skills Institute is a national catalyst, facilitator and responsive change agent in the development of a globally evolving information and knowledge-based environment, by leading the creation of key e-skills development initiatives, practices and the implementation thereof, to benefit the total population. The e-Skills Institute focuses primarily on three key areas: research, teaching and learning, innovation and a monitoring and evaluation framework.

Please participate in an online survey to assist with mobile applications development research.
Go to www.get-apped.co.za

Local evidenced-based research into mobile needs in South Africa

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There has been a worldwide increase in mobile-cellular subscriptions with Apple selling two million iPads in 59 days. Intel predicts double the number of today's networked devices by 2015.

In South Africa, cellphone banking services have increased with 37% of South Africans in urban and rural areas aged 16 and above now using cellphone banking (World Wide Worx).

According to the International Telecommunication Union (ITU) and World Bank estimates, mobile cellular subscriptions in South Africa were over 50 million as of 2010. In the 'Mobile Africa Report 2011' from Extensia, the four biggest mobile phone markets in Africa are Nigeria, South Africa, Kenya, and Ghana.

It is clear that mobile is the future in Africa and globally. On the 1st of August 2012, the Gauteng e-Skills Knowledge Production and Coordination Hub, based at the University of Pretoria, hosted the 3rd Gauteng e-Skills Multi-Stakeholders' meeting focusing on the South African mobile industry and opportunities for the future.

The Gauteng Hub, an e-Skills Institute presence at a provincial level, coordinates e-skills interventions, identifies gaps, promotes innovation and builds capacity in terms of the e-skills research agenda.

Mobile applications and the creative industries

The Gauteng e-Skills Hub presented the progress on its involvement in the creative industries, particularly regarding the creation of new entrepreneurship opportunities within mobile applications.

Further discussions and reports looked at the growth of the South African mobile industry, its development needs, and how participation in the industry can be encouraged across South Africa. Topics covered included digital innovation in the creative industries, mobile technology, and industry opportunities for South Africa and for women. Delegates included representatives from government, industry, civil society and the education sectors.

Developing e-skills in context

The acquisition of e-skills (ICT skills) has always been a key need in society at a national and international level. Along with the expansion of mobility comes the need for new jobs and new skills such as collaboration, problem solving, creativity, and data and business analysis.

While the traditional deterministic approach of throwing resources at the problem of under-developed ICT skills

Delegates at the workshop



Speakers at the meeting: Grania Mackie (International Labour Organisation); Prof Carina de Villiers (professor at the Department of Informatics, University of Pretoria, and Hub Research Coordinator); Prof Stephanie Burton (Vice-Principal for Research and Postgraduate Education, University of Pretoria, and Hub Senior Coordinator); Prof Wallace Taylor (The Information Society Institute and consultant with the e-Skills Institute research arm); Mlymoena Sharif (National Programme Coordinator of e-Skills Institute); Dr Hossana Twinomurizi (senior lecturer at the Department of Informatics, University of Pretoria, and Hub Acting Director)

Focusing on e-entrepreneurship

The Gauteng e-Skills Hub has a specific focus on e-entrepreneurship within the creative industries and mobile applications development with the aim of creating an enabling environment for entrepreneurs to thrive in the knowledge age. The underlying purpose is job creation social and economic upliftment in South Africa.

doesn't work neither does bringing experts in from the outside nor 'painting over the cracks in ICT skills'.

The key is to consider both the demand and supply side of e-skills (ICT skills) in South Africa. It is also important to develop new approaches to effectively using ICTs (mobility) to advance SA's socio-economic agenda. This can be done through collaboration across all stakeholder groups, evidenced-based research and social innovation.

Another significant area is to create enabling spaces for women within the e-skills framework as ICT-supported business activities result in improved livelihoods of SMMEs.

Creative industries

A core focus area for the Gauteng e-Skills Hub is that of creative industries, which is increasingly

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recognised as a rapidly growing and untapped area of income generation in developing economies. Furthermore, when combined with digital media, creative industries have the potential for exponential growth.

Market research

The Gauteng e-Skills Hub shared the existing findings and outcomes of the market research into the mobile applications and creative industries environment in South Africa. The preliminary results of a mobile apps development and creative industries survey that is currently being done were also presented.

There were some surprising results from the interim data, suggesting how little apps developers understand apps users. A result is that many areas are untapped, for example the need for shopping apps that make the shopping experience more exciting.

Plan of action

This meeting also served as a means to create and develop a way forward for the e-Skills Institute in terms of growing the mobile applications and creative industries environment and ecosystem. The discussions were designed to assist the e-Skills Institute to formulate a plan of action to make policy recommendations on improving the sector from a skills capacity perspective. High on the agenda was the creation of collaboration teams across all stakeholders to use the apps labs and to conduct research.

Gaining an understanding of mobile applications development in South Africa

The e-Skills Institute (e-SI) is working to gain a better understanding of the current mobile applications development landscape in South Africa. This is being done through its Gauteng Knowledge Production and Coordination Hub which focuses on the national thematic area of creative industries. Multi-stakeholder collaborators include Cisco, RIM, Apple (Core Group), UNDP/UNCTAD, Kenya, Rwanda and the Queensland University of Technology (Australia).

The e-SI is calling for organisations and individuals to participate in an online survey to assist with the research. Whether you are a user, developer or trainer, please go to www.get-apped.co.za and complete the survey. It will take 15 minutes of your time.



Innovative training to provide insight into increasing e-skills within scarce ICT fields

Increasing the pool of ICT professionals within scarce fields will contribute to improving South Africa's e-skills – a necessary factor when combating unemployment, developing the country's competitiveness and improving South Africa's global standing in the World Economic Forum Global Technology report.

A first response is to train more people but the development challenge requires a multi-pronged and multi-level approach. A PhD research project is currently focusing on the ability of students to move into e-skills (ICT) careers and the potential for job creation.

Previous research has shown that the main motivational factors for learners choosing ICT as a career are having ICT as a high school subject and having early, well-informed, mentored exposure to exciting and challenging new technologies. This research project builds on the above motivational factors by exposing learners that take ICT or computer application technologies (CAT) as a school subject to cutting-edge software development.

If successful, the project will result in an increased interest and aptitude (and eventually an increased number of graduates) in the scarce skills areas of mobile application development and software development.

The research falls under the e-Skills Institute national research network, ReSNeS.

Training at grade 10 and 11 level

Johan Breytenbach, the PhD student conducting the research, is based at the Gauteng e-Skills Knowledge Production and Coordination Hub, University of Pretoria. Part of the research involves conducting a pilot training course on 18 August 2012.

About 50 grade 10 and 11 pupils will be trained in mobile applications development. Later training will result in reaching 80 learners. This initiative comes out of a collaboration between the Gauteng e-Skills Hub and nine feeder public schools that surround the University of Pretoria.

The approach considers a number of issues: Is it possible to train people from an early age in mobile apps development? If you approach people at an early age, can they be encouraged to move into a career in e-skills (ICT)? Research shows that apps developers usually teach themselves. Affirmative research results from the PhD will assist in driving training in an innovative direction, offering training at a level that has never been done before.

The Gauteng Hub BlackBerry Applications Factory focuses on mobile app development, falling within the hub's focus areas of creative industries and entrepreneurship.

Multimedia added to FET college training aimed at developing new emerging talent

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Multimedia is becoming increasingly critical within the South African context. Migration to the digital platform means that local content development will be transmitted over electronic platforms. (Local content development refers to texts and images of a cultural and creative nature and includes sound and audio-visuals.) Multimedia skills have become pivotal in anticipation of the multi-channel

Students from Ekurhuleni East FET college



Students from Capricorn FET College - Limpopo



Students from South West Gauteng FET college



broadcasting environment.

In anticipation of the skills demand, the e-Skills Institute is spearheading an ICT Skills Development Programme at public further education and training (FET) colleges around the country. This is aimed at producing FET college graduates with relevant industry skills such that these e-professionals are employable within the market.

Collaboration moves e-skills forward

As part of this initiative, memoranda of agreement were signed with 29 FET colleges around the country. Seven of these colleges were targeted to pilot the multimedia subject as an optional national certificate (vocational) subject.

Multimedia subject guidelines have been developed with the assistance of South Korean experts who were deployed in the country through the bilateral agreement between South Korea and South Africa. The memorandum of Understanding (MoU) with the Ministry of Public Administration and Security of the Republic of South Korea was signed on 22 September 2008 and terminated on 22 September 2011.

The Introduction of multimedia training in selected colleges is one of the programmes emanating for the bilateral agreement. Funding was provided for development of subject guidelines and the training of lecturers for national qualifications framework (NQF) level 2, 3 and 4.

The subject guidelines were approved by the Department of Higher Education and Training in 2009. This approval set the process in motion for the implementation of the Multimedia subject in seven selected FET Colleges. There are 270 learners that are currently training on NQF level 2, and 62 learners registered for level 3 in these colleges. Furthermore, 24 FET college lecturers were trained at NEMISA on NQF level 2 and 3 in 2010 and 2011 in preparation for the roll out of the training.

A NQF level 2 textbook is currently being used in colleges that have started with implementation of the multimedia programme. The process is underway to develop NQF level 3 and 4 textbooks.

Eastern Cape Hub to spearhead NQF level 4 lecturer training

The e-Skills Institute Eastern Cape e-Skills Knowledge Production and Coordination Hub is currently developing the courseware for lecturer training in Multimedia NQF level 4. This is being done in collaboration with NEMISA. The collaboration will also result in the training, assessment and evaluation.

Course content

The current courses range from the conceptual understanding of digital media and basic skills and knowledge needed for multimedia content development and application to core skills such as designing and editing videos and creating electronic publications. Further levels include teaching skills and theoretical knowledge required for creating multimedia products within the internet environment.

Towards the development of a curriculum for the e-enablement of government service delivery

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The National e-Skills Summit held in 2010 resulted in the National e-Skills Plan of Action (NeSPA). In this document, the e-Skills Institute was mandated to e-skill the nation with a number of skill sets. One of these is e-government which focuses on increasing organisational efficiency and productivity.

The KwaZulu-Natal e-skills knowledge production and coordination hub, a provincial presence of the e-Skills Institute, is tasked with training, up-skilling and re-skilling government employees and departments at national, provincial and local level to support e-governance.

The enablement of e-government services focuses on the effective use of ICT for service delivery that is developmental, agile, competent and citizen-centric. It will result in government having better communication with the people of South Africa thus focusing service delivery on real needs.



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Bottom-up collaboration

Following on from a May 2012 workshop that engaged stakeholders in research and curriculum development around the e-enablement of government services, the

KwaZulu-Natal e-Skills Hub has conducted further focus groups to drive curriculum development. The collaboration involves the South African Local Government Association (SALGA) and local municipalities.



The curriculum around e-enablement of government services is also being developed in collaboration with academics from the University of KwaZulu Natal and UNISA. It is the only course of its kind within South Africa.

e-Enablement of government services and e-governance

A pilot of module 1 and 2 is planned for mid-September. Module 1 will focus on the use of ICT and the enablement of services within government. Module 2 encompasses e-governance which refers to the policies, procedures and ethics of using ICT to deliver services.

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Promoting awareness around the e-enablement of government services and effective service delivery

Colin Thakur, the coordinator for the KwaZulu-Natal e-skills knowledge production and coordination hub, will be delivering a keynote address on e-democracy at the e-Leadership 2012 Conference held at the University of Pretoria from 4-5 October.

This is the first e-leadership conference on sustainable e-government and e-business innovations in Africa.

In the keynote address, Colin will provide an exploration

of adoption patterns of technology voter administration (in general) and electronic voting (in particular). In addition, the contentious issue of transparency in e-voting will be explored.

He will also be delivering a paper on e-government covering a preliminary analysis of the state of the e-enablement of government services in South Africa.

This refers to the practice of leveraging ICT to deliver services to employees, to citizens, to business and to other government departments. The preliminary analysis shows that while government has committed to e-services, on average these services are not available.

The underlying intention of the above activities is to increase awareness of the e-Skills Institute and the KZN e-skills hub. The KZN Hub focus is on the e-enablement of government services and work is currently being done on developing a relevant curriculum.



Towards an engaged and e-literate society

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Opportunities exist and are generally accessible within the formal sector, higher echelons, corporate world and employed sector. The South African challenge is to mobilise the broader population – particularly the marginalised (such as the unemployed, low income levels, youth, women and the disabled) – to develop a population that is competitive, employable, entrepreneurial and self-sustaining.

The Southern Gauteng/Northern Cape (SG/NC) e-skills knowledge production and coordination hub focus is on e-literacy. It targets SMMEs, community-based organisations, NGOs, the unemployed, the marginalised and inmates. The target populations also include lower level workers in organisations such as local government and civil society structures.

SG/NC e-skills hub principals' forum



Capacitating will occur through the transfer of ICT skills, using technology to develop skills and enhancing access to information and services.

Partnerships to increase accessibility and participation

A core focus is the development of e-skills partnerships with the communities involved. An area that holds potential for collaboration is the sharing of infrastructure to mobilise more role players and resources. This will allow for accessibility and increased participation.

The hub's intention is to develop e-aware and e-skilled communities as first-generation users and to enhance business and civil society capacity to improve its effectiveness.

Multi-stakeholder collaboration

The SG/NC e-skills hub has been holding stakeholder partnership talks in the Sedibeng West district. The stakeholder engagement began with an initial meeting with principals to encourage partnership interest and to position the e-Skills Institute as a key stakeholder. This was followed up with talks to district officials who are responsible for the schools in the district.

The engagement culminated with a principals' forum where the SG/NC e-skills hub presented to 105 principals on the 19 July 2012. The principals represented schools with a headcount of 109 000 learners.

The intention was to create awareness around the e-Skills Institute and the SG/NC e-skills hub, and to create partnerships with the schools. The collaboration will begin with schools for disability (of which there are five in the district), as well as the most under-resourced schools which

are largely in rural areas.

The intention is to use the schools' infrastructure to access parents, the community and leadership.

Mofolo Primary School Pilot programme

On 25 July 2012, the SG/NC hub went on a site visit to Mofolo Primary School in the Emfuleni local municipality. It is in a semi-rural area. The intention was to scope out the site, meet the teachers and develop relationships.

The school has been earmarked for the pilot programme. It accommodates 200 pupils with learning difficulties and offers schooling up to grade 7. All the staff, including the principal, are volunteers with the exception of a Department of Education administrator.

The pilot programme involves e-skills training to teachers and learners, followed by training to their parents and the local unemployed youth, and community members. Once the pilot programme has been refined, the intention is to work with schools in the area in clusters in order to enhance the multiplier effect.

Research will also be conducted into the impact of e-skills.

Mofolo Primary School site visit



Curriculum development

Four modules have been proposed. These range from computer basics (including how to search for job opportunities and the use of Microsoft office) and the use of mobile technology to basic entrepreneurship skills and the application of technology.

The SG/NC e-skills hub and the science and technology park

The SG/NC e-skills hub is located at Vaal University of Technology Science and Technology Park which is currently being developed into a third-generation science park. People from the community are able to come to the e-skills hub and then network with each other during training. The hub will be drawing from different organisations, from NGOs and business, and from different communities.

Artisan training is also offered at the park allowing exposure of the e-skills hub participants to other networks, alternate environments, entrepreneurs and other businesses. The science park also supports the translation of learnings into application in the business context. Due to the existence of a business incubation programme, opportunities to develop small businesses will be offered. The science park also has an 'idea to product' ICT lab that will be available to the e-skills hub's participants.

Moving towards increased e-skills research

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Research and evaluation is a fundamental component of the e-Skills Institute and it is of vital importance in underpinning successful development efforts across government, business, civil society and education agencies. Beyond measuring output and outcomes, it shapes and coordinates efforts and assists in identifying gaps where new approaches are needed.

In August 2012, the Southern Gauteng/Northern Cape (SG/NC) e-skills knowledge production and coordination

hub will be engaging with research students around e-skills. A briefing meeting with 30 BTech and 15 Mtech students will be held. The aim is to create the context around e-skills research, providing possible research questions and current issues that need to be investigated. Training of the post-graduate students will then commence. The research forms part of the hub's research activities, in collaboration with the e-Skills Institute national e-skills research network, ReSNES.

Beyond measuring output and outcomes, [research and evaluation] shapes and coordinates efforts and assists in identifying gaps where new approaches are needed.

Towards promoting science and technology

Running from 30 July to 4 August 2012, the National Science Week theme was 'The Role of Science and Technology in Economic Development'. National Science Week is part of the Department of Science and Technology's contribution to the gradual transformation of South Africa's resource-based economy to a knowledge economy.

Science and technology impacts on the economy

The Science and Technology Minister, Naledi Pandor, spoke at the launch at the University of Johannesburg's Soweto campus. She noted that countries that excel in the sector become powerful players in the economy of the world and that it is the onus on every country to establish how it wants to position itself.

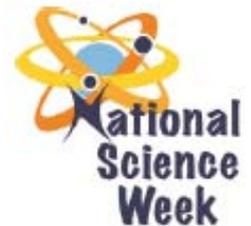
Another speaker was the Vice-Chancellor of the University of Johannesburg, Professor Ihron Rensburg. He noted that science and technology were the differentiators between countries that were able to tackle poverty effectively by growing and developing the economy and

those that were not. Innovation is the primary driver of technological growth and living standards.

National celebrations

National Science Week 2012 celebrations were conducted in collaboration with higher education institutions and science councils countrywide. More than 80 sites around the country ran teacher and student workshops, open days, public lectures, seminars, career exhibitions, learner outreach activities and tours around the country's major science facilities.

Educational materials were distributed including science, engineering and technology career awareness information, to help learners plan their careers. The e-Skills Institute provided brochures and content around e-skills for one of the exhibitions in the Northern Cape in collaboration with the Provincial Government of the Northern Cape.



e-SKPCH events

KZN e-SKPCH events	Gauteng e-SKPCH events	Western Cape e-SKPCH events
September 2012 <ul style="list-style-type: none"> Monthly Stakeholders Forum on the fourth Wednesday 	July and October 2012 <ul style="list-style-type: none"> Gauteng e-SKPCH stakeholder meetings 	August - September 2012 <ul style="list-style-type: none"> 13-17 Aug: e-Skills workshop – cohort 2 – face-to-face 20 Aug-14 Sep: cohort 2 – online phase
October 2012 <ul style="list-style-type: none"> Monthly Stakeholders Forum on the fourth Wednesday 	April - December 2012 <ul style="list-style-type: none"> Regular presentation of e-skills courses for entrepreneurs and in the creative industries 	October - November 2012 <ul style="list-style-type: none"> 8-12 Oct: e-Skills workshop – cohort 3 – face-to-face 15 Oct-9 November: cohort 3 – online phase
November 2012 <ul style="list-style-type: none"> Monthly Stakeholders Forum on the fourth Wednesday 	July – December 2012 <ul style="list-style-type: none"> Incorporate Blackberry mobile apps development as part of a BCom (Honours) Informatics course and in Usability Testing 	
	July – August 2012 <ul style="list-style-type: none"> Host a distinguished international academic as a visiting professor 	

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Multi-stakeholder collaboration promotes alignment and e-skills development for greater impact

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One of the concerns regarding e-skills development within the country has been the lack of alignment across the various stakeholders. Part of the e-skills agenda, and lying within the e-Skills Institute's mandate, is the consolidation of efforts to reduce duplication and unnecessary costs and to increase the impact of e-skills interventions through collaboration.

The creation of a multi-stakeholder collaborative network provides a local architecture that allows for collaboration across levels and disciplines in government and education. It also creates a context that provides focus for the various endeavours and alignment to national priorities.

While the Makana Application Development Factory (MAF) based at Rhodes University and the University of Fort Hare has been making significant strides in its areas of expertise, that of media content production and computer science, engagement with the e-Skills Institute multi-stakeholder network framework will now align its existing programmes and developments within the e-skills agenda.

Memorandum of agreement

The Eastern Cape e-skills knowledge production

and coordination hub is in the process of signing a memorandum of agreement with (MAF). This means the MAF will become one of the hub's associated e-skills innovation application factories. It is anticipated that the MAF will lead to entrepreneurial activity and innovation which will result in job creation in the province.

New apps development factories planned

The Eastern Cape e-skills hub is also part of a joint proposal to develop further application development factories aligned to the Eastern Cape, Western Cape and Gauteng hubs. The intention is for these to house Apple development labs and this step comes out of the signed memorandum of understanding between the e-Skills Institute and Core, the representative for Apple in South Africa.

In preparation for the app factory to be based at the Eastern Cape hub, two lecturers were previously sent to South Korea for embedded systems training as part of the bi-lateral agreement between South Africa and Korea. Furthermore, two lecturers went on Blackberry (RIM) training and three are currently being trained on Apple's iOS.

Towards the development of smart community knowledge production centres

The Eastern Cape e-skills knowledge production and coordination hub is collaborating with the Eastern Cape Socio-Economic Consultative Council (ECSECC) in identifying smart centres within the Department of Rural Development and Land Reform's targeted wards.

ECSECC operates out of the Eastern Cape's Premier's Office and is a strategic partner of the e-Skills Institute. It focuses on identifying areas within the province that need development.

Proposed research

The collaborative partnership has submitted a proposal to the e-Skills Institute national research network for e-skills, ReSNES, to conduct a comparative study. This will

compare the establishment of smart community knowledge production centre from scratch with the conversion of an already-established structure.

While the concept of the smart centre is currently in development, the intention is for the centres to support whole community development and offer targeted training interventions, build and support entrepreneurs across all sectors, allow for action-based research for policy development, and allow for local relevant innovation across all sectors.

The Eastern Cape e-skills hub collaboration with ECSECC is driven by community participation. As part of the proposed research, a survey will be conducted around user and community needs.

e-Skills for development and social inclusion

The Eastern Cape e-skills knowledge production and coordination hub is part of the multi-stakeholder partner approach model that intends to regenerate Alice town. The proposed development for a mature ICT infrastructure will see the community trained in e-skills, enabling individuals to develop systemic competitiveness.

Recent meetings with the Amathole Development Agency have seen Alice added to the Department of Rural Development and Land Reform's targeted areas. Currently there are discussions regarding developing surrounding

towns by adding basic or smart community knowledge production centres. The towns will all fall within the Amathole district.

Alice Town



The e-Skills Institute's value proposition

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The digital divide, which refers to the gap between those with access, use and knowledge of ICT and those who do not, is particularly prevalent in South Africa. Merely providing access to ICT does not close the divide. There is a need for planning around social, cultural and economic appropriation of ICTs to impact real needs at the societal level.

Treating ICT as a mere tool with an emphasis on technological capability and reductionist research is severely affecting national standing for investment, development, continental impact, equity, job creation, innovation on all levels and global competitiveness. As an illustration, South Africa has dropped from 47th position in 2007 to 72nd position in 2012 (WEF, Global Technology report).

ICT has a life-changing potential for individual prosperity, self-reliance and participatory capability growth. However, it also has the capacity to homogenise which is contrary to the South African context. The way forward lies in the social appropriation of ICT for local benefit, where the emphasis is on developing social capacity and social astuteness to

Merely providing access to ICT does not close the divide. There is a need for planning around social, cultural and economic appropriation to impact real needs at the societal level.

make use of ICT in ways that suit local needs and on developing better understanding of appropriating the technology to increase cohesive approaches to self-reliance.

The e-Skills Institute

The Department of Communications has been mandated to drive the e-skills agenda

through the e-Skills Institute (e-SI). As a national catalyst, the e-SI aims to help position South Africa to increase its global competitiveness, provide the base for increasing equitable prosperity in South African society, grow the human resource e-skills base for South Africa, and embed technology into people's lives

The aims will be achieved through: evidence-based research, a monitoring and evaluation framework, teaching and learning, and innovation.

The e-SI has established a substantive formalised multi-stakeholder collaborative network involving partners across Government, business, Government agencies and SOEs, global development partners and agencies, continental and international partners, community, organised labour, and

education (universities, FET colleges and schools).

Six provincial e-skills knowledge production and coordination hubs have been established in association with local universities. The hubs coordinate effort across all stakeholder groups within each province and provide an operational platform to engage organised business, education, Government, community, organised labour and international bodies across Africa and internationally. This network coordinates and leads the national effort generally and within emerging key themes.

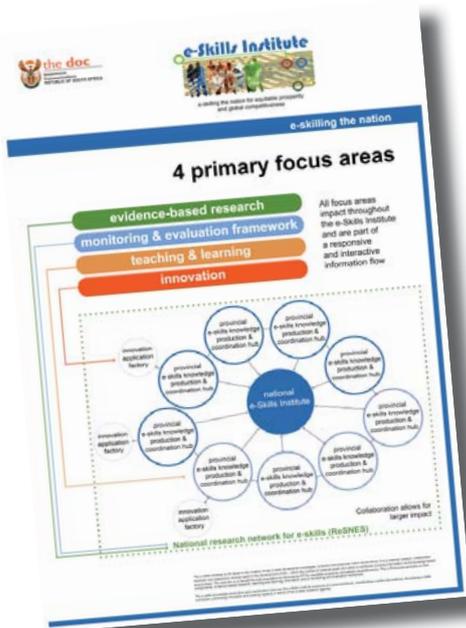
The e-SI approach

The e-SI has been formally established by the Department of Communications as a national catalyst and responsive change agent which impacts national priorities within the context of a global information society and knowledge-based economy.

Through the DoC, the e-SI has the ability to influence national ICT plans and programmes. Its curriculum framework responds to new market needs and demands in a coordinated environment, in collaboration with higher education institutions. The research facilities provide a focus for continuous research in a cross-disciplinary manner and the proactive approach to environmental scanning assesses gaps, overlaps and opportunities for collaborative approaches.

The approach of the e-SI's knowledge production and coordination hubs

The e-SI's distributed provincial network of knowledge production and coordination hubs based at universities provides positive engagement with multi-stakeholder groups, allowing for input around context, accepted practices and resource networks, among other topics. Part of their role is to develop appropriate methodologies applicable to a range of markets in developmental states.



(continued)

[continued] The e-Skills Institute value proposition

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The hubs offer links to national and international university networks. They also offer the means to increase national and international opportunities within an integrated framework that is responsive to new deployment and delivery approaches.

The approach of the e-SI's National Research Network for e-Skills (ResNeS)

The e-SI has established the National Research Network for e-Skills (ResNeS) to provide a professional platform for multi-stakeholder research collaborations to support the national e-skills drive aimed at e-skilling South Africa for equitable prosperity and global competitiveness.

ResNeS is a formal evolving network body of researchers across the higher education,

private sector, Government, civil society sectors and other national and international role players that will provide the necessary multi-disciplinary research base for the e-skills initiative which goes to the heart of building South Africa's capacity. It will be able to inform and influence e-capacity building policy based on

evidence-based research.

Building South Africa's e-skills capacity

The collaborative, catalytic and coordinating approach of the e-SI provides new opportunities to:

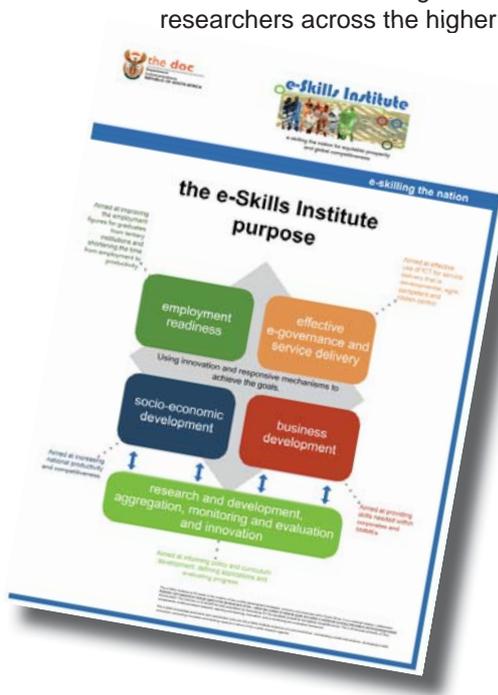
- Refine policy settings within a more integrated approach to a rapidly-changing subject matter.
- Test new approaches to service delivery.
- Develop and test new products and services.
- Establish new pedagogical/research approaches aligned to current needs and future trends.
- Develop a formal process to more effectively engage with Government from a collective stakeholder stance.
- Establish and embed innovative and creative approaches to the development of capacity that addresses national priorities.

e-SI stakeholder value propositions

Specific value propositions for individual stakeholders will vary according to individual need. However, there are a number of key principles that apply to all partners.

The e-SI can provide introductions to new networks across business, Government, education, civil society and labour within a 'government recognised' and 'business credible' integrated framework that is responsive to new deployment and delivery approaches. This network offers exposure to trends, current applications, innovation and potential funding.

It offers a collective base for developing appropriate methodologies, training, products and services applicable to a range of markets in developmental states. The platform allows for better assessment of gaps, overlaps and opportunities both for existing and future endeavours. It also offers a formal process to more effectively engage with government from a collective stakeholder stance.



The e-SI has established the National Research Network for e-Skills (ResNeS) to provide a professional platform for multi-stakeholder research collaborations

ICT trend words – Digital Divide and Knowledge Divide

This edition considers the difference between two commonly used terms: 'the digital divide' and 'the knowledge divide'.

The digital divide

The digital divide is often described as those who can access technology and those who cannot. However, this definition is far too simplistic. South Africa has numerous examples of technology being made available with little or no impact on reducing the digital divide.

The digital divide refers not only to the physical access to ICT but the knowledge, resources and skills to use the technologies. This includes understanding the benefits and

the various wide uses of ICT. The socio-economic context of users also plays a role as issues of income, education, enabling infrastructure and cost of access can be barriers to overcoming the digital divide.

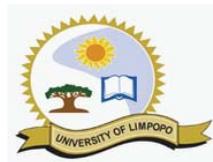
The knowledge divide

The knowledge divide refers to the gap that occurs between people that have access to education and those that do not. It is more of an umbrella term and 'the digital divide' would fall under this. Again access to educational facilities is determined by numerous factors. These include gender, race, nationality, disability, socio-economic status and geographic location.

partners in the Department of Communication's e-Skills Institute multi-stakeholder collaboration



education



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civil society



business



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Please note that this list will be extended as there are Memorandums of Understanding in progress across all sectors.

The e-Skills Institute is a national catalyst, facilitator and responsive change agent in the development of SA, within the globally evolving information and knowledge-based environment, by leading the creation of key e-skills development strategy, solutions, practices and the implementation thereof, to benefit the total population. The e-Skills Institute focuses primarily on four components: research, teaching and learning, innovation and a monitoring and evaluation framework.