

Newsletter Edition 25, April 2014

e-Skills Conference 2014

17-21 November 2014 in Cape Town, South Africa

Bringing the future to life



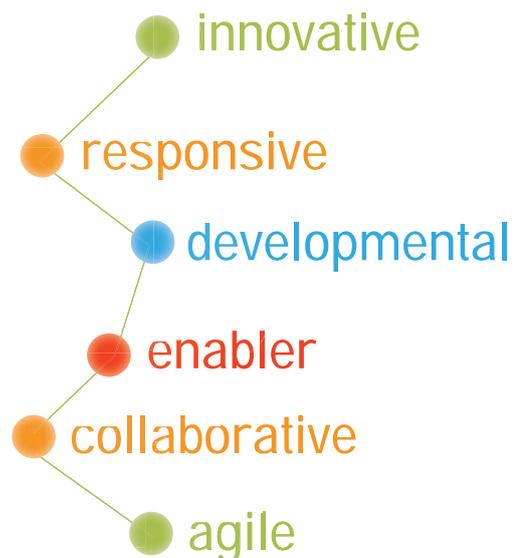
Call for papers

e-SkillsConference.org for more information.



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The Ikamva National e-Skills Institute (iNeSI) 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. iNeSI focuses primarily on four components: research, teaching and learning, innovation and a monitoring and evaluation framework. iNeSI is a state-owned company and the result of a merger between three institutions: the e-Skills Institute, the National Electronic Media Institute of South Africa and the Institute for Satellite and Software Applications



hosted by:
The Informing Science Institute
Ikamva National e-Skills Institute

e-Skills Conference 2014

17-21 November 2014 in Cape Town, South Africa
collaborations • service delivery • innovation • technology • education
policy development • case study • praxis

Bringing the future to life

The conference will focus on the strategic and efficient use of new ICTs, as well as the knowledge, skills, competencies and inventiveness of the workforce and citizens.



See e-SkillsConference.org for more information.

Call for papers

You are invited to participate as a speaker on any research topic using evidence-based advice, services and programmes related to improving the abilities of teaching and learning, service delivery, business effectiveness, employment creation, job seekers, communities and families to live and work effectively with modern ICT capacity.

- Seeking papers from academics, policy developers, government service deliverers, business and civil society.
- Separate tracks for academic, government, business and civil society.

Submission types include:

- Research papers
- Policy development
- Praxis
- Case studies
- Project reports
- Posters and notes
- Doctoral Student Colloquium
- Early Career Colloquium

The deadline for submission is 1 June 2014.

This conference is co-located with the 3rd South African e-Skills Summit.

For more information about the Ikamva National e-Skills Institute, contact:

- Mymoena Sharif, mymoena@doc.gov.za
- Follow us on Twitter @iNeSI_
- Website: www.inesi.org.za

iNeSI provincial CoLab thematic areas

Western Cape e-Skills CoLab: e-Inclusion and Social Innovation
KZN e-Skills CoLab: e-Enablement for Effective Service Delivery
Eastern Cape e-Skills CoLab: ICT for Rural Development
Gauteng e-Skills CoLab: Creative New Media Industries
Limpopo CoLab: Connected Health
Southern Gauteng/Northern Cape CoLab: e-Literacy and e-Business (knowledge economy and e-social astuteness)

NDP Priority Areas supported by NeSPA 2013

Pillar 1: Unite around a common pillar to fight poverty and inequality
Pillar 2: Active citizenry
Pillar 3: Inclusive economy
Pillar 4: Build capabilities
Pillar 5: A capable developmental state
Pillar 6: Leadership throughout society to work together to solve problems



Towards the creation of an e-astute society that socially appropriates ICT for local benefit

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Active citizenry, an inclusive economy, building capabilities, a capable developmental state and leadership working together to solve problems

South Africa remains in 70th place in the 2014 World Economic Forum e-readiness rankings. It is the same position as that of 2013 but a drop from 2007 when South Africa was in 47th place. This clearly shows that it is imperative to have a focus on e-skilling the nation. The digital age is very much part of the workplace and home. It is part of what makes a country globally competitive and is a contributor to economic growth.

The National Development Plan 2030 (NDP) has created a vision for South Africa where poverty is eliminated and inequality reduced. Recognition is also given to the important role of ICT. Thus e-skills must be seen as an integral part of this future and an essential element of a knowledge-based economy or digital economy.

The 2014 WEF Global IT Report – South Africa's position

Following is an excerpt from the 2014 World Economic Forum (WEF) Global IT Report:

“...South Africa remains stable at 70th place.

In the past year, an expensive (112th) ICT infrastructure (68th) has exhibited little progress.

In using ICTs, the business community (30th) seems to have taken the lead, using ICTs vigorously in interactions with other businesses (30th); this business-to-business use seems much more developed than interactions with consumers (62nd).

On the other hand, the government (103rd) lags substantially behind in embracing ICTs, offering few online services (80th), which in turn results in low social impacts (113th).

Weaknesses in the innovation system, notably in terms of skills development (97th), also affect the country's economic potential (49th) despite its fairly robust political and regulatory environment.”

Shifting from pure infrastructure to the development of e-skills

Previously, initiatives around the adoption of ICT have focused purely on the rollout of ICT infrastructure. Global studies indicate that this is not the solution. People need to have skills to use these technologies otherwise the infrastructure is not used effectively.

The broadband policy, South Africa Connect, encompasses a broadband ecosystem that takes the above into account. It is an ecosystem of digital networks, services, applications, content and devices. The policy notes that for the ecosystem to be sustainable and to have an impact on economic growth, “demand-side skills must be developed so that broadband services can be used effectively”. Hence one of the four prongs in SA Connect is Digital Opportunity which focuses on stimulating demand through e-skills.

What is the Ikamva National e-Skills Institute (iNeSI)?
iNeSI is a globally-recognised collaborative model that allows stakeholders to sustainably meet South Africa's e-skilling objectives.

These objectives are aligned to the new broadband policy, South Africa Connect, and the National Development Plan 2030, among other national and international goals.

Creating an e-astute society

The development of e-skills goes beyond disparate interventions. For e-skills to permeate a society, e-astuteness must be developed where e-skills are a core part of engaging with the world. This needs to be tackled using a multiple-level approach and one that includes embedding e-skills within education.

The recently-launched Ikamva National e-Skills Institute (iNeSI) is mandated to drive the development of e-skills human capacity for socio-economic impact at a national level. This is done through its aggregation and decentralised model, and will facilitate the e-skilling of South Africa to meet the goals of the NDP and the broadband policy.

The organisation's work to integrate ICT into the classroom has involved collaborating with many national and provincial government departments, business, education and civil society. It includes working with the Department of Higher Education and Training to develop a roadmap for national e-skills programmes in further education and training (FET) colleges.

Kimberley Teacher Centre

As part of the initiative to integrate ICT into education, iNeSI was involved with the handover of the upgraded Kimberley Teacher Centre on 23 April 2013. In partnership with Vodacom, the Department of Communications equipped the Centre with 30 laptops, a printer, an interactive whiteboard solution and connectivity.

The purpose of the teacher centre is to provide training to teachers to integrate ICT into the classroom and provide requisite ICT skills to the greater community. The centre in Kimberley is one of the 40 deployed across the country by Vodacom in partnership with government.

Policy shift: from pure ICT infrastructure to e-skills development

Once again **iNeSI, through its online e-literacy course, highlighted the next wave – e-skills human capacity development** – by giving teachers and the community access to the e-literacy course.

This course forms the basis for learning in an online environment and forms the foundation for online learning. Learners register and are then taken through modules which include tests. Learners can work through the course material on their own or facilitated by a trainer. There is an





Towards the creation of an e-astute society that socially appropriates ICT for local benefit [continued]

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audio track that provides explanation and direction to the user.

The e-literacy course is part of the e-skills content cloud being developed to provide essential content for stimulating e-skills development and broadband use.

Compulsory education for offenders

Part of iNeSI's mandate is to include all South Africans in the creation of a knowledge-based society. Consequently iNeSI played a role in the Gauteng launch of the Compulsory Education for Offenders and Reading for Redemption, held at the Boksburg Juvenile Correctional Centre on 4 April 2014. iNeSI displayed the online e-literacy course as a tool to train offenders. Previous iNeSI work within this area includes running e-literacy courses at Groenpunt Correctional Services in November 2012.

These Department of Correctional Services (DCS) initiatives target the rehabilitation and socioeconomic reintegration process of offenders through education and skills development. As part of the DCS Strategic Plan, all offenders are to attend compulsory education programmes if the offenders do not have an Adult Education Level 4 qualification or equivalent qualification to Grade 9.

The campaigns rely on an integrated model of support and cooperation from the private sector, civil society, other government departments, local government and the community. This integrated model echoes the iNeSI multi-stakeholder network as a collaborative platform for aggregated impact.

Call for participation

Both of these events were an opportunity to create further awareness of iNeSI and the need for e-skills, as well as an opportunity to expose civic organisations and local government to the iNeSI multi-stakeholder network. iNeSI calls on e-skills stakeholders to become involved in the integrated approach to e-skills development through its multi-stakeholder collaborative network. (See box.) 

Deputy Minister of Communications, Ms Stella Ndabeni-Abrahams, at the Gauteng launch of the Compulsory Education for Offenders and Reading for Redemption in Boksburg.



Deputy Minister of Communications, Ms Stella Ndabeni-Abrahams, and Northern Cape MEC for Education, Ms Grizelda Cjiekella-Lecholo, at the handover of the upgraded Kimberley Teacher Centre.



Community members engaging with the online e-literacy course at the handover of the upgraded Kimberley Teacher Centre.

Join the iNeSI network

As a national catalyst for the development of e-skills in South Africa, the Ikamva National e-Skills Institute (iNeSI) calls on e-skills stakeholders to become involved in the integrated approach to e-skills development through our multi-stakeholder collaborative network.

Our value proposition

Have a look at the iNeSI value proposition on: www.inesi.org.za/media-and-publications.

Understanding the collaborative multi-stakeholder network

See the explanation for the collaborative multi-stakeholder network: www.inesi.org.za/pages/collaborative-network.php. This includes ways to engage with iNeSI.

Contacting iNeSI

Use the following link to get contact details for iNeSI: www.inesi.org.za/contact-us/.



Research on gender and mobile app development as a career of choice

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Uniting around a common pillar to fight poverty and inequality, active citizenry, inclusive economy, building capabilities, a capable developmental state and leadership throughout society to work together to solve problems

Part of the work that the Ikamva National e-Skills Institute (iNeSI) conducts involves developing a mobile applications ecosystem. Mobile apps have the potential to impact positively on the economy, stimulate interest in ICT as a career and study choice, and develop entrepreneurs. All these are key factors in creating the vision outlined in the National Development Plan 2030 (NDP).

The initial step is to develop a mobile app using e-skills, but this is only part of the process that is needed to bring a concept to market. For the process to be successful, there needs to be an ecosystem that supports the mobile app developer. This ecosystem is not only about transferring the necessary e-skills required but involves understanding the process of bringing a concept to market and transferring business skills, among other things.

A knowledge base for a mobile app ecosystem

A sustainable mobile apps ecosystem is underpinned by ongoing research. All endeavours facilitated by iNeSI recognise the importance of creating a research base that feeds into practice. To this end, the national Research Network for e-Skills (ReSNeS) has been created. It is a multi-stakeholder model that allows for collaboration in research, with a network of researchers that extends across the higher education sector, the private sector, government, business and civil

society.

The main objectives of ReSNeS are:

- Thought leadership
- Research classification
- Research working groups
- Developing integrated approaches for policy development
- Research and evaluation of e-skills impacts

Mobile app research at the ECIS 2014 conference

Dr Hosanna Twinomurizi, part of the Gauteng e-Skills CoLab: Creative New Media Industries based at the University of Pretoria and part of the ReSNeS research network, will be presenting a paper at the European Conference in Information Systems (ECIS) 2014. The paper was written with his colleague Rupa Dajee. The conference runs from 9-11 June 2014.

'Gender and Mobile App Development as a Career of Choice: An Exploratory Study in South Africa' looks at the under-representation of women in the ICT sector, in particular within mobile app development. While there is under-representation, women are generally as interested as men in mobile app development and prefer to develop collaboratively. **However, under-representation and bias of women exists in mobile app development. The research calls for more**



"... under-representation and bias of women exists in mobile app development. The research calls for more deliberate efforts and interventions to change female perceptions about app development and to stem the ever-widening technological gender gap."

Abstract: Gender and Mobile App Development as a Career of Choice: An Exploratory Study in South Africa
(By Twinomurizi H and Dajee R)

The underrepresentation of women in the Information Communication Technology (ICT) sector is a challenge despite the existing conducive opportunity for a career in ICT.

In this digital era where smartphones are almost synonymous with urban living, this paper sought to explore the social sustainability of gender diversity as a degree of involvement of women in technically developing mobile apps (apps).

App development is an emergent lucrative career choice today and is predicted to remain as such for the foreseeable future.

The research drew on the individual differences theory of gender in ICT by Eileen Trauth (2006; 2004) to explore the extent to which the underrepresentation has similarly permeated app development.

The findings from the exploratory study of 44 app developers in South Africa suggest that gender

under-representation and bias has spread to app development. The results nonetheless reveal a similar degree of interest among women as men to attempt a career in app development, but more especially, that women have a preference for collaborative app development environments.

For practice, the results call for more deliberate efforts and interventions to change female perceptions about app development and to stem the ever-widening technological gender gap in a region where the mobile phone market has exploded.

The study also lends support to the social constructionist view that women under-representation in ICT is not primarily a result of essentialist differences between men and women but more a result of social and cultural habits.

To see the full research paper, go to www.inesi.org.za/research-and-policy/.



Research on gender and mobile app development as a career of choice [continued]

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deliberate efforts and interventions to change female perceptions about app development and to stem the ever-widening technological gender gap.

Policy shift: more interventions to encourage women

The research on gender within mobile app development clearly calls for more interventions to fight the bias that exists within social and cultural South African contexts and to change women's perceptions around mobile app development.

The research that feeds into this call for a policy shift is part of iNeSI's creation of a knowledge base for a hyper connected world. This is integral to the organisation's mandate to support wealth equity within the country and to make South Africa more globally competitive, as per the NDP's focus and that of the broadband policy, South Africa Connect. 



ECIS 2014

The 22nd European Conference on Information Systems (ECIS) will be held from 9-11 June 2014 in Tel Aviv, Israel. The conference theme is 'digital work, digital life'. The intention is to explore the opportunities and challenges associated with increasing the digital experience in both work and everyday life.



Best practice methodologies to develop the SA e-skills agenda

Uniting around a common pillar to fight poverty and inequality, active citizenry, inclusive economy, building capabilities, a capable developmental state and leadership throughout society to work together to solve problems

For South Africa to grow its e-skills capacity, there are lessons to be learnt from other countries. The sharing of lessons creates a basis for best-practice methodologies as a tool to guide e-skills interventions. At the same time, these methodologies need to be clearly located within a South African framework to ensure delivery on national goals (such as those outlined in the National Development Plan 2030 and the broadband policy).

International and cross-continental engagement with other countries around e-skills also offers an opportunity to expand the Ikamva National e-Skills Institute (iNeSI) multi-stakeholder collaborative network. iNeSI is a national catalytic organisation that is responsible for human capacity development in e-skills within South Africa. Part of its model is the multi-stakeholder collaborative network – a structure that allows for national goal alignment, reduced duplication and increased impact.

SA-EU visit

In May 2014, iNeSI will visit various European e-skills organisations as part of a dialogue between South Africa and the European Union to develop a collaborative action plan.

Organisations to be visited include:

- DG Connect, the digital agenda of the EU managed by the European Commission Directorate General for Communications Networks, Content and Technology, based in Belgium. The organisation focuses on digital technologies to help deliver growth. (<http://ec.europa.eu/dgs/connect/en/content/dg-connect>)
- The Institute for Prospective Technological Studies in Spain. This is one of seven scientific institutes of the European Commission's Joint Research Centre that

promotes and enables a better understanding of the links between technology, economy and society by developing science-based responses to the EU policy-making process. (<http://ipts.jrc.ec.europa.eu>)

- The Ferdinand Pessoa University in Portugal, a private university with an established e-health agenda and links with Mozambique and South Africa. (www.ufp.pt)
- The Oxford Internet Institute in Great Britain, an academic centre for the study of the societal implications of the Internet. (www.oii.ox.ac.uk)

Focused topics for discussion

The visitation will cover various topics. These include collaboration on:

- Approaches to e-skills interventions (as defined in a South African context)
- e-Skills research
- Developing a national aggregation framework for e-skills
- Capacity building for e-skills development in universities
- Approaches for impact in informal settlements
- e-Skills interventions targeting youth

The topics all fall within the key iNeSI focus areas of:

- e-Inclusion and Social Innovation
- e-Enablement for Effective Service Delivery
- ICT for Rural Development
- Creative New Media Industries
- Connected Health
- e-Literacy and e-Business (knowledge economy and e-social astuteness)
- Aggregation and e-Readiness 



e-Astuteness for equitable prosperity and a capable developmental state

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Uniting around a common pillar to fight poverty and inequality, active citizenry, inclusive economy, building capabilities, a capable developmental state and leadership throughout society to work together to solve problems

The knowledge society (or networked society) has its basis in the growth of ICT and the internet. While a technology-supported society can be “increasingly self-reliant and equitable”, [it] involves fundamentally new ways of thinking, working and living”. The new ICT capacities are referred to as e-skills.

To achieve the targeted 11 million jobs by 2030 as defined in the National Development Plan 2030 (NDP), South Africa needs to move from being a country dependent on mining into a knowledge society. Global evidence shows that this is “heavily dependent on the development of a society that has

“e-Astuteness and e-social astuteness skills can be considered as ‘smart ways’ to apply the required e-skills for more equitable personal and communal socio-economic development..”

Excerpt from ‘E-social Astuteness skills for ICT-supported equitable prosperity and a capable developmental state in South Africa’

“Today’s globalizing economy requires countries to nurture pools of well-educated [and skilled] workers who are able to perform complex tasks and adapt rapidly to their changing environment and the evolving needs of the economy” (WEF, 2012). South Africa’s declining level of e-readiness (from 47th place in 2007 to 70th place in 2013 (WEF, 2013) demonstrates that dramatic changes in policy and praxis are required.

It is most apparent that nation states that do not actively pursue an agenda that engages all of its citizenry in the astute use of emerging ICT capacity are dramatically reducing their opportunities and those of their citizens...

It is posited here that proactive efforts that build innovative capacity to optimise local benefit from modern ICT through a focus on e-astuteness and e-social astuteness can mitigate ‘technological imperialism’ and allow developing countries to ‘leapfrog’ their falling e-readiness rankings.

Such an approach aims to shift from a single focus on traditional education, training, business and service delivery, i.e. ‘doing to’ and ‘doing for’ approaches, towards a multi-focussed approach of ‘doing with’. This involves placing emphasis on developing e-Astuteness and e-Social Astuteness across the full socio-economic profile, including those with low levels of formal education and those ‘not in employment, education and training’ (NEETs).

appropriated ICT across its full socio-economic spectrum”.

The above information is part of the research paper ‘E-social Astuteness skills for ICT-supported equitable prosperity and a capable developmental state in South Africa’ as published in the International Journal of Education and Development using Information and Communication Technology during 2013.

Understanding e-astuteness

The research notes that basic e-literacy – skilling people for using ICT (hardware, software and

networks) – is not sufficient to improve inequity and to build an inclusive sustainable economy in a world increasingly dominated by pervasive ICT. It further notes that “to meet the stated targets of achieving an e-literate society by 2030, formal education and training could not be the sole basis of an e-skilling agenda”.

For successful application of e-skills, e-astuteness needs to be included in the e-skilling agenda. e-Astuteness can be learnt and isn’t confined to formal education or high levels of literacy. It crosses the full spectrum of society, allowing individuals and groups to harness ICT for their benefit. This has been “proven by the widespread adoption and innovative use of cell phone technology right across the socio-economic spectrum, across the whole of the African continent”.

“e-Astuteness and e-social astuteness skills can be considered as ‘smart ways’ to apply the required e-skills for more equitable personal and communal socio-economic development.” The paper aims to “clarify these terms conceptually in order to inform e-skills policy-making and the practical implementation of these concepts within the NDP and the NeSPA 2013”.

e-Astuteness is defined as a knowledgeable capacity, based on personal and interpersonal skills, that involves:

- understanding of the emerging capacity of ICT devices relevant to local applications, people and situations
- building alignment and alliances (networks)
- acute understanding of strategic direction
- applying strategic behaviour that allows individuals to take personal advantage of the use of ICT through appropriate e-skills in the social (such as building social connections), service delivery (making the best use of ICT enabled services as users), education (formal and informal) or economic (such as obtaining job or starting own business) situations

Understanding e-social astuteness

e-Social astuteness is the use of ICT and e-skills for more astute ways of people interacting with others for a collective socio-economic benefit. This would involve a process of:

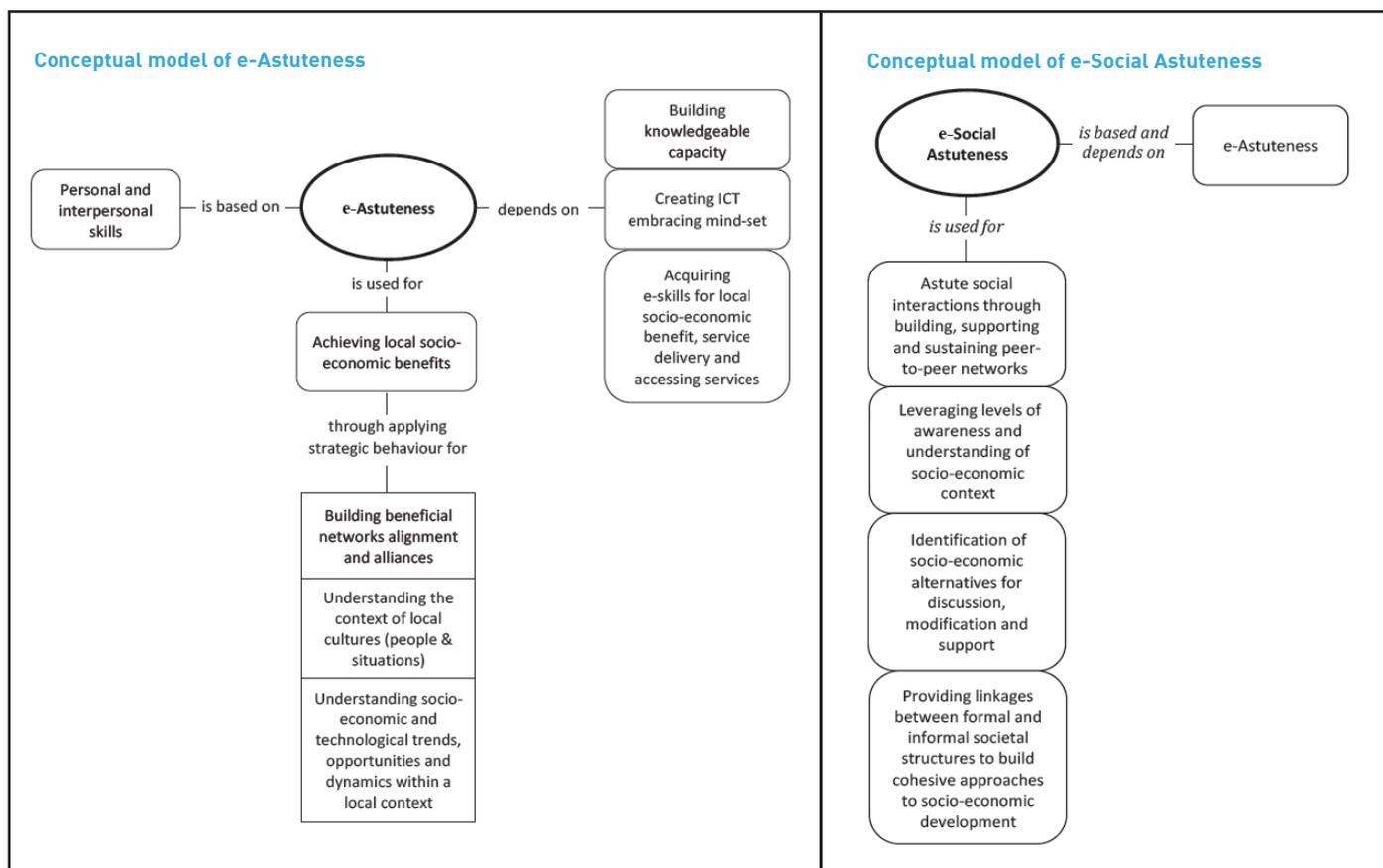
- involvement in a network of social interactions

Unite around a common pillar to fight poverty and inequality, building capabilities, and leadership working together to solve problems

- having a collective level of awareness and understanding diverse social situations
- the identification of socio-economic needs and opportunities that could be met with ICT-enabled applications
- the examination of various alternatives
- the development, testing and modification of options
- the assessment of 'fit' of value proposition, in other

- words, success or failure and applicability
- network supported adoption and scaling

Astute social networks can also leverage new levels of awareness and understanding of diverse social and economic situations, and can lead to the identification of new alternatives to address local socio-economic issues. **END**



Abstract: 'E-social Astuteness skills for ICT-supported equitable prosperity and a capable developmental state in South Africa' (By Mitrovic, Z; Taylor, W; Sharif, M; Claassen, W and Wesso, H)

Over 350 national and international delegates at the second e-Skills Summit and the International

Telecommunication Union (ITU) Global ICT Forum on Human Capital Development have agreed that the e-skilling agenda in South Africa is making a 'profound difference' but is still not sufficient to build a capable developmental state.

The delegates suggested that for positive impact in addressing inequality, poverty and joblessness - a new approach to e-skilling was needed. It was generally agreed that some 'soft' skills were needed to help people successfully apply e-skills to benefit their everyday life. These skills were

identified as e-astuteness and e-social astuteness.

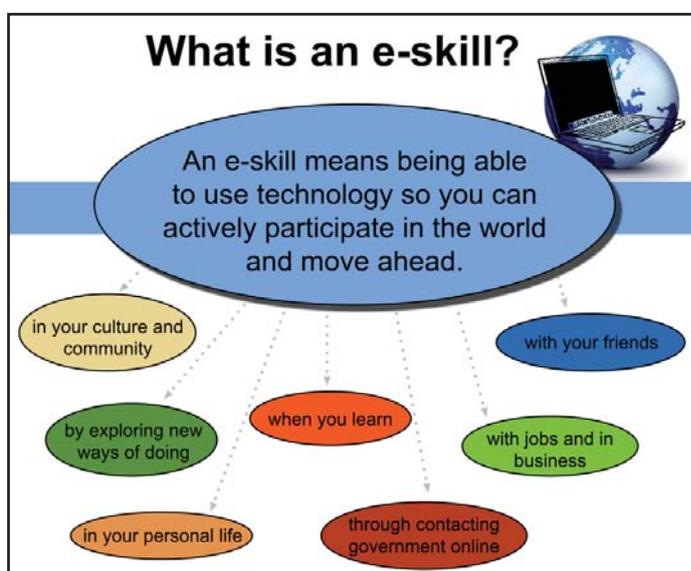
The objective of this study is to provide the conceptual clarity of these two terms, i.e. the general aim of this study is a theory building around these two concepts.

The findings of this study confirmed that concepts of e-astuteness and e-social astuteness, together with e-skills, can be useful in addressing the South Africa's major developmental agenda as articulated in the national developmental strategies.

To see the full research paper, go to www.inesi.org.za/research-and-policy/.

An e-skills taxonomy is more than just definitions. The e-skills agenda requires a shift in thinking with outcomes such as changes in policy. The terms used are part of creating the environment for this shift. Following are definitions for some of the words that form part of the e-skills taxonomy.

e-Astuteness	<p>The capacity to continuously appropriate the technology into personal work, education, business, social and family contexts for both personal and collective benefit.</p> <p>e-Astuteness is defined as a knowledgeable capacity, based on personal and interpersonal skills, that involves:</p> <ul style="list-style-type: none"> • Understanding people and situations • Building alignment and alliances • An acute understanding of strategic direction • Applying strategic behaviour <p>e-Astuteness allows individuals to take personal advantage of ICT in social or economic situations, through the appropriate e-skills. (Building social connections is an example of a social situation and obtaining a job or starting a business is an example of an economic situation.)</p> <p>e-Astuteness does not necessarily depend on formal education or high levels of literacy.</p>
e-Literacy	<p>e-Literacy is the ability of individuals to use digital tools and facilities to perform tasks, to solve problems, to communicate, to manage information, to collaborate, to create and share content and to build knowledge, in all areas of everyday life and for work.</p>
e-Skills	<p>The ability to use and develop ICTs within the context of an emerging South African information society and global knowledge economy, and associated competencies that enable individuals to actively participate in a world in which ICT is a requirement for advancement in government, business, education and society in general.</p>
e-Social astuteness	<p>e-Social Astuteness is defined as the use of ICT and e-skills for more astute ways of people interacting with others, which include:</p> <ul style="list-style-type: none"> • Social interactions • A level of awareness and understanding of diverse social situations • The various alternatives open to them for response <p>e-Astuteness focuses on individual benefit whereas e-social astuteness focuses on interacting with others for group benefit.</p>



[Official South African definition \(from the National e-Skills Plan of Action\)](#)

The ability to use and develop ICTs within the context of an emerging South African information society and global knowledge economy, and associated competencies that enable individuals to actively participate in the world in which ICT is a requirement for advancement in government, business, education and society in general.

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Partners in the Ikamva National e-Skills Institute
multi-stakeholder collaboration

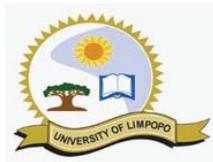
Education



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA



DUT DURBAN
UNIVERSITY OF
TECHNOLOGY



Government/South Africa



Civil society



Business



Global developmental partners



Kenya



Rwanda

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

The Ikamva National e-Skills Institute (iNeSI) 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. iNeSI focuses primarily on four components: research, teaching and learning, innovation and a monitoring and evaluation framework. iNeSI is a state-owned company and the result of a merger between three institutions: the e-Skills Institute, the National Electronic Media Institute of South Africa and the Institute for Satellite and Software Applications