IKAMVA NATIONAL E-SKILLS INSTITUTE
(*NEMISA, E-SKILLS INSTITUTE, INSTITUTE FOR SPACE AND SOFTWARE APPLICATIONS*)

Strategic Plan for the fiscal years 2015 – 2020

March 2015

OFFICIAL SIGN OFF

It is hereby certified that this Strategic Plan:

- Was developed by the management of NEMISA under the guidance of the Chairperson, Dr Molatelo Maloka.
- Takes into account all the relevant policies, legislation and other mandates for which NEMISA is responsible for as well the Business Case for the Ikamva National e-Skills Institute (iNeSI) approved by the Minister of Telecommunications and Postal Services; and
- Accurately reflects the strategic outcome-orientated goals and objectives which NEMISA will endeavour to achieve over the period 2015 – 2020 to support the goals of National Development Plan 2013 and as outlined in the Business Case. The Business Case will be tabled to Cabinet once the Department of Public Service and Administration as well as National treasury have considered and approved it.

Ms Minette Cloete
Head of Finance
Signature: _____

Ms M Malakalaka
Acting Chief Executive Officer
Signature: _____

Dr M Maloka
Board Chairperson
Signature: _____

Approved by:

Dr S Cwele, MP
Executive Authority
Signature: _____

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STRATEGIC PLAN 2015 - 2020

FOREWORD BY THE CHAIRPERSON OF NEMISA, DR MOLATELO MALOKA

"*By 2030, ICT will underpin the development of a dynamic and connected information society and a vibrant knowledge economy that is more inclusive and prosperous*"
National Development Plan, South Africa

Thankfully, the public, government, business and education discourse has moved well past whether the ***widespread use*** of modern ICT devices and applications has visible impact on economic and social development. That is a yesterday story; we know that the effective appropriation of ICT had direct effects on the GDP, on social well being, on government service deliver and social cohesion.

The Grand Challenge for South Africa is to effectively harness the power of modern ICT devices and applications to impact inequity and to build a more inclusive economy.

Building human capacity to make more effective use of modern ICT devices and applications must rank very high if not the highest in pursuit of these aspirations. In fact, this is probably the greatest national Grand Challenge. Having one of the continents highest adoption of cell phones at a time when modern ICT including cell phones is increasingly becoming more affordable, accessible, more powerful, more mobile and more vision enhanced provides a distinct advantage in the pursuit of our Grand Challenge. In the very near future, location, language, literacy will not be significant impediments to adoption, capacity to make effective use (e-astuteness) for local benefit will be.

Our global e-readiness position has dropped dramatically over the last 10 years and in the last 5 – 6 years gone from 47th to 70th position. This is not necessarily because we aren't trying or because we aren't committed but it would appear that others are working harder and faster and with a new agenda that harnesses the changed environment that modern ICT brings with it.

The Business Case for (iNeSI) places NEMISA in an ideal position to continue address this increasing challenge in South African and will continue to provide a collaborative architecture for an integrated approach to build e-astuteness, to establish the platform for collaboration where all stakeholders can benefit. This is important as we cannot 'copy cat' regions such as Europe and so our focus in South African and Southern Africa should be demand driven.

We acknowledge that the Minister has approved the Business Case and will await the requisite approval by other Departments. In taking forward the process, the Board acknowledges that the Business Case objectives will have to be implemented incrementally taking into account the requisite budget of the Institute in delivering on the eSkills needs of the Country.

On behalf of the Board of NEMISA, which Board is currently overseeing the finalisation of the integration of all e-skills entities, we are extremely delighted with the progress made in 2014/15 and thus look forward to implementing our strategic plan 2015 – 2020 and Business Case for INeSI, which plan will be implemented on an incremental basis. No business can survive without a significant focus on the creation of demand amongst customers and users. The bottom line is that if South Africa is in business of dealing with inequity and in delivering the NDP, the creation of demand is the key to all success.

DR MOLATELO MALOKA
CHAIRPERSON

OVERVIEW BY THE ACTING CHIEF EXECUTIVE OFFICER OF NEMISA, DR HAROLD WESSO

South African economist and academic Prof Adrian Saville recently released his findings from an analysis of 120 economies over the last 50 years to determine the key factors of successful economic development. Whilst his 'six pack' included some fairly predictable items such as a High Savings Rate, a Favourable Demographic, Access to Improving Health Care, Access to Improving Education and a Stable Policy Environment and Effective Institutions, his definition of the 'degree of economic openness' was interesting. His analysis and definition of economic openness prioritized 'information', 'knowledge', 'skills' and 'immigration' alongside traditional money flows, trade and foreign investment. So the agenda for building human capacity in the effective use of modern ICT devices and applications is very important.

The unprecedented development of modern ICT devices and applications is making many traditional approaches and terminology both ineffective and redundant. We have well and truly moved past traditional definitions of e-literacy which have focused on basic computer skills without any real understanding of effective use for socio-economic development. We are now in the age of requiring 'e-astuteness' i.e. the capacity to adapt and use new technologies in social and economic settings within 'just in time' social learning networks. Our approach of just focusing on the supply of technology, only teaching children in formal education and people already in work is flawed and will not deliver the rapid responses we require. With modern devices language, literacy and informal education are and will continue to be lower barriers for use – voice, vision and animation will be increasingly available on very basic mobile devices.

The integrated or collaborative approach to developing e-astuteness to engage people in the development of an inclusive economy right across our socio-economic spectrum forms the basis of the Institute.

The strategic intent of the Institute directly contributes to the mandate of the newly formed Department of Telecommunications and Postal Services (DTPS), National e-Skills Plan of Action (NeSPA) 2010 and 2013, DHET White Paper on Post School Education and Training and the National Development Plan (NDP) 2013.

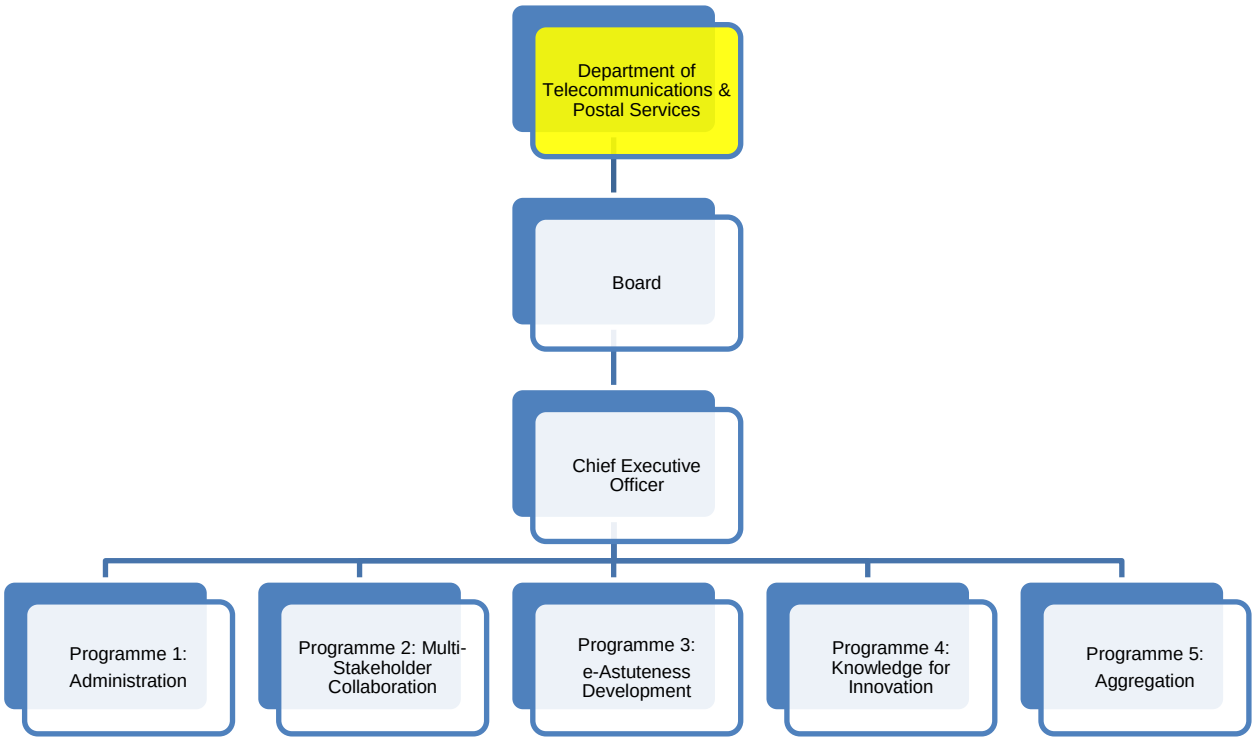
As articulated in this Strategic Plan 2015 – 2020 and the Business Case for iNeSI, NEMISA will continue to provide an enabling framework that:

1. Coordinates, integrates and aggregates the multiplicity of existing e-skills and e-readiness efforts across Government, Education, Business and Civil Society.
2. Identifies gaps and overlaps and then devises and recommends collaborative solutions.
3. Leads the development of impact assessment of collective interventions against the goals of the NDP.
4. Aggregates the development of South African capacity across the full socio-economic spectrum to build a more inclusive and innovative economy that is increasingly dominated by modern ICT devices and applications.

In addition, NEMISA will continue to build itself as a sustainable catalytic organization that will provide the means to aggregate and focus existing resources and effort around a globally recognised e-readiness framework in ways that enhance the impact of existing resource allocations and that develops relevant capacity for sustainability in a world that is increasingly dominated by modern ICT devices and applications. Thus it forms the base for the Strategic Plan 2015 – 2020 and Annual Performance Plan 2015/16 of the Institute.

DR HAROLD WESSO
ACTING CHIEF EXECUTIVE OFFICER
31 January 2015

BUDGET PROGRAMME STRUCTURE



The budget programmatic structure is to be implemented over the next five years in accordance to the Business Case for iNeSI.

PART A: STRATEGIC OVERVIEW

STRATEGIC OVERVIEW

1. VISION

An e-Skilled society

2. MISSION

Will provide a national integrated e-skills development management system towards sustainable socio-economic development in South Africa

To deliver on its mission and strategic objectives and to radically advance the capacity development of e-skills/e-readiness the Institute will continue to:

- Act as a national catalyst and change agent for the development of e-skills;
- Play a leading and advocacy role in developing users, consumers and citizens within the globally evolving information and knowledge-based environment that is increasingly dominated and affected by modern ICT devices and applications;
- Through a distributed model i.e. physical presence in each of the nine provinces allow for government, business, education, organised labour and civil society to better position South Africa for a Knowledge Economy;
- Collaborate with key stakeholders i.e. government, business, education, organised labour and civil society and global development partners for impact; and
- Broaden its scope to address all e-skills interventions (i.e. teaching and learning, research, innovation, monitoring and evaluation and aggregation).

3. CORE VALUES

- Innovation
- Collaboration
- Agility
- Visionary
- Impact oriented
- Integrity

4. MANDATE

The mandate for iNESI is to promote the development of e-Skills human capacity in South Africa. This takes into account the current NEMISA mandate "to train previously disadvantaged individuals, particularly women, to equip them with necessary skills to play significant role in the constant changing broadcasting environment."

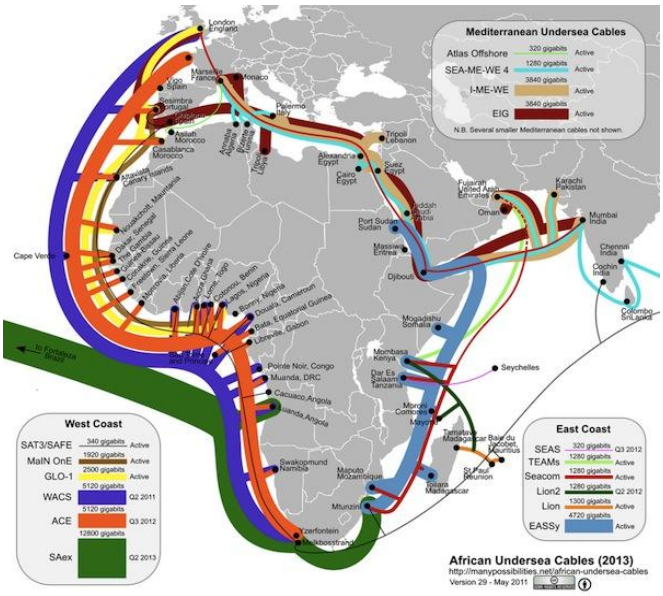
5. SITUATIONAL ANALYSIS

5.1 PERFORMANCE ENVIRONMENT

It is widely recognised that the 21st Century will be driven by knowledge, and a nation's competitive advantage in the global economy will be sustained by approaches that valorise e-social astuteness[1] across Business, Government, Education, organised Labour and Civil Society. To meet the challenges of this century, South Africa needs to usher in a social e-astuteness revolution that seeks to bring about systemic changes across all societal structures and categories of the country. Reform in the full societal system needs to seriously consider a methodical approach to the **role of ICTs** in the development of adequate skills and competencies since they are critical for meeting the challenges posed by demography, disparity and development, and for creating an empowered generation for the future.

The pervasive and ubiquitous nature of the global dispersal of modern ICT is rapidly redefining base concepts of 'economies of scale' for socio-economic sustainability both vertically and horizontally across all spheres of service delivery, management, business analysis, education, innovation and research.

The rapidly escalating capacity, mobility, affordability and access ability of ICT when coupled with the impact of imminent bandwidth capacity being delivered to South Africa means that the nation is completely unprepared to make effective use of the technology which is fundamental to addressing its national strategic objectives of addressing inequity. All current experience demonstrates that whilst effective social appropriation of ICT is widely recognised as being fundamental to addressing issues of inequity in developmental states, an unplanned approach to harnessing ICT leads directly to increasing inequity. South Africa now finds itself in this space.



In the last six years, we have seen the gap increasing in internet bandwidth in developed and developing countries. We are also witnessing an increase of mobile cellular subscriptions. The implication of these two trends indicates that access to technology has created more inequity right across the world to date and that the technology is rapidly converging, and increasing in capacity and becoming more mobile.

What we are seeing is that the pace of technological advance is accelerating and ICT is increasingly becoming ubiquitous and intrinsic part of people's behaviour and social networks as well as of business practices and government activities and service provision.

[1] The concept of e-astuteness is closely related to developing e-competent individuals by giving them appropriate ICT-related knowledge and skills and training them to develop a competent attitude and knowledge to use and adapt to the rapidly changing new forms of ICT devices and associated software. If applied to benefit the community's socio-economic context (and possibly combined with other "e-astute" community members), e-astuteness then transitions into e-social astuteness, i.e. it becomes a smart way to apply acquired e-skills for everyday socio-economic development and better life opportunities for all. If applied appropriately, e-social astuteness can further help in developing ICT-supported social cohesion (impacting on basic issues including health, safety, food security, youth unemployment, increasing self-reliance, education and training, business development, etc.) which is very high on the agenda of the NDP and MTSF. [NeSPA 2013]

Further, these trends are changing the very nature of work itself and recent McKinsey Global Institute (MGI) report (The Evolution of Work, 2012) quantified the shift to interaction (knowledge) work in all jurisdictions across developed and developing economies alike. This will create huge global gaps between skills needs and emerging 'job fit'. According to the MGI, a failure to address this gap in developmental states will inevitably 'result in higher unemployment, rising inequity and heightened political tensions testing political stability'. This is a position that South Africa cannot afford to face.

The big issue for South Africa "Is how to leverage ICT capabilities and tools to address our socio-economic needs and improve our human resources base of the country for equitable prosperity and global competitiveness."

The establishment of the newly formed Department of Telecommunications and Postal Services and the Department of Communications amongst others calls for a more focused approach on relevant, targeted human capacity skills related to ICT (user, knowledge worker, practitioner and thought-leaders).

South Africa's falling position on the Development Index

As a country, South Africa is dropping down the global ranking for e-readiness. This is not because we are not progressing or that our programmes are not working but simply because the others are moving faster than we are.

The 2014 World Economic Forum (WEF) Global IT Report 2014 on e-Readiness rankings shows that South Africa (which dropped from 47th place in 2007 to 70th place in 2014 – our position in 2014 remained the same as that of 2013) faces many challenges in addressing its e-Readiness. Of the 10 components of e-Readiness, the WEF IT Report identifies that South Africa lags in **affordability, skills, individual usage, government usage and social impacts** when compared to its global counterparts in the medium income group.

This situation provides a 'clear clarion call' for collaborative action at a national level in a way that harnesses all of the capability in Government, Education, Business, Civil Society and Organised Labour across the country.

Global trends and e-Skills[2] needed

Current trends in the impact of ICT deployment demonstrates that aggregation of both supply and demand into increasingly large economies of scale and lost leader time frames across much of business, education and government service delivery are well beyond the capacity of traditional concepts of market competition within nation states to operate in the national interest.

Key global trends include:

1) The developing world with more than half the world's population provides the biggest opportunity for many ICT providers given the increase in new users;

2) ICT development is converging, becoming more mobile, more affordable and more accessible in ways that suit developmental agendas for many countries;

3) There can be no sustainable progress in developing equity of life chances in developmental states without the effective social appropriation of ICT;

[2] e-skills refers to …"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."

4) The rate of ubiquitous development of ICT is moving past the current capacity and attitudes of many societal, organisational and service delivery structures for effective deployment and adoption;

5) An increasing and massive mismatch between skills required and the dramatic trend to integration (knowledge) work in all economies; and

6) An increasing shift across Governments, Education, Research & Development and Business towards new formal structural agency aggregations to align diverse capabilities around addressing issues of employment, innovation, productivity, inequity and skills development for the challenges of the knowledge economy. This effort is coupled with a programme based approach which separates 'form' (organisational structures) from 'function' (mid-term collaborations for impact).

Collectively these trends are irrevocably changing the fundamentals of many services, businesses, educational approaches, the praxis of governance and the way in which life is led across much of society. These impacts are likely to be greatest in places where there are existing large equity gaps.

All analysis of the threats and opportunities afforded by the necessary deployment of ICT points to the need for formal mechanisms for collaboration across the stakeholder groups; organised Business, Government, Education, organised Labour and Community (sometimes known as the quadruple helix approach). In many countries, the complex matters surrounding increasing productivity in the Information Society and Knowledge-based Economy are being addressed in three (3) main ways:

1) Aggregating diverse specialist expertise and abilities in large government Departments focussed on addressing the mega national priorities determined by analysis of the increasing impact of ICT in the socio-economic space.

2) Separating organisational structures from programme delivery in new forms of matrix management where individual and work group capacities are seconded, leased or contracted into programmes which are funded to deliver against national priorities. Such arrangements include proportional secondment allocations, contracted specialist staff and formal alliances between Government, Business and Education. These programmes are mid-to long term i.e. 3 to 10-15 years with annual reviews by external expert panels.

3) Establishing co-operative research centres or research centres of excellence models which undertake:
   a) Monitoring and evaluations
   b) The development of innovative, technical and service delivery applications for mega issues, and
   c) Incubation, accelerator, privatisations, start-ups, and patenting for business development, industry, and job creation aligned to interaction or knowledge work.

South Africa has little alternative but to adapt such approaches into reshaping its skills set and socio-economic positioning in the face of its frightening decline in the global e-readiness indicators, which are significant predictors of capacity development, aligned to inevitable trends in the impact of ICT which has little regard for national boundaries.

At a skills level, globally there is an increasing need for:

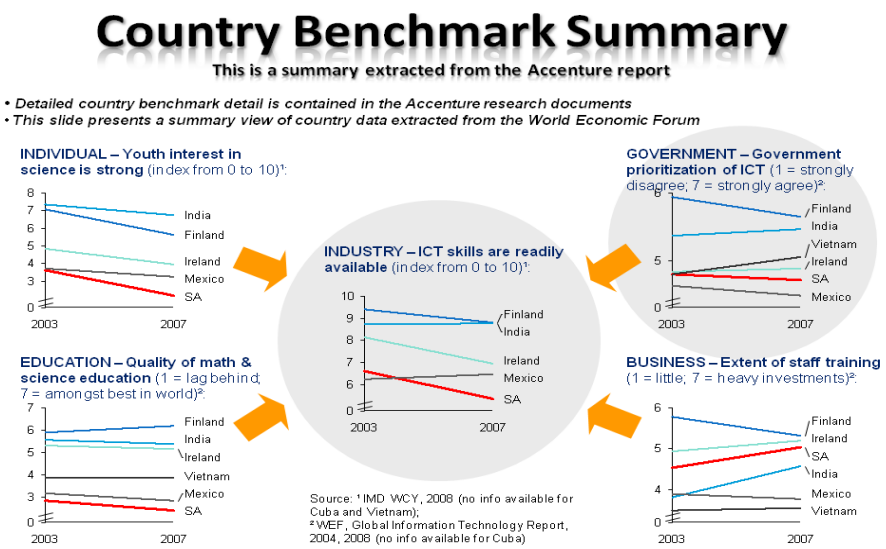
- the population to be able to access all relevant government information and services including health services electronically;

- workers to be competent (combining both technical and business skills);
- a career structure and enhanced perception of the IT profession, to attract ICT practitioners to enter the profession;
- a formal education structure that support the development of a range of e-skills for employment and fuller participation in both a national and global society;
- clear guidance and frameworks to encourage the development of transferable skills and skills that are in most demand; and
- skills development, training and services to be made available on multiple platforms, and particularly on mobile services.

Locally, there is wide spread agreement of the importance of information and communication technologies and associated knowledge production for building a more equitable prosperity and globally competitiveness economy in South Africa. There is also substantive evidence [including but not limited to ISETT (MICT) SETA, 2007; DOL, 2007; Accenture, 2008; ITWeb 2008; NeSPA 2010 and 2013] that in South Africa there is a serious shortage of skills that will enable an effective use of the contemporary information and communication technologies to access information and services in almost every aspect of everyday life.

The diagram below shows that South Africa does not compare well with other countries in terms of ICT skills availability. Research regarding the underlying reasons, and measurements related to them, show that South Africa scores poorly in terms of youth interest in science, quality of mathematics and science education, government prioritization of ICT and the extent of staff training[3]. This results in ICT skills not being readily available for industry.

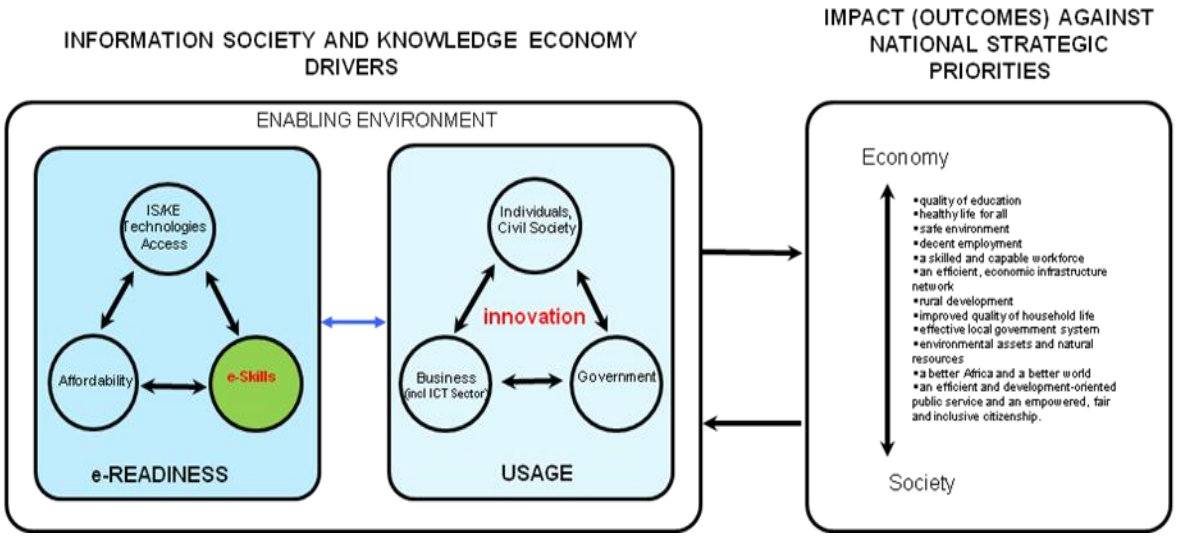
DIAGRAM: SKILLS AVAILABILITY



3 Accenture (2008) The ICT skills landscape of South Africa: A viewpoint on demand, supply and applicable international benchmarks prepared by Accenture for the South African e- Skills Working Group, August 2008

The Accenture study (2008) also indicated that a positive relationship between ICT skills development and other factors such as connectivity, adoption and usage of ICTs, access to ICTs and available services, awareness of the functionality and benefits of ICTs.

e-Skills is a powerful engine for innovation, social inclusion and economic sustainability and as such the diagram below depicts e-skills as a key component for e-readiness and further shows the enabling environment across stakeholders needed for developing e-skills capacity for national impact. [ITU and WEF, 2012]

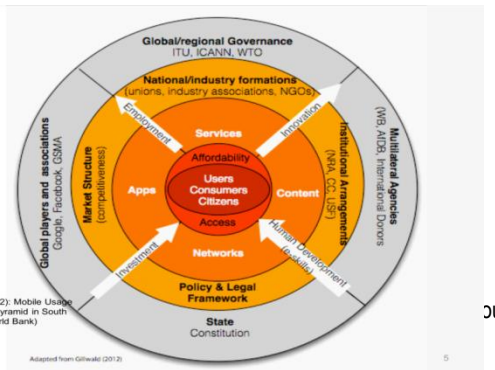


1Diagram amended for SA context (Wesso and Sharif 2012)

Jobs can be created at a variety of skills levels (from call centres to development of highly sophisticated software and electronic devices), in various contexts (business, Government, civil society) and that are suitable for people of different abilities and interests (Wesso, 2007)[4]. The International Data Corporation (IDC) emphasised that more than 90% of the jobs available in 2014 will require e-skilled (ICT) workers.

Calandro, et al (2012): in their model below confirm the radical approach adopted by the Institute i.e. developing an aggregated framework that can harness existing resources and develop new responsive approaches to the coordination of capacity development across all stakeholders that contributes to the massification of e-skills delivery at all levels. They further argue the need for both human development (e-skills) and investments (infrastructure and access) to impact employment and innovation opportunities at scale.

Technological changes, new set of skills and emerging conceptual requirements



[4] SA DoC (20 Calandro, et al (2012): Mobile Usage at the Base of the Pyramid in South Africa. InfoDev (World Bank) outh Africa (Internal, discussion document). No e-version.

It is well recognised that the rapid capacity and paradigm changes occurring in the ICT world are having significant impact on the way businesses, governments and societies conduct their affairs. The shift in appropriation of ICT is changing the value propositions across the breadth of the socio-economic platform and this has particular ramifications for developmental states. The unprecedented escalation in capacity, affordability, mobility, differentiation and availability of ICT devices as well as the rapid shift towards high quality displays on mobile devices pose a significant challenge in e-skilling people within their current jobs, better preparing people for existing vacancies, creating e-capacity for emerging jobs and in creating an e-social astuteness in the citizenry for achieving more self reliance and more equitable prosperity.

According to research from globally reputable Gartner, the following trends in the next three years have the potential to affect individuals, businesses and societies – thus requiring new sets of skills:

- Increased use of mobile devices in everyday life and greater use of tablet devices for work and business;
- Mobile-centric applications and interfaces are considered as one of the tope strategic technology trends;
- Context-aware computing and social media are increasingly transforming the user experience;
- The internet of things: a "network of networks" (e.g. networks across commerce, business, transport, education etc. are connected to each other and networks of people using social media);
- The use of application (App) stores in business and in the marketplace (e.g. supporting the notion of Bring Your Own Device –BYOD);
- The next generation of advanced analytics: predictive, collaborative and pervasive;
- Big Data including Open Government Data;
- In-memory computing, which emerges from the converging evolution of memory technology, system architectures and enabling infrastructure software;
- Extreme low-energy servers that are greener than traditional servers; and
- Cloud computing as the main enabler of corporate and public organisations.

These above trends are heavily influenced by the growing importance of new levels of connectivity, decreasing costs for connectivity and an unprecedented rise of mobile computing. In South Africa, this will have significant influence on skilling our people for more equitable prosperity and global competitiveness.

The exponential growth in the use of "smart" mobile devices by a large portion of the population clearly demonstrates that the ability of South Africans to achieve more equitable prosperity and global competitiveness largely depends on the recognising that the 21st century requires a new approach to the use of rapidly developing ICT devices. Developing the capacity to producing new understanding and knowledge and their effective use to advance the economy and society through innovation, new job opportunities, communication and information management, require a broadly defined set of skills that includes:

- skills to use the ever advancing technologies (e.g. mobile devices, cloud computing); and
- to use the acquired skills in the economic and social context ; through
- developing capabilities and attitudes to effectively use skills for the individual (e-astuteness) and societal (e-social astuteness) advancements.

Challenges facing South Africa

There is general acceptance that e-skills (ICT) is not just a "nice to have" as it affects the capacity of a country to address every substantive issues communities faces now and into the future. This was acknowledged in all the national strategies of the county i.e. NDS III, Industry Strategies, Strategic Plan for Higher Education and Training (DHET, New Growth Path (Department of Economic Development), Green Paper for Post School Education and Training (DHET), New Vision 2030 all calls for capacity development for the Information Society and a vibrant Knowledge Economy.

The National Development Plan calls for: *"By 2030, ICT will underpin the development of a dynamic and connected information society and a vibrant knowledge economy that is more inclusive and prosperous. A seamless information infrastructure will be universally available and accessible and will meet the needs of citizens, business and the public sector, providing access to the creation and consumption of a wide range of converged services required for effective economic and social participation – at a cost and quality at least equal to South Africa's main peers and competitors. Within this vision, the underlying ICT infrastructure and institutions will be the core of a widespread digital communications system. This ecosystem of digital networks, services, applications, content and devices, firmly integrated in the economic and social fabric, will connect public administration and the active citizen; promote economic growth, development and competitiveness; drive the creation of decent work; underpin nation building and strengthen social cohesion; and support local, national and regional integration." (NPC, 2012)*

The challenges facing the country amongst others are:

- We are not leveraging the potential benefits associated with ICT. Important shortcomings in terms of basic skills availability are the large segments of the population and the high costs of insufficiently developed ICT infrastructure results in poor rates of ICT usage.
- Lack of coordination across the full spectrum of service delivery, business, education and policy frameworks (i.e. enabling environment, innovation and capacity) as being a significant impediment to addressing the serious matter of e-skilling South Africa; a crucial need in addressing socio-economic equity in South Africa.
- Education, articulation and ICT for Learning: the need for e-skills to be embedded in all spheres of learning (primary, secondary and tertiary levels). The need to target universities (including new universities in the Northern Cape and Mpumalanga), Colleges of Education, TVET colleges, schools and community-based organisations to embed e-skills in respective curriculum to prepare learners for the Information society and Knowledge Economy.
- Access Centres/Distance Education: the provision of e-skills for learners and communities based in deep rural, rural and peri-urban areas are a huge problem. Current centres across the country are

not utilised optimally nor are they adequately equipped or connected virtually for open distance education (e-learning and m-learning).

To meet the country's commitment to the Millennium Development Goals (MDGs), the World Summit on Information Society goals (WSIS, 2005), the Medium Term Strategic Framework 2015 -2017, the National Development Plan 2012 goals and to accelerate the development of e-skills capacity in the country will require new approaches to the utilisation of ICTs, sufficient resources and support to create a big impact on the socio-economic growth of the country by creating a large number of new job opportunities.

A national intervention to support the goals of the Department of Telecommunications & Postal Services (SA Connect, e-Skills); Department of Communications (Digital Broadcast Migration and Broadcasting), Department of Rural Development and Land Reform, the Department of Science Technology (Innovation Landscape Review), Department of Higher Education and Training (National Skills Development Strategy 2010, White Paper Post School Education and Training, Distance Education Policy), the Diagnostic Report 2011 of the National Planning Commission, the National Development Plan (e-literate society by 2030), the Medium Term Strategic Framework (MTSF 2015 – 2020) and Millennium Development Goals (MDGs) is urgently required to achieve a rapid large scale improvement in the supply of those e-skills for which there is a genuine need for, together with the essential understanding of how to use those skills optimally within the various contexts noted above.

A great deal of money is already being invested in ICT education and training by business, academia, government and civil society. Currently, a range of uncoordinated efforts delivers the provision of e-Skills across education, government, business and civil society funded by private service provider models, government support contributory schemes, donor agency supported free access schemes. A number of thought leaders (national and international) across business, education, government, civil society including labour and global development partners have been consulted. They have confirmed that the Institute can only be justified if it takes an entirely new approach to e-skills interventions that are based on harnessing ICT for equitable prosperity and global competitiveness within the context of national goals.

The e-Skills agenda is a multi-disciplinary approach that goes beyond mere technology training and involves a broad spectrum of competency, needs and delivery options for an Information Society and Knowledge Economy. More and more e-Skills are becoming central to the development of jobs in Information Societies and Knowledge –based Economies and refers to "…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." Thus the establishment of iNeSI as a key national catalytic collaborator across government, business, education and civil society to create an e-skilled and e-empowered society in a South Africa increasingly dominated by ICTs. [Reference made to the National Broadband Policy and NeSPA 2012 and 2013.]

A positive shift in addressing this challenge was made towards the end of 2013 through the gazetted "South Africa Connect: Creating Opportunities, Ensuring Inclusion: South Africa's Broadband Policy" which incorporates and emphasises the critical need for e-skills human capacity development.

5.2 ORGANISATIONAL ENVIRONMENT

5.2.1 Skills development entities in the Department of Telecommunication & Postal Services to be integrated

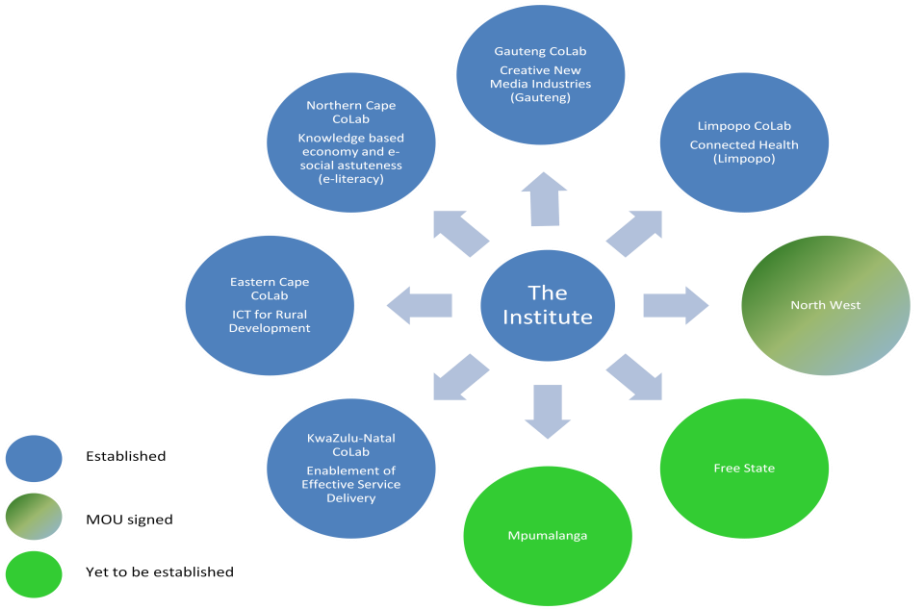
Skills development for an ICT-enabled world by the Department of Telecommunication & Postal Services (DTPS) is carried out by two key institutions namely NEMISA and the e-Skills Institute. Below is a high-level overview of each of these entities and ISSA.

5.2.2 The Integrated Model - Distributed

The model for the Institute is based on the outcomes of a workshop held late 2012. The workshop accepted the intent of the Department of Telecommunications & Postal Services and confirmed that to radically advance the capacity development of e-skills in the country the integrated Institute must:

- Act as a national catalyst and change agent for the development of e-skills;
- Play a leading and advocacy role in developing users, consumers and citizens for a Knowledge Economy;
- Through a distributed model i.e. physical presence in each of the nine provinces allow for government, business, education, organized labour, civil society and organized labour to better position South Africa for a Knowledge Economy;
- Collaborate with key stakeholders i.e. government, business, education, organised labour, civil society and global development partners for impact; and
- Broaden its scope to address all e-skills interventions (i.e. teaching and learning, research, innovation, monitoring and evaluation, and aggregation).

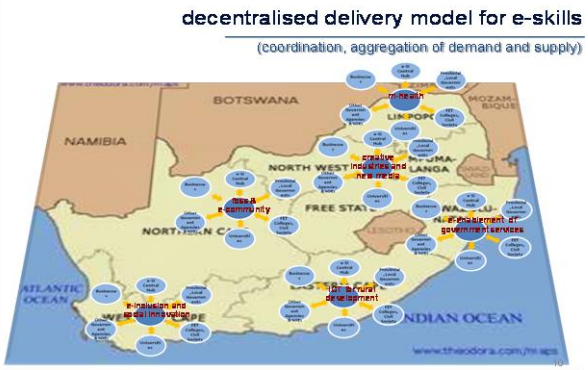
The diagram below depicts the distributed model that allows for the Institute (NEMISA, ISSA and e-SI) to carry out its mandate and activities.



5.2.3 Provincial e-Skills CoLabs

The Institute's provincial CoLabs in association with and hosted by local universities will provide:

1) A positive engagement with stakeholder groups locally, provincially. These will bring to bear context, praxis and resource networks to existing programme delivery in subject matter that by its very nature is multidisciplinary and multilayered.
2) Develop relevant curricula and training in line with the national curriculum and competency framework and standardised curriculum guidelines.
3) Establish a sound basis for innovative research and evaluation tied to the MTSF 2015 – 2020 and NDP 2013 and which provides us with substance to develop relevant policy. Link to university networks in South Africa and across the world that can help evaluate case study approaches, provide post graduate research capacity and internships and provide new approaches to skilling existing resources in ways that are more responsive to emerging trends and technological development.
4) The means to increase the size of the national and international opportunity within a 'government recognised', 'business credible' and integrated framework that is responsive to new development and delivery approaches.



5) A collective energy for developing appropriate methodologies applicable to a range of markets in developmental states, whilst also providing a base for collaborative approach towards these markets.

6) A useful network across academia, business, government, international agencies and civil society for pedagogy, research, innovation and policy development in a trans-disciplinary area that has been highlighted by all evaluations of limits to growth, sustainability, equity and global competitiveness.

Currently, there are six provincial e-skills knowledge production and coordination CoLabs in the country (see table below). Each of the CoLabs supports a national thematic e-skills area.

National e-Skills Thematic Area	Hosting University	Province
Enhanced government e-enablement through skilling of employees and use of Web 2.0 technologies for service delivery, e-participation and e-democracy, and efficient use of broadband.	Durban University of Technology	KwaZulu-Natal
Creative New Media Industries including that of cyber entrepreneurship to support a connected society	University of Pretoria	Gauteng
e-Inclusion and social innovation that includes the empowerment of e-centre managers in the social sector	University of the Western Cape	Western Cape
Knowledge-based economy and e-social astuteness (e-literacy)	Vaal University of Technology	Northern Cape and Southern Gauteng
ICT for rural development including production and distribution	Walter Sisulu University	Eastern Cape
Connected Health	University of Limpopo	Limpopo

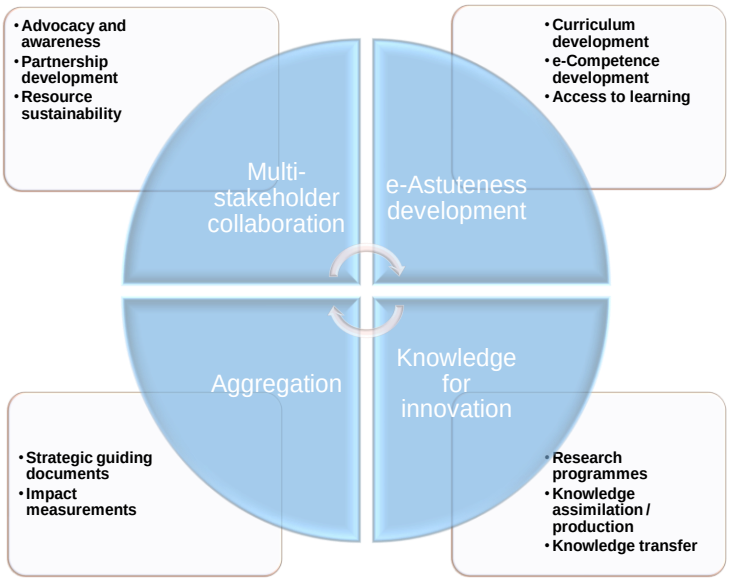
We will continue collaboration with the six CoLabs hosted in six provinces. Collaboration with the other Provinces where CoLabs have not been established will be implemented incrementally as per the Business Case.

Functional structure

The Institute will focus on the following core functions including that of overall administration (incl. Governance):

- Multi-stakeholder collaboration
- e-Astuteness development
- Knowledge for Innovation
- Aggregation

functions of the Institute

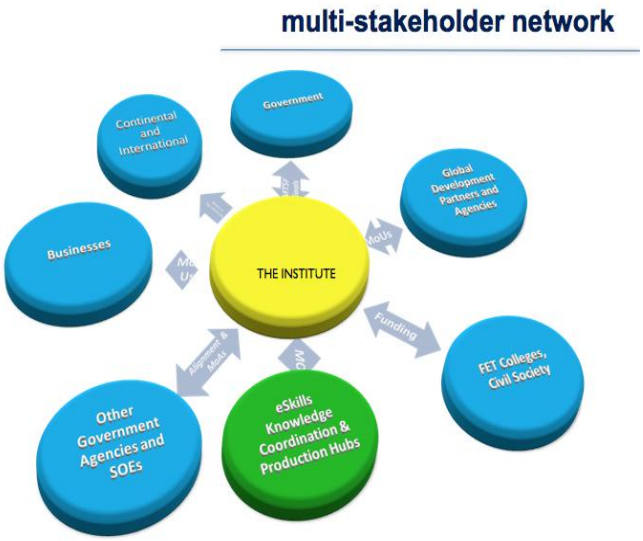


The core functions of the Institute will be supported by an administration component focusing on corporate governance support, business process support, HR management support, financial management support, technology management support and asset management support

Each one of these function areas are described in greater detail below.

1) **Multi-stakeholder Collaboration**

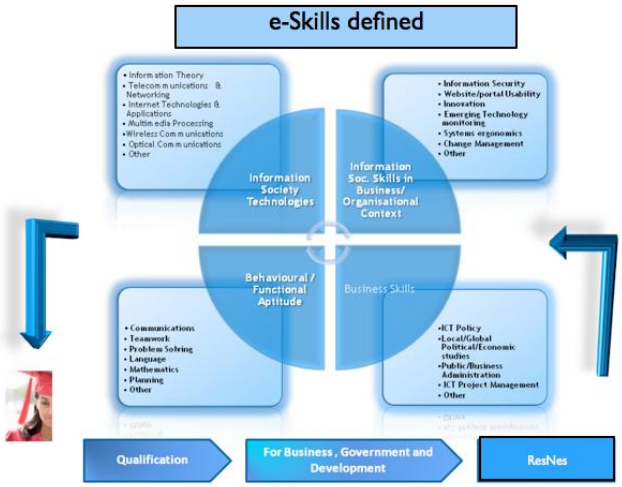
- The Institute will develop a substantive formalised multi-stakeholder collaborative network involving partners across Government, Business, global development partners and agencies, continental and international partners, community, organised labour and education (universities, TVET colleges, schools)



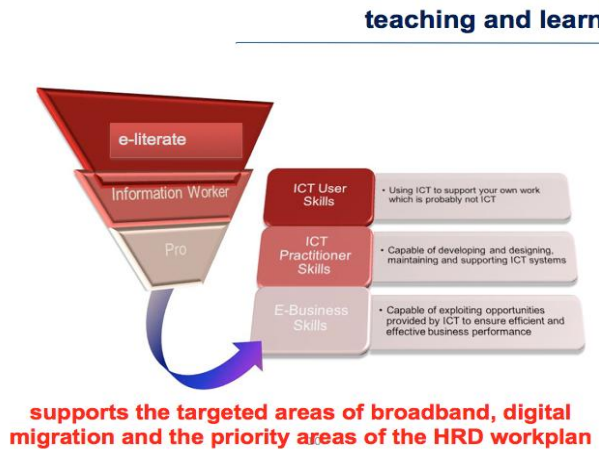
- Through its provincial e-skills knowledge production and coordination CoLabs it will coordinate effort across all stakeholder groups within each province and to provide an operational platform to engage Business, Education, Government, Community, Organised Labour and International bodies across Africa and internationally. This network will coordinate and lead national effort generally and within emerging key theme areas based on collectives of excellence.

2) **e-Astuteness development**

- Developing a taxonomy for e-skills teaching curricula and service offerings aligned to South Africa's strategic plans and that this framework be populated by all current offering across business, government, education and civil society to produce the required e-skills competencies.

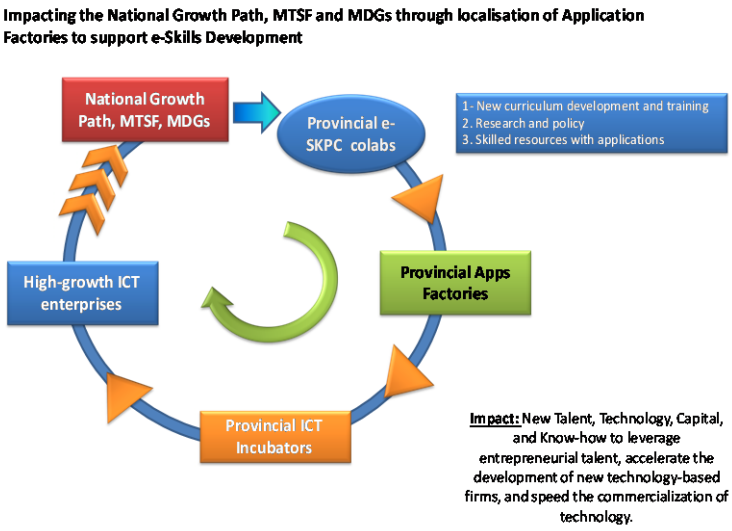


- With its established links with Government, Business, Education, Civil Society and Labour, the Institute curriculum framework responds to new market needs and demands in a coordinated environment with higher education institutions.
- Target e-skills delivery at all levels i.e. e-practitioners, information/ knowledge worker (e-user), thought-leaders and your ICT illiterate society (see diagram).



3) Knowledge for Innovation

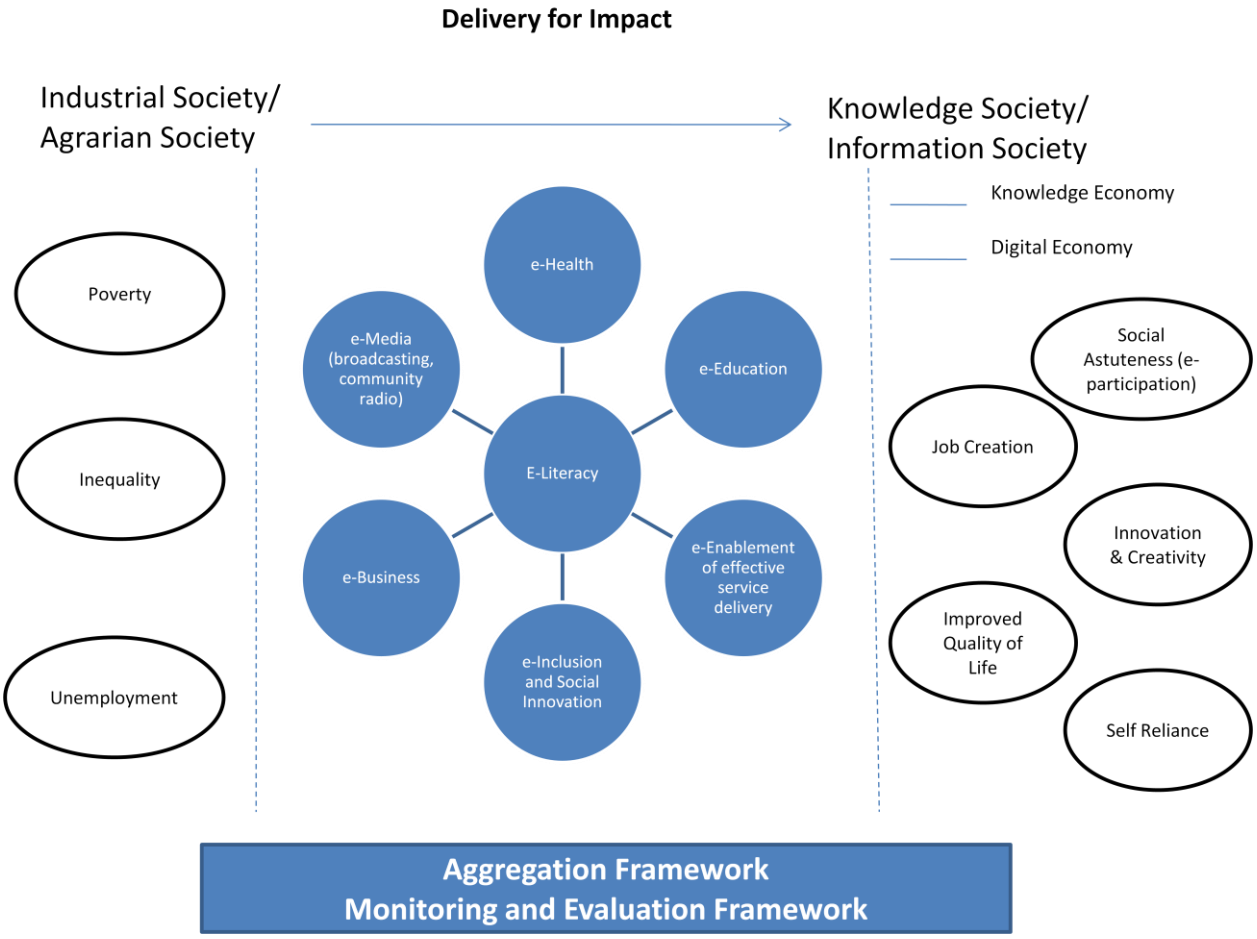
- Provide a focus for continuous research in a cross disciplinary manner to concentrate on new ways to embed technology into people's lives to improve business opportunities, access government services and social cohesion.
- Manage evidence-based research and development for a collaborative Knowledge Economy to address the national goals (MTSF 2015-2020 and NDP 2013).
- A proactive approach to environmental scanning in a rapidly changing landscape through its national platform that can be more adequately assess gaps, overlaps and opportunities for collaborative approaches.
- Establish application factories to stimulate local innovation. The current technology landscape (i.e. network infrastructure and access to devices such as smart phones and tablets) in South Africa provides new entrants in the Creative New Media Industries including that of the ICT Sector and allows for localised applications for learning, effective service delivery and new job opportunities. A vital component of the production of knowledge is that of innovation and the Institute will build on the three innovation application factories to support the local socio-economic needs of the country. These factories will provide collaborative spaces for learners, entrepreneurs and the community for mutual support in skills development, idea sharing and product development and networking. Three application factories have already been established based on the model below in the Western Cape, Eastern Cape and Gauteng e-Skills CoLabs and in collaboration with key stakeholders.



- Strengthen the establishment of a national research network for e-Skills. It provides a professional platform for multi-stakeholder research collaborations to support the national e-skills drive. ResNeS is a

network body of researchers across government, education, business and civil society that provide the necessary multi-disciplinary research base for the Institute.

4) Aggregation



- Growing an inclusive and vibrant Knowledge Economy offers an improved quality of life through a spread of opportunities: from job creation and self-reliance to innovation, creativity and social astuteness. However, to facilitate the move from Industrial or Agrarian Society legacies towards inclusive Knowledge Economy opportunities, coordination and collaboration of effort across all of the key stakeholder groups are fundamental. A framework for aggregated impact focusing efforts on key areas that are aligned to the national priorities outlined in MTSF and NDP will be developed (see figure above). This aggregation will be achieved through the established CoLabs) that allows for channeled outputs, outcomes and impact at local, provincial and national levels.
- The aggregation framework for e-skills impact will address three main issues: (i) aggregation of efforts (collaborative approach through the e-skills collaborative networks), (ii) aggregation of resources (e.g. funding for impact), and (iii) aggregation of results and information, which are necessary for an informed strategy and policy decision-making. This framework is also expected to address the drivers for the realisation of the goals of the e-skills agenda. Such drivers include improved ICT connectivity and the lowering of broadband costs, focused funding, thought leadership and sustainability.

- The geo-spatial scope, ensuring that peri-urban, rural and deep rural areas are catered for, is of utmost significance in an effort to use e-skills for increased opportunities in the socio-economic platform dominated by new forms of ICTs.

The ***monitoring*** and ***evaluation*** model that will support the development of the e-Skills Aggregation for Impact Framework is planned to include socio-economic parameters that can directly and indirectly align effort to the highest national socio-economic priorities outlined in the MTSF and NDP. Therefore, the monitoring and evaluation should include:

- ***Digital*** and ***Social inclusion***: the capability of all citizens to use ICT in order to play a full part in society and enjoy a fair share of wealth and opportunity (equitable development). This effort includes accessibility to digital resources and the capacity to apply this capacity to address individual, community and social needs through e-Astuteness.
- ***Effective delivery of government services***: the degree to which citizens are capable of accessing and appropriating e-government and e-governance services (e-enablement for effective service delivery). This also encompasses the use of mobile devices for utilising government services at all levels (m-government).
- ***Expansion*** and ***modernisation*** of **ICT facilities**: assessing the success in transforming ICT Centres into Smart Centres for more learning and training opportunities, access to services for work, cultural and social opportunities.
- ***Building*** the ***capacity*** of ***individuals***, ***groups*** and ***communities***: monitoring and evaluating progress of empowering the inherent and developed capabilities of citizens. This includes capabilities to use e-skills, e-Astuteness and e-Social Astuteness to make decisions regarding matters of individual, economic and societal development. This also includes assessing the skills necessary to find employment or start and manage their own business, thereby the creation of jobs and tackling poverty.
- ***Re-skilling*** and ***up-skilling*****:** monitoring and evaluating the gaps in e-skills delivery in order to advise evidence based policy making and also in the creation of e-skills programmes that will close these gaps. In part this will encompass regular e-skills environmental scanning.
- ***Supporting Social Capital*** and ***Social Cohesion***: assessing the use of ICT and e-skills for connecting people and helping them to maintain and strengthen social ties between family members, friends and communities; assessing the appropriation of e-skills for participation (e.g. e-Participation and e-Democracy) which has an important contribution to make in the evaluation of the readiness of individuals and communities to cohesively support the national, provincial and local development agendas.

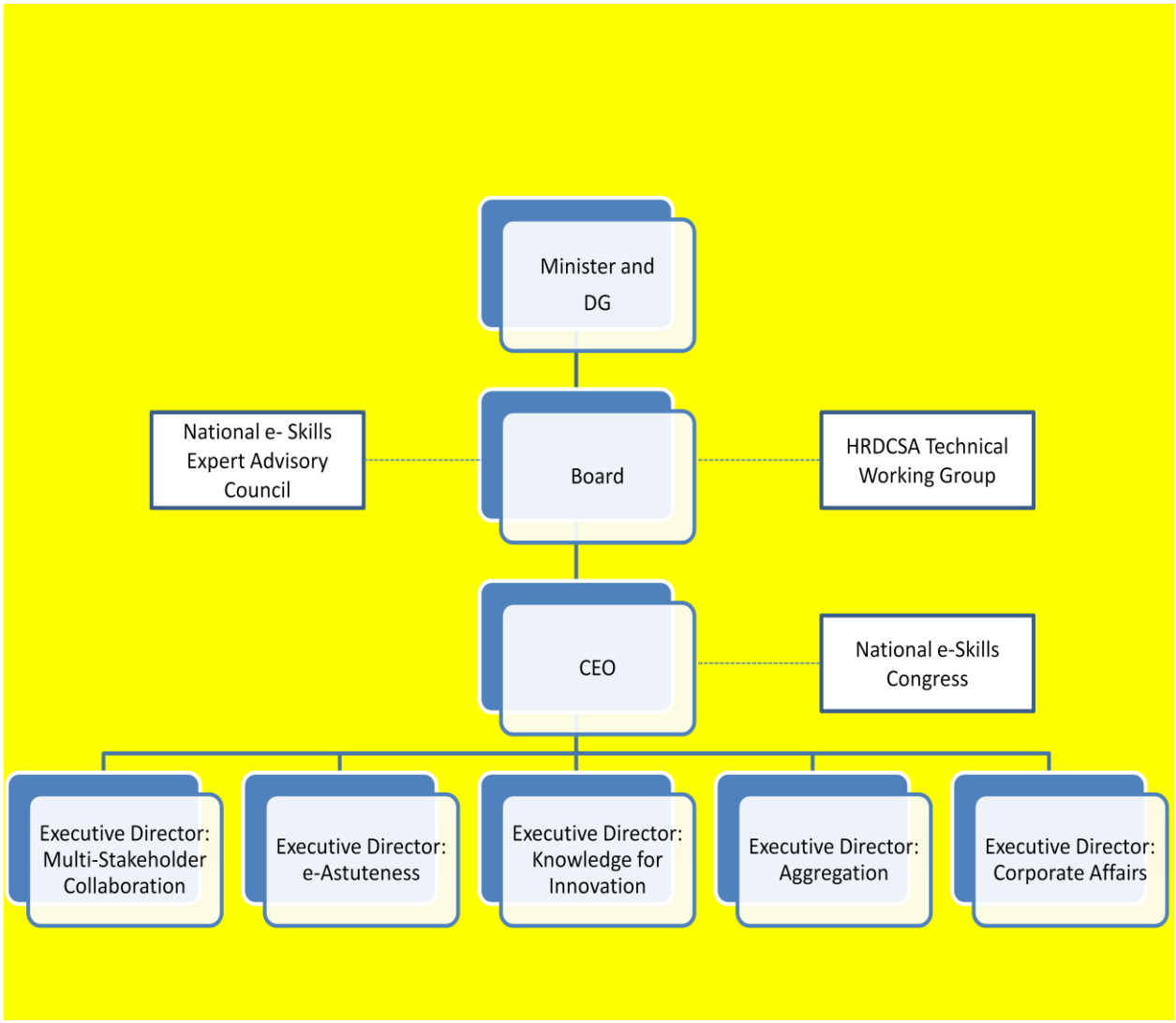
5) Administration (incl. Governance)

The administration (incl Governance) structure is designed to oversee the catalytic role of iNeSI i.e. to lead, coordinate existing efforts and develop new collaborative approaches based on identified needs at the national and local levels (through its provincial CoLabs) for national impact.

The governance model below depicts the need for joint action and engagement with stakeholders for cooperative approach to develop and give effect to policies to empower South Africans through a well-considered approach to enhance the national capacity and to respond to opportunities that now exist with new mobile converging of ICTs.

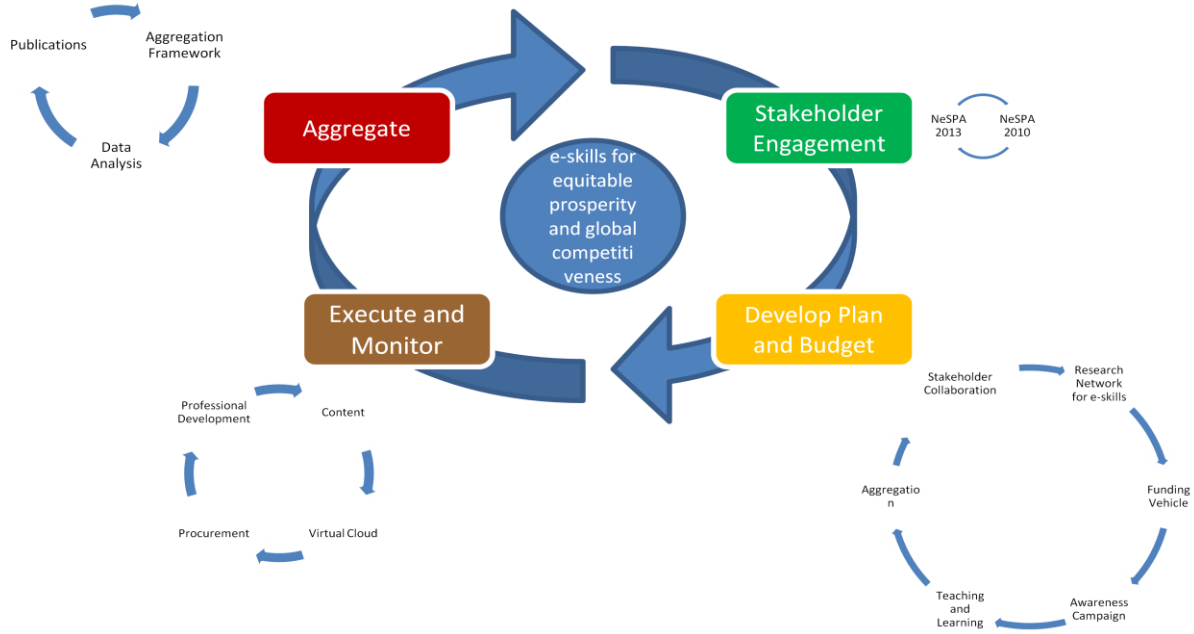
The structure includes:

- A national e-Skills Congress which is a partnership between Government, Private Sector (Business), Education, Organised Labour and Civil Society that are involved in e-skills capacity development and related matters.
- A national e-Skills Expert Advisory Council which provides advisory support (i.e. national e-skills strategy and policy) to the Board of the Institute.
- The proposed structure for the Institute will be phased in over time and once approved by Cabinet.


Minister and DG
National e- Skills Expert Advisory Council
Board
HRDCSA Technical Working Group
CEO
National e-Skills Congress
Executive Director: Multi-Stakeholder Collaboration
Executive Director: e-Astuteness
Executive Director: Knowledge for Innovation
Executive Director: Aggregation
Executive Director: Corporate Affairs

5.3 DESCRIPTION OF THE STRATEGIC PLANNING PROCESS

Strategic Organisational and Planning Framework



The framework above depicts the key processes that was and will be followed in guiding the development and execution of the organisations strategic and annual plan.

- Stakeholder Engagement provides the input required to develop a broad consultative and informed strategic plan taking into consideration all local and global environmental factors. A process of engagement with various stakeholders ranging from Government, Business, Education and Civil Society to Organised Labour and Global Developmental Partners led to the first national e-Skills Summit in July 2010, resulting in the development of the National e-Skills Plan of Action (NeSPA) 2010 and a range of implementation activities between 2010 and 2012. A decision was taken to conduct biennial e-skills summits involving local, national and international thought leaders, across business, government, education, civil society and labour to coordinate, measure, evaluate and plan e-skills efforts across South Africa. The NeSPA 2013 advances the base laid by NeSPA 2010 after the first e-Skills Summit. It recognises and valorises the foundational premises of the National Development Plan (NDP) - Vision 2030 that building capabilities has to be at the core of developing more equitable prosperity and global competitiveness in the South African socio-economic platform that is increasingly dominated by new forms of ICT.

- A comprehensive strategic plan informs the budgeting process and the allocation of the budget against the Annual Performance Plan.

- Execution and monitoring of the plan and budget is the responsibility of the senior management and the CoLab Directors' of the Institute under the leadership of the Chief Executive Officer.

- Aggregation, monitoring and evaluation of the implementation provide strategic and operational information on progress or lack thereof and related challenges hindering performance, which directly feeds into the next planning cycle.

Strategic Planning

The Strategic Plan and the Annual Performance Plan were developed:

- Workshops were held in 15 November 2014 and 24 January 2015 with Board and management of the Institute;
- The Plan was informed by, among others, the National Development Plan (NDP), the Strategic and the Annual Performance Plans of the Department of Telecommunications and Postal Services (DTPS), other national Departments and the NeSPAs 2010 and 2013.

6. STRATEGIC OUTCOME ORIENTATED GOALS

Strategic Outcome Oriented Goal 1:	**Build an Institute that will be responsive to the needs and demands of a knowledge and learning organisation**
Goal Statement	Ensure internal business excellence

Strategic Outcome Oriented Goal 2:	**Formalised multi-stakeholder collaborative networks for e-competence development**
Goal Statement	Build a network of partnerships to stretch and combine resources to accomplish projects and objectives of mutual interest and benefit

Strategic Outcome Oriented Goal 3:	**Develop e-Astuteness for socio-economic opportunities in a knowledge driven-economy**
Goal Statement	Ensuring ICT education and training expertise, infrastructure and courses to deliver the requisite e-competence development that the society and economy need

Strategic Outcome Oriented Goal 4:	**Create knowledge for innovation**
Goal Statement	Provide a focus for continuous research and innovation in a trans-disciplinary manner to concentrate on new ways to embed ICT into people's lives for socio-economic benefit

Strategic Outcome Oriented Goal 5:	**Ensure an effectual aggregation framework n for e-competence development**
Goal Statement	Provide strategic direction for e-competence development and a monitoring and evaluation framework to measure impacts

7. ANNUAL TARGETS 2015/16 – 2019/20

Programme 1: Administration

The purpose of Programme 1 is to provide support to the overall management of the Institute and consists of Departmental Management, Internal Audit, Legal Services, Corporate Management and Facilities Management.

1.1 Annual targets for 2015/16

	INDICATOR	MEDIUM-TERM TARGETS				
		2015/16	2016/17	2017/18	2018/19	2019/2020
1.1	**Corporate governance**					
1.1.1	Compliance assessments conducted and includes Governance, Annual compliance reports and Board Assessments (n)	4	4	4	4	4
1.1.2	Overall Risk Management Framework in place ((n)	1	1	1	1	1
1.1.3	Corporate ICT governance framework (n)	1	1	1	1	
1.2	**Business process support**					
1.2.1	Organisational performance reports to the Department (n)	4	4	4	4	4
1.2.2	Organisation structure review (n)	1	1	1	1	1
1.2.3	Change management framework in support of the Business Case (Institute image rating) (n)	1	-	1	-	1
1.3	**HR management support**					
1.3.1.	HR Strategy including the CoLabs	1	1	1	1	1
1.3.2	HR performance report provided (n)	4	4	4	4	4
1.4	**Financial management support**					
1.4.1	Institute budget submitted for approval (n)	1	1	1	1	1
1.4.2.	Annual statutory financial statements reports provided within prescribed time (n)	1	1	1	1	1

	INDICATOR	MEDIUM-TERM TARGETS				
		2015/16	2016/17	2017/18	2018/19	2019/2020
1.4.3	Quarterly statutory financial reports provided within prescribed time (n)	4	4	4	4	4
1.4.4	Monthly statutory financial information provided within prescribed time (includes Creditor/Debtor payments/collections) (n)	12	12	12	12	12
1.4.5	Procurement reports provided (n)	1	1	1	1	1
1.5	**Technology management**					
1.5.1.	ICT Strategy	1	1	1	1	1
1.5.2	ICT performance report (n)	12	12	12	12	12
1.6	**Facilities management support**					
1.6.1	Facilities management strategy (n)	1	1	1	1	1
1.6.2.	Facilities management report (n)	12	12	12	12	12
1.7	**Effective management in all units**					
1.7.1	Previous Audit issues received and resolved by the next financial year (%)	100	100	100	100	100
1.7.2	Operational plans including resource plans developed annually (n)	1	1	1	1	1
1.7.3	Business performance reports provided (n) (actual performance against targets set)	4	4	4	4	4
1.7.4	Employee satisfaction survey results reported	-	1	-	1	-
1.7.5	Performance review frequency (n)	4	4	4	4	4

Programme 2: Multi-Stakeholder Collaboration

The purpose of Programme 2 is to build a substantive formalised multi-stakeholder collaborative network involving partners across Government, Business, State Owned Companies (SOCs), global development partners and agencies, continental and international partners, community, organised labour and education (universities, TVET Colleges, Schools and public and private) that will contribute to the massification of e-skills delivery at all levels i.e. thought-leaders, e- practitioners, e-users and the ICT illiterate in society.

2.1 Annual targets for 2015/16

	INDICATOR	MEDIUM-TERM TARGETS				
		2015/16	2016/17	2017/18	2018/19	2019/20
2.1	**Advocacy and awareness (campaigns = all media e.g. broadcasts, social media, web sites, seminars, publications, imbizo's, etc.)**					
2.1.1	Campaigns (n)	7	10	10	10	10
2.1.2	Consolidated campaign report provided (n)	1	1	1	1	1
2.1.3	Institute brand visibility (number of platforms leveraged) (n)	4	10	10	10	10
2.1.4	Public awareness survey report provided (n)	1	1	1	1	1
2.2	**Partnership development (international, national, provincial, local across all sectors and CoLabs)**					
2.2.1	New partnerships formalised (n)	2	4	5	8	10
2.2.2	Formal partnerships renewed (n)	6	10	15	20	25
2.2.3	Partnership performance report against MoU/MoA agreement s (n)	1	1	1	1	1
2.3	**Resource sustainability (financial, technology, HR, programme)**					
2.3.1	New resource support agreements (n)	1	2	2	2	2

Programme 3: Build e-Astuteness Development

The purpose of Programme 3 is to leverage existing ICT education and training expertise, infrastructure and courses and help existing service providers better align to SA Connect (Broadband Policy, NeSPA 2013, MTSF 2015 -2020, NDP 2013, MDGs and the WSIS Plan of Action. It will collaborate with existing national and international institutions, civil society, organised labour, private corporations and invite them to partner with the Institute in various ways such as contributing to new curriculum planning, course development, course presentation within a national e-skills curriculum and competency framework. It will identify the gaps, shortages and mismatches in course content vis-à-vis the demand for ICT and ICT related skills and competencies across organisational boundaries. It will do this through broad consultation between the Institute and its stakeholder community to ensure alignment between skills supply and skills demand as well as respond to futuristic needs. Ensure that e-Literacy i.e. '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 everday life and for work', forms the basis on entering the e-skilled/e-astute learning pathway. e-Skills delivery will be targeted at all levels i.e. e-practitioners, information/ knowledge worker (e-user), thought-leaders and your ICT illiterate society

3.1 Annual targets for 2015/16

	INDICATOR	MEDIUM-TERM TARGETS				
		2015/16	2016/17	2017/18	2018/19	2019/20
3.1	**Curriculum development**					
3.1.1	New targeted courses available (developed / acquired / customised) (n)	3	6	8	10	10
3.1.2	National e-skills curriculum competency framework reviewed (n)	0	1	0	1	0
3.1.3	Courses revision report (n)	0	1	1	1	1
3.2	**E-competence development / learning (e.g. formal education, internships, learnerships)**					
3.2.1	E-literacy learners trained (n)	1250	2000	4465	5000	8000
3.2.2	Sector users trained (n)	625	1050	2000	2500	3000
3.2.3	ICT practitioners trained (n)	400	500	600	700	800
3.2.4	E-leaders trained (n)	60	100	140	200	240
3.3	**Access to learning**					
3.3.1	Smart community centers (n)	18	18	18	18	18
3.3.2	Online courses available (n)	6	8	10	10	10

Programme 4: Knowledge for Innovation

The purpose of Programme 4 is to look for appropriate, and often innovative, ways to address systemic problems and other inefficiencies and weaknesses in achieving learning success. This would include finding ways to identify entrants with potential that do not have the normally required entrance qualifications; supporting under-prepared students; introducing work integrated learning and practical components into programmes. As a core function the Institute will be responsible for research and policy development and developing a citizenry for the Information Society and Knowledge Economy. This process of reflection and renewal will be central to its vision of being responsive, flexible and innovative. It will provide a focus for continuous research in a cross disciplinary manner to concentrate on new ways to embed technology into people's lives to improve business opportunities, access government services and social cohesion; manage evidence-based research and development for a collaborative knowledge economy to address the national goals (MTSF 2015-2020 and NDP 2013) e.g. thought leaders (policy and practice); participate in the development of an evaluation and monitoring framework for collaborative knowledge economy based efforts to address national goals i.e. MTSF 2014-2019 and NDP 2013; and has a proactive approach to environmental scanning in a rapidly changing landscape through its national platform that can more adequately assess gaps, overlaps and opportunities for collaborative approaches.

4.1 Annual targets for 2015/16

	INDICATOR	MEDIUM-TERM TARGETS				
		2015/16	2016/17	2017/18	2018/19	2019/20
4.1	**Research programmes**					
4.1.1	Research chairs allocated (n)	2	3	3	3	3
4.1.2	Non degree research projects commissioned (n)	3	4	4	4	4
4.1.3	Post graduate research funded (n)	2	4	6	8	10
4.1.4	National environmental scans conducted (n)	1	1	1	1	1
4.2	**Knowledge assimilation / production**					
4.2.1	Scholarships exchanged (n)	0	1	1	1	1
4.2.2	New products developed (n)	6	6	6	6	6
4.3	**Knowledge transfer**					
4.3.1	Research colloquium hosted (n)	1	1	1	1	1
4.3.2	Research articles in accredited publications (n)	1	3	4	5	5
4.3.3	Research papers delivered / presented (n)	4	5	5	5	9

	INDICATOR	MEDIUM-TERM TARGETS				
		2015/16	2016/17	2017/18	2018/19	2019/20
4.3.4	Thought leaders engagements (n)	6	6	6	9	9
4.3.5	Research reports distributed (n)	1	1	1	1	1

Programme 5: Aggregation Framework

The purpose of Programme 5 is to build a formalised multi-stakeholder aggregation and collaborative network that allows the Institute to link outputs and impact and helping existing service providers to demonstrate measurable impact against national strategic plans. It will implement a monitoring framework to aggregate the uptake of technology within society and consistently address the opportunities highlighted between supply and demand of e-skills to deliver against the MTSF 2015 – 2020 goals, the NDP 2013, the MDGs and to support the local needs of an ever-evolving information society and knowledge economy.

5.1 Annual targets for 2015/16

	INDICATOR	MEDIUM-TERM TARGETS				
		2015/16	2016/17	2017/18	2018/19	2019/20
5.1	**Strategic guiding documents (frameworks, models, policies, scenarios, strategies, plans)**					
5.1.1	New strategic guiding documents development report provided (n) (e.g. e-competency framework, aggregation framework, etc)	1	1	1	1	1
5.2	**Impact measurements**					
5.2.1	E-competence development impact indices report provided (n)	-	1	-	1	1
5.2.2	National e-skills summit hosted (n)	-	1	-	1	1

PART B: STRATEGIC OBJECTIVES

8. PROGRAMMES OF THE INSTITUTE

The Institution for the current financial year, will be stabilising some of its activities and where necessary redirect its activities to gradually implement of the Business Plan.

As a result, programmes have been scaled down to ensure:-

- Closer alignment to the mandate of the Department thus avoiding duplication of effort and already limited resources; and
- Better utilisation of existing funds to attract investments and to ensure long-term sustainability.

Programme 1: Administration

The purpose of Programme 1 is to provide support to the overall management of the Institute and consists of Departmental Management, Internal Audit, Legal Services, Corporate Services, Financial Management and Facilities Management.

Programme 2: Multi-Stakeholder Collaboration

The purpose of Programme 2 is to build a substantive formalised multi-stakeholder collaborative network involving partners across Government, Business, State Owned Companies (SOCs), global development partners and agencies, continental and international partners, civil society and organised labour. It will also (i) expand the current network of CoLabs, (ii) transform existing ICT centres into smart community knowledge production centers, (iii) establish an e-readiness fund that allow stakeholders to contribute financially to the e-skills agenda, and (iv) facilitate the establishment of a national e-Skills Expert Advisory Council and a national e-Skills Congress.

In collaboration with local universities it will strengthen the existing provincial e-skills knowledge production and coordination 'CoLabs' responsible for coordinating effort across all stakeholder groups within each province and to provide an operational platform to engage Business, Education, Government, Community, Organised Labour and International bodies across Africa and internationally. The CoLabs will also develop appropriate evaluation processes and act as knowledge hubs to inform pedagogy, training, policy development and project delivery.

There are already six CoLabs (Gauteng, Eastern Cape, KwaZulu-Natal, Northern Cape and Southern Gauteng and Western Cape, Limpopo) established. The plan is to advance and expand the provincial e-skills knowledge production and coordination CoLabs to all nine (9) provinces, however, the expansion would be done on an incremental basis and depending on budget availabilty.

Partnerships will be forged only with those stakeholders who will demonstrate commitment to the five year plan of the Institute.

In collaboration with Government Department (DHET, Department of Rural Development and Land Reform and provincial and local governments) and State Owned Companies (USAASA) it will establish smart community knowledge production centres as local ICT kernels to address growing inequalities, poverty and joblessness in deep rural, rural and peri-urban communities. The aim is to transform existing e-centres into smart community knowledge production centres.

A much needed e-Readiness Fund will be established that will allow key stakeholders i.e. Government, Business, Education and International Companies and Development Agencies to contribute to the national e-skills agenda both in cash and in-kind.

Programme 3: e-Astuteness Development

The purpose of Programme 3 is to leverage existing ICT education and training expertise, infrastructure and courses and help existing service providers better align to the MTSF 2015 -2020, NDP 2013. It will collaborate with existing national and international institutions, civil society, organised labour, private corporations and invite them to partner with the Institute in various ways such as contributing to new curriculum planning, course development and course presentation

It will identify the gaps, shortages and mismatches in course content vis-à-vis the demand for ICT and ICT related skills and competencies across organisational boundaries. It will do this through broad consultation between the Institute and its stakeholder community to ensure alignment between skills supply and skills demand as well as respond to futuristic needs. This consultative approach will be informed by research and the experience of leaders and innovators in the field of ICT and e-education and training, research and policy development thus ensuring that the Institute remains at the forefront of the development of e-skills curricula.

Programme 3 is responsible for a national e-skills curriculum and competency framework; develop and deliver through face-to-face and blended learning targeted courses in the areas of e-enablement of government services; ICT for rural development, e-inclusion and social innovation, knowledge-based economy and e-social astuteness (e-literacy), creative new media industries and connected health; and expand its virtual network into targeted communities through its smart community knowledge centres.

Programme 4: Knowledge for Innovation

The purpose of Programme 4 is to look for appropriate, and innovative, ways to address systemic problems and other inefficiencies and weaknesses in achieving learning success. This would include finding ways to identify entrants with potential that do not have the normally required entrance qualifications; supporting under-prepared students; introducing work integrated learning and practical components into programmes. As a core function the Institute will be responsible for research and policy development and developing a citizenry for the Information Society and Knowledge Economy. This process of reflection and renewal will be central to its vision of being responsive, flexible and innovative.

It will provide a focus for continuous research in a trans-disciplinary manner to concentrate on new ways to embed technology into people's lives to improve business opportunities, access government services and build social cohesion; manage evidence-based research and development for a collaborative knowledge economy to address the national goals (MTSF 2015-2020 and NDP 2013) e.g. thought leaders (policy and practice); participate in the development of an evaluation and monitoring framework for collaborative knowledge economy based efforts to address national goals i.e. MTSF 2015-2020 and NDP 2013; and has a proactive approach to environmental scanning in a rapidly changing landscape through its national platform that can more adequately assess gaps, overlaps and opportunities for collaborative approaches.

The goals of programme 4 will be realised by strengthening the national e-Skills Research Network (ResNES); host an annual research colloquium; and provide for the establishment of research chairs to support the national thematic areas of the provincial CoLabs.

In addition, Programme 4 will build on the three existing application factories to stimulate local innovation. These factories will provide collaborative spaces for learners, entrepreneurs and the community for mutual support in skills development, idea sharing and product development and networking. Three application factories are already in existence in the Western Cape, Eastern Cape and Gauteng.

Programme 5: Aggregation

The purpose of Programme 5 is to build a formalised multi-stakeholder aggregation and collaborative network that allows the Institute to link outputs and impact and helping existing service providers to demonstrate measurable impact against national strategic plans. It will implement a monitoring framework to aggregate the uptake of technology within society and consistently address the opportunities highlighted between supply and demand of e-skills to deliver against the MTSF 2015 – 2020 goals, the NDP 2013, the MDGs and to support the local needs of an ever-evolving information society and a vibrant knowledge economy.

It will address many of the reasons for the current shortage. It will increase the pool of entrants; actively work towards improving throughput and graduation success rates; continually introduce new and updated courses in response to market requirements; focus on up-skilling and re-skilling those whose existing qualifications prevent them from finding work, those who are not maximally effective within their current jobs, and among trainers and educators.

The Institute will be in a position to consider the current supply of and demand for skills, an appropriate portfolio of offerings, and innovative ways of teaching and learning from a variety of perspectives and without needing to defend entrenched opinions. At the same time they will collaborate with stakeholders who have in the past been in competition with each other. This does not mean that the very significant challenges that they will face as a new organization are not being recognized. The most immediate of these is obtaining exceptionally capable staff and building credibility as well as a brand.

9. STRATEGIC OBJECTIVES

Strategic Outcome Oriented Goal 1:	**Build an Institute that will be responsive to the needs and demands of a knowledge and learning organisation**
Goal Statement	Ensure internal business excellence
Strategic Objective 1.1	**Corporate governance**
Objective Statement	Ensure effective corporate governance within the institute
Strategic Objective 1.2	**Business process support**
Objective Statement	Ensure effective business process support within the institute
Strategic Objective 1.3	**HR management support**
Objective Statement	Ensure effective HR management support within the institute
Strategic Objective 1.4	**Financial management support**
Objective Statement	Ensure effective financial management support within the institute
Strategic Objective 1.5	**Technology management**
Objective Statement	Ensure effective technology management within the institute
Strategic Objective 1.6	**Facilities management support**
Objective Statement	Ensure effective facilities (incl asset) management support within the institute
Strategic Objective 1.7	**Effective management in all units**
Objective Statement	Ensure effective management in all units of the institute

Strategic Outcome Oriented Goal 2:	**Formalised multi-stakeholder collaborative networks for e-competence development**
Goal Statement	Build a network of partnerships to stretch and combine resources to accomplish projects and objectives of mutual interest and benefit
Strategic Objective 2.1	**Advocacy and awareness**
Objective Statement	Ensure effective advocacy and awareness
Strategic Objective 2.2	**Partnership development**
Objective Statement	Ensure effective partnerships over all spheres, all sectors and CoLabs
Strategic Objective 2.3	**Resource sustainability**
Objective Statement	Ensure financial, technology, HR and programme resources sustainability

Strategic Outcome Oriented Goal 3:	**Develop e-Astuteness for socio-economic opportunities in a knowledge driven-economy**
Goal Statement	Ensuring ICT education and training expertise, infrastructure and courses to deliver the requisite e-competence development that the society and economy need
Strategic Objective 3.1	**Curriculum development**
Objective Statement	Ensure effective e-competence curriculum development
Strategic Objective 3.2	**e-Competence development**
Objective Statement	Ensure effective e-competence development / learning through formal education, internships, and learnerships
Strategic Objective 3.3	**Access to learning**
Objective Statement	Ensure broad access to learning

Strategic Outcome Oriented Goal 4:	**Create knowledge for innovation**
Goal Statement	Provide a focus for continuous research and innovation in a trans-disciplinary manner to concentrate on new ways to embed ICT into people's lives for socio-economic benefit
Strategic Objective 4.1	**Research programmes**
Objective Statement	Ensure effective research programmes
Strategic Objective 4.2	**Knowledge assimilation / production**
Objective Statement	Ensure effective knowledge assimilation / production
Strategic Objective 4.3	**Knowledge transfer**
Objective Statement	Ensure effective knowledge transfer

Strategic Outcome Oriented Goal 5:	**Ensure an effectual aggregation framework n for e-competence development**
Goal Statement	Provide strategic direction for e-competence development and a monitoring and evaluation framework to measure impacts
Strategic Objective 5.1	**Strategic guiding documents**
Objective Statement	Ensure effective e-competence development frameworks, models, policies, scenarios, strategies and plans
Strategic Objective 5.2	**Impact measurements**
Objective Statement	Ensure effective measurements of e-competence development impacts

10. TECHNICAL INDICATOR DESCRIPTIONS

Technical indicator descriptions are available for all programmes and for every indicator as per the annual targets. These technical indicator descriptions are shown in the Annual Performance Plan.

11. RESOURCE CONSIDERATIONS

Roles regarding the functions were assigned to the Board and interim management of the Institute. The roles are identified as: accountability, responsibility, consultation, information, support and governance.

Funding and Human Resourcing Capacity

The e-skilling agenda for South Africa is an urgent and diverse matter which has thus far been unsuccessfully treated as an 'add-on' function to many existing Government Departmental matters and even where specific attempts have commenced; there has been a significant lack of coordination of effort and approach.

All investigations into the matter of e-skilling for equitable prosperity and global competitiveness across the world have and are coming to the inevitable conclusion that an integrating framework to coordinate and focus contribution within a specific programme aligned to national goals is required. The principles underpinning the HRDC, the NDP and the MTSF are all predicated on the need for new collaborative architectures that can be responsive to rapidly changing socio-economic and technology driven environments in ways that traditional organisational structures that maintain a base of discipline specific expertise are not well equipped for.

Hence the proposed funding model includes the budget for a period of three years which is in line with that of the MTEF 2014 – 2017. As a recognised national catalyst, facilitator, responsive change agent and thought leader in the development of South Africa an initial allocation from Government will be needed for a period of three years.

Income will be derived from corporate business, global development partners, government and state owned enterprises, endowments and subsidies by contributing to an e-Readiness Fund for Impact. This is vitally important to build the support of business (national, continental and international), donor agencies and countries, universities and international bodies (including the United Nations family) who seek a government endorsed operationally aligned entity that is flexible and responsive to a changing environment.

A substantial amount of funds will be allocated to targeted e-skills activities performed by the central and the nine (9) provincial e-skills knowledge production and coordination 'CoLabs' impacting 10m South Africans over the five (5) years.

It further proposed that secondment and programme alignment models that are working successfully in other jurisdictions are the best way to harness all of the relevant capacity in South Africa to address the urgent need of e-skilling the nation. This would involve formal arrangements with all Departments and State Owned Enterprises at the National, Provincial and Local Government levels to align activities and resources to the mandate of the Institute and its Provincial Knowledge Production and Coordination 'CoLabs'. Such arrangements could involve mid-to long term secondments to the Provincial CoLabs in ways that addressed the aims, goals and work plans of the 'home' organisation or Department and the Institute.

12. RISK MANAGEMENT

The Institution recognises Risk management as a systematic and formalised process to monitor risks and therefore adopts a comprehensive approach to the management of risk. The current institutional Risk Register has taken into consideration the pending integration. The detailed Risk Register is attached hereto as Annexure A. The Business Case is premised on the following risks and mitigating factors:-

- Failure to step up commitments made by big international companies, donor agencies and leading universities.
  Mitigation:
  Ensure continuous support and commitment by the Minister, Deputy Minister of Communications through bilateral meetings.

- Inability to deliver on the recommendations of the NeSPA 2013 and to increase uptake and usage at national scale.
  Mitigation:
  Inability to address targeted e-skills gaps and challenges with limited budget allocation (Community Development Workers, Broadband, Digital Migration, Broadcasting and Content Development etc)

  Ensure that the Institute carry out the recommended actions made by the NeSPA 2013 and host biennial e-Skills Summit involving thought-leaders in e-skills. Use the establishment of an e-Readiness Programme and Fund to attract funding investments.

- Lack of adequate physical infrastructure to carry out the mandate of the Institute at a national, provincial and community level.
  Mitigation
  Leverage infrastructure space from partnering universities and contributions made to the e-Readiness Programme and Fund.

- Inadequate political commitment

  Mitigation: Regular bi-lateral meetings with Executive Authority

Critical success factors

The environmental impacts have been translated into a set of critical success factors for the Institute which give an indication of the associated risks. Critical success factors define the goals that the Institute must achieve in the context of its environmental factors.

1) Be recognised as a national development institution by government, business, academia, civil society and organised labour responsible for e-skilling for equitable prosperity and global competitiveness within the context of South Africa's emerging inclusive and vibrant Knowledge Economy.

2) As part of its mandate provide a national oversight role across government, business, civil society and education for e-skill interventions within South Africa;

3) Better coordinated, invigorated and committed partnerships and collaborations at the local level to deliver against national goals (MTSF 2015 – 2020), NDP 2013 and the MDGs;

4) Focused on e-skills research and innovation to improve policy development; service delivery and evaluation;

5) Unique permutation of offerings reflecting national developmental needs aimed at increased self-reliance, strengthening of local development and increased skilling for equitable prosperity and global competitiveness; and

6) Monitoring of e-skills intervention across stakeholder groupings and more focused qualifications aimed at the changes the market, government and societal needs for effective service delivery.

7) Continuous, timely response to changing markets in terms of offering, teaching capability (method, trainers and mixed mode of learning), student enablement (flexible enrolment, etc.), supporting technologies, funding, partnerships and solution development.

8) Establish a multi-stakeholder network architecture to promote thought leadership and innovation, and to facilitate ICT strategy for Government, industry and society.

9) Maintain a culture conducive to ethical work practice, thought leadership, continuous change and flexibility, teaching and learning, collaboration, accountability, innovation, human capital development and talent management.

10) Develop an appropriate tool to measure the appropriate e-skills interventions against the goals of the MTSF 2015 -2020, NDP 2013 and MDGs;

11) Develop a measurement mechanism that is reflective of the business strategy.

PART C: ACCRONYMS AND ABBREVIATIONS

AUSAID	Australian Aid Agency
DOC	Department of Communications
DOL	Department of Labour
DHET	Department of Higher Education and Training
EU	European Union
HRDCSA	Human Resource Development Council of SA
ICTs	Information Communications Technologies
IDC	International Data Corporation
ISAD	Information Society and Development
ISSA	Institute for Space and Software Applications
ITU	International Telecommunications Union
MDGs	Millennium Development Goals
MGI	McKinsey Global Institute
MICT SETA	Media, Information Communications Technologies, Sector Education Training Authority
MTSF	Medium Term Strategic Framework
NDP	National Development Plan
NDS III	National Development Strategy
NEMISA	National Electronic Media Institute of South Africa
NeSPA	National e-Skills Plan of Action
PIAC	Presidential International Advisory Council
ResNeS	Research Network for e-Skills
TVET	**Technical Vocation Education & Training Colleges**
SOC	State Owned Companies
UN	United Nations
UNDP	United Nations Development Programme
USAASA	Universal Service Access Agency of South Africa
WEF	World Economic Forum
WSIS	World Summit on Information Society