



EA in South African Universities

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 2006 - 2009

University of Pretoria

- ❑ Established in 1908
- ❑ In 2008, student numbers totalled 57 409
- ❑ In 1996, the University of Pretoria became the university with the highest research output in South Africa and we have maintained this status
- ❑ The academic programmes of the University are offered in nine faculties and a business school. The faculties comprise a total of 140 departments and 85 centres, institutes and bureaus.



EA Course - Informatics

- ❑ EA Honours course from 2007
- ❑ A module of Honours course in Informatics
- ❑ Average 70 students per year
- ❑ Dr Machdel Matthee course leader
- ❑ Prerequisite:
 - Relevant B degree in Information Systems
 - 60% average for final year courses
 - Advanced System Development course



Curriculum - 2007

- ❑ Provide a comprehensive overview of EA
- ❑ Themes
 - Introduction to Enterprise Architecture
 - Overview of Zachman framework
 - Overview of GERAM (Generalised Enterprise Reference Architecture and Methodology)
 - EA frameworks
 - EA methods – TOGAF and others
 - EA and Service Oriented Architecture
 - EA tools – System Architect, ARIS, Rochade
 - Conclusion – review of all material



Curriculum – 2007 (continued)

□ Project

- Development of an Enterprise Architecture solution for a secondary school
- Seven weeks



Curriculum - 2008

- ❑ Provide an in-depth overview of TOGAF ADM and Zachman Framework
- ❑ Themes
 - ADM of TOGAF (Introduction to EA)
 - Overview of Zachman Framework, Preliminary Phase of TOGAF
 - Architecture Vision
 - Business Architecture
 - Data and Application Architecture
 - Technology Architecture
 - Architecture Implementation and Governance
 - Conclusion – review of all material and case study



Curriculum – 2008 (continued)

□ Project

- Development of an Enterprise Architecture framework for the Department of Informatics to improve the delivery of tuition
- Seven weeks



Lessons Learnt

- ❑ Do examples and case studies with students
- ❑ Prescribe modelling techniques at first
- ❑ Prescribe EA tools initially
- ❑ TOGAF too complicated and confusing at this level



BA Course – Industrial Engineering

- ❑ Business Architecture Honours course from 2006
- ❑ A module of Honours course in Industrial Engineering
- ❑ Average 30 students per year
- ❑ Marne de Vries leads course
- ❑ Prerequisite:
 - Relevant B degree in Industrial Engineering
 - Information Systems Design course



Curriculum

- ❑ Strategy, IT Strategy and Business Architecture
- ❑ Themes
 - What is EA? Different value-creation approaches
 - The strategic and business context - starting point for alignment
 - EA Planning (mechanisms and tools)
 - EA in practice (case studies)
 - Planning for change (culture and human behaviour)
- ❑ Overview of TOGAF and other frameworks.
- ❑ Reference to Schekkerman's comparison of frameworks



Lessons Learnt

- ❑ Assessment a challenge
- ❑ How do you assess whether students understand the integration between all the different architectural levels and the application thereof?



UNISA

- ❑ Roots go back over 130 years, which makes it the oldest university in South Africa
- ❑ UNISA is Africa's premier distance learning institution
- ❑ More than 150 000 students



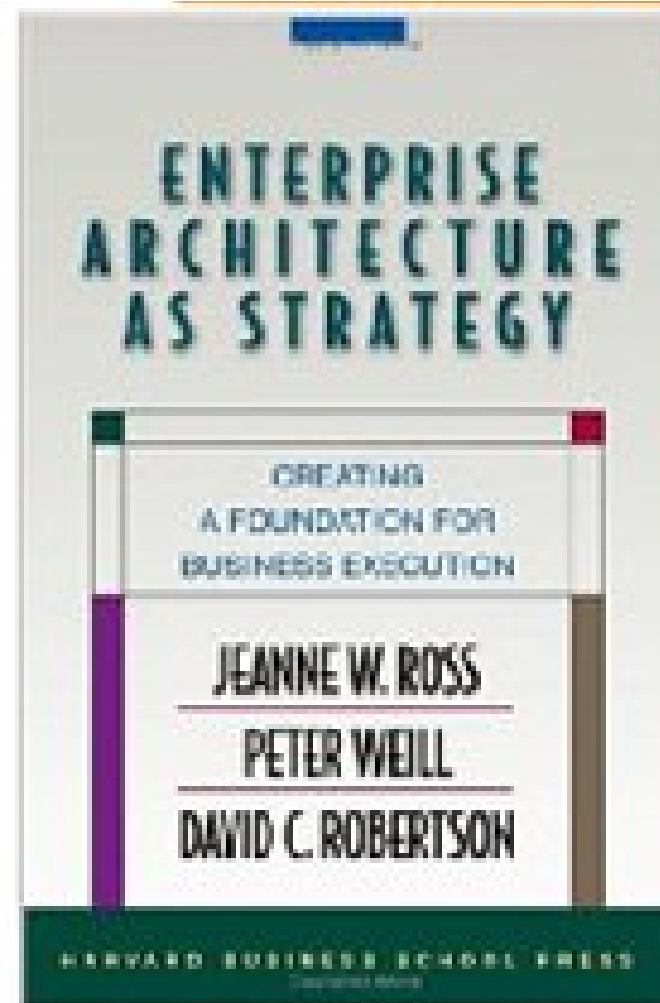
EA Course – Information Systems

- ❑ EA Honours course from 2009
- ❑ A module of Honours course in Information Systems
- ❑ Jan Mentz course leader
- ❑ Prerequisite:
 - Relevant B degree in either Computer Science or Information Systems



Curriculum

- ❑ Overview of EA in business
- ❑ The role of EA as it relates to IT in the business



Other Universities

- ❑ University of the Western Cape
 - Roderick Lim Banda
 - Institute for EA

- ❑ Tshwane University of Technology
 - Masters course
 - Architecture Forum member

- ❑ University of KwaZulu Natal

- ❑ North-West University



Meraka



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Welcome to Meraka Institute

The Meraka Institute derives its mandate as a national strategic initiative from President Mbeki's 2002 State of the Nation Address. The major objective of the Meraka Institute is to facilitate national economic and social development through human capital development and needs-based research and innovation, leading to products and services based on Information and Communication Technology.



The Institute supports regional initiatives under the New Partnership for Africa's Development (NEPAD), collaborating with ICT organisations through staff and student exchange, and the establishment of co-operative programmes. In addition, the Meraka Institute leverages international science and technology collaboration and establishes global links to international programmes to contribute to and take advantage of international efforts in redressing the Digital Divide.



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