



## The e-Skills Institute – looking back at 2012

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This year has been one of growth and development for the e-Skills Institute (e-SI) and its stakeholders. While at times it has been challenging in laying the foundation for a national catalytic institution to grow e-skills in the country, much has been achieved in the 12 months. Following is a round-up of the e-SI activities grouped under key strategic foci.

### Gearing for greater impact

To create greater impact in the country, the National e-Skills Plan of Action (NeSPA) has been further developed and supported through various activities.

- This year was the **second e-Skills Summit 2012**, held in conjunction with the ITU's Global ICT Forum on Human Capital Development 2012 and hosted in Cape Town. **NeSPA 2012**, originating from the summit, will soon be available for stakeholder comment. In 2010, South Africa held its first e-Skills Summit with the National e-Skills Plan of Action (NeSPA 2010) as an outcome, as well as clear mandates for the e-SI (employment readiness, effective e-governance and service delivery, socio-economic development and business development).
- Earlier in the year, as part of the activities to support NeSPA, the **Eidos International Public Policy Congress 2012** was held in Cape Town. The focus was on developing the South African e-skills agenda through research programmes and digital inclusion strategies to ensure.

### Creative economy for the future and leveraging ICT more effectively

Creative Industries has emerged as an area of national development with the potential to strengthen the economy and create employment. A variety of platforms for mobile apps development have been created, including application innovation factories (attached to the e-skills knowledge production and coordination hubs) and hackathons. These contribute to increasing the e-skills pool and promoting entrepreneurship, among other goals. They have also provided a space to further develop the research environment.

- The **first 'Creative Industries in a Digital Economy' Workshop and Postgraduate Colloquium** was held in October 2012. Attended by **international visiting scholars from Queensland University of Technology, Australia**, Dr John Banks

and Dr Ruth Bridgstock, plans were made to create baseline studies that define the nature and scope of the Creative Industries and its effect on the digital economy of South Africa.

- Innovation application factories are a key element of the e-SI model, allowing for the support of local application development and innovation for learning, effective service delivery and new opportunities, with the focus on mobile and smart devices.
  - The Eastern Cape e-Skills Hub forged **links with the Makana Application Development Factory (MAF)** based at Rhodes University and Fort Hare. MAF will become the hub's associated app factory.
  - The **Rim (Blackberry) Innovation Application Factory** was established at the Gauteng e-Skills Hub.
  - The Core Group signed a memorandum of understanding with the e-SI. Part of the agreement is to create **Apple innovation application factories** aligned to various e-skills hubs.
- The **e-Skills workshops and hackathons** have become part of the innovation framework to transfer mobile developer skills, promote stakeholder engagement, create employment within all sectors and in particular ICT, enlarge the pool of scarce e-skills and develop e-entrepreneurship. The number of mobile devices is growing significantly across the African continent and it has become a **strategic imperative to promote mobile apps development for local benefit**. Workshops and hackathons that have been held include:
  - the Mobile Application Development (MAD) project for high school learners
  - m2work hackathon
  - Code Jam
  - hacking for humanity

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### The e-skills knowledge production and coordination hubs – core focus areas

The scope for delivering on the e-skills agenda is large. To ensure development is aligned with national goals, the five provincial e-skills knowledge production and coordination hubs each have a core focus area:

- The Western Cape e-Skills Hub targets e-inclusion and social innovation.
- The Gauteng e-Skills Hub focuses on e-entrepreneurship, creative industries and mobile application development.
- The Southern Gauteng/Northern Cape e-Skills Hub looks at e-literacy and e-business.
- The KwaZulu-Natal e-Skills Hub focuses on e-enablement of government services.
- The Eastern Cape e-Skills Hub concentrates on ICT for rural development.
- The Limpopo e-Skills Hub focuses on e-health.





research and the first 'Creative Industries in a Digital Economy' Workshop and Postgraduate Colloquium.

- ResNeS is currently developing **taxonomy for e-skills teaching and learning curricula and service offerings** aligned to South Africa's strategic plans. It is also in the process of developing a project-based approach for a **national central aggregation framework to assess the impact of e-skills research**.
- Research is part of the e-SI's focus areas and is integral on all levels of the e-SI multi-stakeholder collaboration model. Research activities during the year have included:
  - **Monthly research colloquiums** held by the provincial e-skills hubs with the intention of encouraging postgraduate research within the e-skills environment.
  - **Focused postgraduate research**, such as the impact and role of e-skills on entrepreneurs and the encouragement of ICT as a career path for high school learners.
  - International programmes such as **the Australian Research Council (ARC) Centre of Excellence for Creative Industries and Innovation (CCI) winter school for selected doctoral students**.

#### Multi-stakeholder collaboration

Multi-stakeholder collaboration has become the de facto way forward to ensure alignment with stakeholder needs and national goals as well as increased impact. This integrated approach across business, education, government and civil society unifies efforts in an enabling environment and allows for gaps to be identified and then filled. With the right skills alignment, it is a win-win situation for all. Consequently, the e-SI and its provincial hubs have been very active in building and sustaining the multi-stakeholder collaborative network. Following are some of the activities that occurred throughout the year:

- Provincial e-skills hubs held **regular stakeholder meetings**.
- The Eastern Cape e-Skills Hub is **engaged with the Alice Small Town Regeneration Project** with regards to the transfer of e-skills
- The **ongoing engagement with local municipalities**, such as the KwaZulu-Natal e-Skills Hub road shows, meetings and indabas and the Southern Gauteng/ Northern Cape e-Skills Hub engagement with the Sebideng West district.
- The Gauteng e-Skills Hub's **involvement with Lesedi la Batho**, an NGO, to develop Mabopane in Gauteng into a smart community
- There were **two international visitations** during 2012. The focus in both cases was to support the National e-Skills Plan of Action (NeSPA) and to garner workable strategies and methodologies. Outcomes included ongoing ratification of the multi-stakeholder collaborative model along with the need for integration, the focus on mobile technologies, and the need for rapid e-skills development.
  - The e-skills multi-international exchange

programme to Ireland and the United Kingdom occurred during April 2012.

- The e-skills multi-international exchange programme to Australia and New Zealand occurred in November 2012.
- South Africa, through the Department of Communications, hosted its **first ICT Indaba** in June 2012. The **need for e-skills capacity development was emphasised**.
- The existing multi-stakeholder collaborative network is constantly growing. New additions for 2012 include: **the Core Group, Neotel and the University of Limpopo** (where a new Limpopo e-Skills Hub is being established). For a full list of partners, please see p10.

#### National e-skills virtual platform

Integral to the e-SI's goals is impacting on those citizens that often most excluded, be it due to physical disability or socio-economic reasons. A virtual platform has become essential for adequate knowledge production and transfer to occur in an environment that is not reliant on textbooks and that reaches the most remote areas. It will also allow for aggregation of effort to provide evidence for policy decisions.

- The e-SI and its collaborative partners identified the need to **establish a national virtual e-skills cloud for knowledge production and transfer**, the first of its kind in South Africa. This will provide citizens, employees and entrepreneurs with a space to acquire the e-skills needed to

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access, collaborate, develop and communicate digitally-mediated content, applications, training and services. Consequently, it will improve their livelihoods and those of their communities and businesses, as well as support effective government services.

- A **proof of concept virtual network was set up** in the Strand, Cape Town, as an initial investigation test to prove the minimum technology requirements needed for sustainable e-skilling of the nation at a community level. Based on its multi-stakeholder collaborative approach, the e-SI worked with Cisco, Telkom and USAASA. The evidence collected is being used to inform policy-making processes to continue to improve the e-skills agenda.

### Smart community knowledge production centres

The e-SI is in the **process of establishing smart community knowledge production centres**. These will be a network of centres around the country, providing access to the e-skills cloud, while at the same time operating as social incubators, community learning centres and entrepreneur developers. They will also provide a point of access for community-based research and a space to develop locally relevant innovation. A key deployment strategy is to target rural and peri-urban areas as part of the national Rural Development Strategy. Provincial e-skills knowledge production and coordination hubs have been tasked to identify potential sites and partners.

- Hosted by the Western Cape e-Skills Hub, a two-day **workshop on Living Labs in South Africa** was held in May 2012. The intention was to see how this methodology can be used for the smart community knowledge production centres.

- The Eastern Cape e-Skills Hub has been collaborating with the **Eastern Cape Socio-economic Consultative Council (ECSECC)** to identify smart centres within the Department of Rural Development and Land Reform's targeted wards. Currently research is being conducted.

### Advocacy and awareness

To strengthen the e-skills base and promote the need for e-skills, various platforms are used for advocacy and awareness nationally, across the continent and internationally. The institute was involved in a number of presentations throughout the year:

- The e-SI recently presented to the **Human Resource Development Council**. One of the outcomes was that all e-skills interventions are now to be audited.
- The **'Systemic approach to e-skilling in South Africa'** was presented at the Informing Science Institute (ISI) Conference in Montreal, Canada in June 2012.
- The **keynote address on e-democracy** was presented at the e-leadership 2012 Conference in Gauteng during October. At the same conference a paper on the **preliminary analysis around the state of e-enablement of government services** was given.
- The **'Electronic voting infrastructures, security policies and its impact on national democratic dynamics – lessons for Africa from international experiences'** was presented at the first National Information Society Conference in Nigeria in October 2012.
- The keynote address, **'Digital democracy: using e-voting to empower nations. Is it 'on' or 'off'?'** was given at the ZAWWW 2012 14th Annual Conference in KwaZulu-Natal in November 2012.

## e-Skills nomenclature 2012



## Towards e-skilling for digital migration

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With the large employment potential within the digital migration value chain, particularly within e-skills, development around e-skills for digital migration (DTT) has become increasingly important. South Africa's Broadcasting Digital Migration (BDM) policy sets the parameters for migrating broadcasting from analogue to digital. It is aimed at meeting the ITU resolution that all countries in Region 1 complete their migration by June 2015.

The BDM policy is underpinned by a strong collaboration between government and industry to build a people-centred and inclusive society for South Africa. Consequently, the e-Skills Institute (e-SI) has been mandated to address the e-skills capacity needs to support this national target.

### Second workshop

Following on from the 'e-Skills for Broadcast Digital Migration' workshop held in April 2012, the e-SI of the Department of Communications (DoC) and NEMISA held a second workshop on 4 December 2012. This event was aimed at developing a curriculum for DTT e-skill training to ensure courseware certification and career pathing.

Opportunities and challenges were presented and activities mapped, including critical success factors. Training and the selection process for DTT installation technicians and community support field agents was discussed. This included roles and responsibilities across all stakeholders: industry, education, civil society, organised labour, government, MICT SETA/SAQA and the e-SI, NEMISA and the DoC.

A number of committees were established to work on the deliverables needed for a successful migration. Further work needs to be done on curriculum development as it became clear that there are no standardised certifications within the industry in terms of DTT installation technicians. The curriculum development team is currently finalising

a report on immediate actions required to make the DTT migration successful.

A number of learning pathways were agreed to and endorsed by industry, including developing installers with additional entrepreneurial training and a content development stream. An underlying principle is that training should be industry or demand led.

Research is being conducted in terms of understanding the broadcasting ecosystem and the potential skills gaps and employment opportunities.



### The Community support field agent

The need for community support field agents is a critical success factor as a large majority of the population does not have the required technological knowledge to easily use processes and functions, such as call centres. The agent function will become a new occupation in its own right and there were discussions around how to grow it to the next level.

### Developing a collaborative model

The biggest challenge was developing a long-term collaborative approach, taking stakeholders from traditional thinking into a collaborative framework where rewards and responsibilities are shared including funding mechanisms. This process still needs to be developed further.



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## 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](http://www.get-apped.co.za) and complete the survey. It will take 15 minutes of your time.

## Supporting NeSPA 2012 The e-skills multi-international exchange programme to Australia and New Zealand

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The purpose of the recent e-skills multi-international exchange programme to Australia and New Zealand, from 2-17 November 2012, was to support the South African National e-Skills Plan of Action 2012 (NeSPA 2012). In other words, what is it that the e-Skills Institute (e-SI) and its stakeholders need to do in order to impact the lives of 10 million people over the next three to five years?

The visitation was designed to provide access to a range of executive management and programme delivery processes and strategic methodologies for delivering effective approaches to harnessing ICT for equitable prosperity and global development.

### Enabling environment across the multi-stakeholder network

There was overriding clarity that to achieve national impact an enabling environment is required – for responsiveness, innovation and evaluation across a multi-stakeholder network architecture. As the e-SI has also already embarked on this process, it reinforced the strategy.

### Recognition of and response to ICT impact

Organisations understand more and more the all-encompassing impact of the internet and the need for capacity, access, affordability, mobility and associated social appropriation of ICT. ICT is not only a useful tool but a fundamental redistributor of wealth, wealth creation and employment.

There needs to be a total rethink of how best to deliver all services across government, business, education and society. This includes a nationally-coordinated approach to define strategy around harnessing the power of the emerging ICTs within a socio-economic paradigm applicable to a developmental state. Engineering and scientific-based approaches alone fall very short in delivering useful adoption and social appropriation for local socio-economic benefit.

The positive and negative impact of modern ICT on employment, especially in the informal economy, needs to be re-addressed. The potential for underpinning growth in the SMME sector and the informal economy cannot be delivered in an uncoordinated policy vacuum.

Recommendations include further developing the e-SI as the national catalyst, dialogue between key ministries, a review paper on the current approaches of ICT impact assessment in South Africa, and the launch of the e-Skills Readiness Fund (Broadband Enabled Innovation Fund).

### Access and adoption in accelerating e-skills and content capacity development for impact

The Australian National Broadband Network (NBN) is a 10-year 40 billion AUS\$ programme to connect all Australians via fibre to the premises, or via satellite, at a uniform wholesale price regardless of location. Current available speeds are between 12Mbps and 100 Mbps, but these speeds are expected to increase.

The big lesson from progress to date is the failure to recognise that potential users need to be prepared and need to adequately understand broadband potential. If Australia, ranked 17th on the 2012 WEF Global e-readiness indicator list, has recognised that e-skills is a vital underestimated issue, the need for a high impact nationally-recognised approach for e-skills development in South Africa could not be more clear. (South Africa's current position on the list is 72nd.)

Furthermore, the ITU, at the recent Global IT Forum on Human Capacity Development, has urged countries to emulate the example developed by the e-SI and to implement similar e-skills programmes. It specifically underpins this recommendation by highlighting the approach to collaboration, integration, the organisational network architecture and the links to national policy and evaluation.

This opens the way for a combined national advocacy and awareness campaign for recognising and embedding the essential nature of e-skills for personal and national advancement – to be done across stakeholders and in particular with government and media.

### Establishing further collaboration

Most of the organisations visited expressed a keen interest in developing action-based partnerships with the e-SI. This included the South African High Commissions in Canberra, Australia, and Wellington, New Zealand. The emerging environment favours aggregation, networks and shared information to provide the base for innovation and the creation of new value.

### Aggregation and integration

Across every sphere of government, education and research visited, there were consistent themes of restructuring. The intention is to bring together previous areas of independent specialisation into new structures, programmes and evaluation processes that focus on the big socio-economic issues in a collaborative manner.

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*Far left: The e-SI group at WelTec. Left: The South African High Commissioner to Australia, Ms KA Mqulwana, and Prof Gerber from the Eastern Cape e-Skills Hub.*

**[continued] Supporting NeSPA 2012: The e-skills multi-international exchange programme to Australia and New Zealand**

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The model developed by the e-SI is based on the aggregation of resources across all relevant stakeholder groups into clearly-defined 'national need' programmes for policy development, proof of concept, delivery, and monitoring and evaluation for impact. The opportunity now exists to further resource this approach with secondments from across the relevant stakeholders.

The clear message from all organisations visited is that time is of the essence and that immediate action is required to position nations with the relevant skills for employment sustainability in the next 10 to 15 years.

**Accelerating e-skills through innovation, online content and delivery**

The visits provided many examples of highly relevant content and project delivery which have useful applicability to the e-SI and its six provincial hubs. These examples include:

- approaches to curriculum development (teaching and learning), including engagement with social media and the Massive Open Online Courses (MOOCs)
- project approaches that engaged with a range of

levels and subject matter around government

- new approaches to developing value in aggregated innovation efforts
- approaches by universities, further education and training colleges and other training institutes to reposition community-engagement value



*Above: The e-SI group with the South African Deputy High Commissioner to New Zealand, Mr M Ntshinga (fourth from left)*  
*Right: Telstra NBN mobile community demonstration container in Hobart*



**Finalising NeSPA 2012**

To support the highest national and international development strategies and agendas (MTSF, NDP, MDGs, WSIS), there are a number e-skills activities needed that will build on the National e-Skills Plan of Action (NeSPA 2010). These include further developing the provincial e-skills hub network, the national Research Network for e-Skills (ResNeS), the smart community knowledge production centres and accelerating multi-stakeholder participation at all levels.

Inherent in this development is the continuous building of an e-skills framework, taxonomy and national e-skills curriculum and competency framework. There is also a need to establish an e-content development mechanism.

Aggregation of e-skills effort across all stakeholders and at all levels will assist in providing evidence to impact on national policy. A further requirement is the strengthening of awareness and advocacy around current and future e-skills initiatives.

For e-skills to become a priority and to impact on a national level, not only is more advocacy and awareness required but the e-Skills Institute's (e-SI) value proposition also needs to be strengthened.

**New dynamics**

It is essential to link the e-skills agenda to that of the New Development Plan 2012, in particular with the goal of becoming an e-literate society by 2030. This can be facilitated by establishing an e-Readiness Fund allowing stakeholders to channel funds for greater impact.

Another key area is the establishment of e-Skills Integration for Impact, a framework that not only aligns stakeholder needs but ensures the inclusion of fundamental

e-skills concepts. The latter includes e-social astuteness, innovation, creativity, transition requirements for moving to a knowledge society and building an environment for job creation. It also entails an aggregation framework for monitoring and evaluation.

**Aggregation for impact**

The knowledge society offers a spread of opportunities, from job creation and self-reliance to innovation and creativity, social astuteness, and an improved quality of life. To facilitate the move from an industrial or agrarian society legacy towards knowledge society opportunities, an aggregate framework will focus efforts into key areas that are aligned to national priorities. The e-skills areas include:

- e-health
- e-education
- e-enablement of effective service delivery
- e-astuteness
- e-inclusion and social innovation
- e-business
- e-media

**Drivers for impact**

The realisation of the e-skills agenda goals is reliant on a number of drivers. Improved ICT connectivity is a priority, including the lowering of broadband costs. For there to be e-inclusion and innovation, focused funding is necessary as is thought leadership and a sustainability model. Underpinning all drivers and aims is geo-spatial scope, ensuring that peri-urban, rural and deep rural areas are catered for.

## Multi-stakeholder collaboration key for capacity development in developmental states

### Key themes from the ICT Forum and e-Skills Summit 2012

Certain themes arose at the opening ceremony and high level session of the International Telecommunications Union's (ITU) Global ICT Forum on Human Capital Development 2012 (which included the second e-Skills Summit of South Africa 2012). The event was held from 22-25 October 2012.

#### Thematic emphasis

Human capacity development is now a global priority and essential for the development of countries and their economies. Digital inclusion is part of this and the forum focused on analogue to digital migration (DTT) from multiple perspectives. This included the economic impact and the response needed in terms of skilling people for what is happening in the digital world.

Mobility and mobile technology show a lot of potential especially in terms of education and a route to reaching millions of people that need the skills of the future.

In a recent study in Europe by the IDC it was noted that, by 2014, 90% of jobs in Europe will need e-skilled people. This translates into skilling people for a broad spectrum of opportunities and not to merely think sectorally. The situation poses questions: What are we preparing people for? What will be the future jobs and the skills needed?

Another consideration is that of e-social astuteness, that skilling people in ICTs is more than getting them to use devices. We live in a world that is about creativity, innovation, problem solving, and the deepening and application of knowledge – social elements also need to be factored into the equation.

The forum and summit looked at ICTs in terms of the developmental state and the empowerment of people. What came to the fore throughout the event was that partnerships are crucial. To impact on the millions of people that need skilling, e-skilling, re-skilling and up-skilling, multi-stakeholder partnerships provide a solution to creating a real impact on society. No one entity can prepare people for the information society and knowledge economy on a national or global level.

#### Global trends and SA's position

The high level segment looked at global technology trends and the impact on the developmental agenda with a focus on the transitioning from analogue to digital.

#### Capacity building a priority

There was a recurrent emphasis on the need for capacity building as one of the highest priorities. It was mentioned that while there is a lot of focus on technology, skills are integral.

Just within the area of digital migration, South Africa needs to skill 2000 to 5000 people for set-top box installation and, overall, about 20 000 people need to be skilled. Installation is only the beginning of the process. Beyond that there is a whole range of activities, from maintenance and emerging industries to building entrepreneurship.

With DTT delivering a minimum of six new channels, content development will become a priority and skilling also need to happen in this area.

The e-skilling initiative is part of the greater national target to e-skill 10 million people over the next five years.

#### South African progress

In terms of the deadline for analogue to digital transmission, the ITU member countries were at different stages. South Africa has already launched a successful proof of concept in deep rural areas and the switchover is deadlined for 2015.

From a population coverage perspective, South Africa will have 80% coverage by the end of this year; however, this is concentrated in the main cities. Geographical coverage also needs to be considered as it is as low as 11% in some rural provinces. The challenge is promoting investment in these under-catered areas.

The government will subsidise around five million households for set-top boxes. With the cost of the boxes set at around R700, these households will need to pay R300 for the box. While there is an opportunity to connect the population, it depends on the type of set-top box. The private sector will be able to sell a higher quality box that has interconnectivity.

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**[continued] Multi-stakeholder collaboration key for capacity development in developmental states**

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has progressed far and **the current work is on skilling people and includes curriculum development**. Two new career paths have already been created. These include the reskilling of digital installation technicians and the development of community support field agents. The latter supports the community and is essential to making digital migration a success.

South Africa is also currently planning an awareness campaign.

**Aligning role players**

Questions that need to be considered around DTT is that of the regulator's role, as well as whether the process can be market driven. Countries have different models as context defines the regulatory and market environment.

Jordan, as an example, currently has one government TV station and is not driven by market forces but the transition process is seeing a push from mobile operators to use the spectrum. Globally, it also means that the digital migration process needs to attract investment during and after the switch-over deadlines.

The Angolan perspective focused on the challenge of bringing all stakeholders together with a common vision. Because of the shortage of infrastructure and low penetration, digital broadcasting is seen as a significant opportunity to bring ICT services to rural areas. The process means that this technology will come to the rural population before computers and broadband. The multi-stakeholder partnership was stressed as it allows for greater impact.

A further point made was that while digital broadcasting needs global and regional harmonisation, models need to cater for local context.

**The benefits**

Costs of migrating are high so it is essential that benefits meet developmental goals and that citizens gain advantage



*Delegates at the Forum/Summit.*



from the process. There are opportunities for investment and for innovation, particularly within Africa, which has the numbers, intelligence and potential. Note that some countries are using the selling of spectrum to finance digital migration.

It also needs to be recognised that the line between broadcasting and ICT is blurring. A by-product of the digital migration is the release of valuable spectrum, otherwise known as the digital dividend. It can be harnessed for other services such as mobile broadband and wireless. This has relevance for the African continent in particular, with mobile being the largest platform in history and the continent being one of the fastest growing in terms of mobile subscribers.

**Sharing knowledge**

It was noted that organisations will be differentiated by the ability to use, generate and share information in a timely manner, and that information needs to be easily accessible. The ITU has been working with its centres of excellence to create a network of excellence as a platform for cooperation – sharing of knowledge means not having to reinvent the wheel and also learning from other's mistakes. The ITU academy was officially launched at the forum.



*Presenters and speakers at the Forum/Summit.*



Thank you, **e-Skills Institute collaborative partners**, for making 2012 a year of success. Happy holidays and looking forward to an even better year in 2013.

From the e-Skills Institute Management and Staff

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

### education



### government/South Africa



### civil society



### business



### global developmental partners



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.