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Department
Education
REPUBLIC OF SOUTH AFRICA

Communication

Deputy President

PIAC

Portfolio Committee

Minister of Education

CEM

HEDCOM

HEDCOM ICT Sub-Committee

ICT Inter-Provincial Workgroup

Minister of Finance

National Treasury

FOSAD ICT Cluster

FOSAD Economic Cluster

Provinces

National DoE

First Consultative Workshop

Second Consultative Workshop

Networking Consultative Meeting

- National and provincial DOE
- Government Departments
- ICASA, USAASA, PNC
- SITA
- GITO
- NEPAD
- SAQA
- SACE
- Teacher Unions
- Private Sector
- Civil Society

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Needs Analysis
The e-Education Case

- Providing all learners access to quality education
- Building teachers' capacity to teach effectively and become ICT capable
- Enhancing logistics and operations

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Needs Analysis – Primary Outputs

Enhancing Logistics and Operations

- Communication
- Administration
- Management Information
- Human resource systems
- Financial systems
- Knowledge management systems

Building Educators' Capacity to Teach Effectively

- Access to resources
- Skills to deliver the curriculum
- Reduce administrative tasks
- Communication and collaboration between teachers
- Skills development
  - To deliver the curriculum
  - In the use of ICT
  - Professional Development

Providing all Learners Access to Quality Education

- Access to resources
- Skills development
  - Information literate
  - ICT literate
- Provide opportunities to learn
- Contribute to economic growth and healthy society

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Needs Analysis – Secondary Outputs

- Lowering the costs of access to computing devices and connectivity for all of its citizens
- Developing South Africa's ICT industry, particularly stimulating local ICT manufacturing and associated enterprises.
- A mechanism to support effective Black Economic Empowerment (BEE), particularly by supporting the emergence and development of Small, Medium, and Micro Enterprises in historically disadvantaged communities.
- South Africa emerges as a clear global leader in intelligent, educationally effective investments in e-education that are specifically designed to redress social inequities and accelerate broad-based social development for all.

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Opportunities

- Integrate ICT in all operational elements of the schooling system (e.g. EMIS, finance, physical planning, exams, HR and IQMS)
- Leverage expanded ICT infrastructure to create greater efficiencies and productivity in running SA Education System
- Capacity to ensure that learners are equipped with the skills and competences needed to thrive in global knowledge economy
- Cross over potential to leverage ICT network to support a broad range of government development priorities (e.g. health, safety and security)

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Challenges

- Scale of investment demands comprehensive change in education management culture
- Integrated nature of changes demands that the process is led and driven by all senior managers
- Potential for active and passive resistance from managers, principals and teachers – will demand extensive investment in support and ongoing professional development
- Impact of ring-fenced ICT investments will require re-structuring of budgets across all units of national and provincial departments of education if sustainability is to be secured
- Positive impact of investments may not be easy to discern in the early years of the initiative – requires "leap of faith" of decision-makers
- Sustainability – keep on the priorities of the Department of Education
- Inter-governmental buy-in
- If DoE is successful in securing funds there may be pressure to spend money faster than the system can absorb it

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Immediate Action by Government

- Support and buy-in into the Feasibility Study
- Cheap broadband access to all schools and FET Colleges
- Providing free educational learning and teaching support material to all teachers and learners
- Teacher development and support in the integration of ICT into teaching and learning
- Means to obtain a laptop for every teacher and subject advisor.