

Strategic Plan 2025-2030



Media, Information And Communication Technologies Sector Education And Training Authority



FOREWORD BY THE MINISTER



Dr NP Nkabane, MPExecutive Authority of Higher Education

South Africa ascended to the G20 Presidency from 01 December 2024 under the theme: "Solidarity, Equality and Sustainability". The admission of the African Union in 2023 as a full member of the G20 presented South Africa with a new opportunity to reposition Africa's role in the global affairs in pursuit of the African Union Agenda 2063. Together with the Ministry of Basic Education, the Ministry of Higher Education and Training will be leading the G20 Education Working Group in 2025. For this reason, 2025 will be a historic year in the history of the continent, the country and education and training sector.

It is my pleasure to present the Department of Higher Education and Training's Strategic Plan for the 2025-2030 period. South Africa's government continues to focus its strategies towards addressing the triple challenges facing the country, namely poverty, unemployment and inequality. In this regard, the 7th Administration has agreed on the priority actions required to address these, and the programme that will foreground the work of government for the 2025 -2030 planning period. Three strategic priorities have been identified, namely, (i) driving inclusive growth and job creation; (iii) reducing poverty and tackling the high cost of living; (iii) building a capable, ethical and developmental state.

Consistent with these priorities, the Department will continue to support an inclusive growth path by developing a skilled and capable workforce whilst broadening the skills base of the country. The 7th Administration provides an opportunity for the department to position the Post- School Education and Training (PSET) sector to provide a myriad of opportunities for our youth and adults. Our resolve is to achieve far-reaching outcomes, bringing about changes to improve the provision of post-school opportunities whilst exerting meaningful impact on the lives of individuals, the economy and society as a whole.

I am glad that as a sector we have a clear vision that is espoused by the White Paper for Post-School Education and Training. We will continue to aspire for:

- a post-school system that can assist in building a fair, equitable, non-racial, non-sexist and democratic South Africa:
- a single, coordinated post-school education and training system;
- an expanded access, improved quality and increased diversity of provision;
- a stronger and more cooperative relationship between education and training institutions and the workplace; and
- a post-school education and training system that is responsive to the needs of individual citizens and employers in both public and private sectors.

This means that our sustained agenda is to continue to invest in skills that will drive inclusive growth and job creation. As we make post- school education and training opportunities accessible, we should enable reciprocal success of our students in the system. In an era of fast-changing skills demand, driven by the further development of the South African economy and by global trends such as technological progress and globalisation, it is important to understand the skills needs of the country. The quality of teaching and learning, and the responsiveness of the education and training system will be more and more important.

Through this Strategic Plan, we also commit to working with the Human Resource Development Council (HRDC), chaired by the Deputy President of the Republic of South Africa, to ensure effective coordination across government and all sectors in respect to the implementation of the Human Resource Development Strategy for the country.

Working with our stakeholders, we are changing the size and shape of the PSET system, particularly to reposition the college sector. The National Development Plan, (NDP) 2030 and our own National Plan for PSET (NP-PSET) directs that we should drastically increase intake in Technical and Vocational Education and Training (TVET) and Community Education and Training (CET) colleges. The college sector has the potential to transition individuals to the labour market, perform critical jobs with higher productivity and support the change to sustainable and resilient societies.

In November 2023, the Cabinet endorsed the **Just Energy Transition (JET) Implementation Plan**, a transformative blueprint for South Africa's sustainable future. This plan will guide the country towards a greener economy while ensuring that the transition is just, inclusive, and focused on growth. At the heart of this transition lies the **skills portfolio**, which aims to align skills development with the long-term needs of the energy sector, ensuring that no one is left behind. In this regard, we aim to implement appropriate interventions to support this initiative. Accordingly, the Department will during the 2025/26 establish a JET Skills Desk within the Department which will serve as the national coordinating hub for skills development efforts, ensuring a unified approach to this critical task.

Another critical challenge that we seek to address is the category of the society that is Not in Employment, Education or Training, commonly known as the NEET. Addressing the crisis around NEET is essential for South Africa's long-term economic growth and social stability. High NEET rates reflect a profound gap in education and employment opportunities for many young people, and this must change. Our government, along with civil society and the private sector, is working to create pathways for education, training, and employment for those who are NEET. We are focused on investments in education, job creation, and skills development to ensure that our youth have the tools they need to succeed.

In this regard, the Department of Higher Education and Training is leading a project to identify NEET individuals across the country. The aim is to establish a database that will assist the Department in devising appropriate and targeted interventions aimed at improving their circumstances. The interventions will support NEETs in gaining skills, securing employment, starting businesses, or enrolling in education and training programmes. This must be viewed as complementary to the President's Youth Employment Initiative (PYEI), which drives structural reforms and job creation, and the Presidential Employment Stimulus (PES), which focuses on creating meaningful employment and strengthening livelihoods. Through partnerships with both public and private sector agencies, we aim to connect work seekers with employers, foster entrepreneurship, and provide tailored support to those who need it most.

We are continuing to intensify efforts to address the challenge of skills mismatch with discrepancy between the skills sought by employers and the skills possessed by the youth and adults. The Department is playing a significant role in a number of initiatives like industry-led training programmes, mentorship and internship opportunities, partnerships with education institutions relevant and enhancing work experience and practical skills.

It is encouraging that baseline information shows that the annual production of qualified artisans has been on an increasing trajectory since the demise of COVID-19, with 20,062 completing their trade test in 2023/24. The top ten artisans produced include Electricians, Diesel Mechanics, Mechanical Fitters, Plumbers, Boilermakers, Welders, Millwrights, Automotive Motor Mechanics, Fitters and Turners, and Riggers.

A comprehensive student funding model for higher education, specifically designed for students who fall outside the current NSFAS criteria and address the needs of the "missing middle," has been finalized. This will be implemented in phases over the next five years. Phase 1 of the model is now being implemented, with the government committing an initial capitalization fund of R3.8 billion for the 2025 academic year to support approximately 10,000 students. Further discussions with the National Treasury are ongoing to develop a sustainable funding model, which is expected to be submitted to the Cabinet in July 2025.

I am confident that the implementation of the Strategic Plan 2025-2030, will ensure that the commitments we have towards transforming the PSET Sector are accomplished. I am certain that, under the guidance and support of the Deputy Ministers, Dr Mimmy Gondwe, MP and Mr Buti Manamela, MP, including the Director-General, Dr Nkosinathi Sishi, its implementation will steer the Department in the right direction as we address the socio-economic challenges facing our country.



DR. NP NKABANE, MP

Executive Authority of Higher Education

ACCOUNTING OFFICER STATEMENT

The Media, Information and Communication Technologies Sector Education and Training Authority (MICT SETA) operates within a dynamic and ever-evolving sector, encompassing sub-sectors such as Advertising, Film and Electronic Media, Electronics, Information Technology, and Telecommunications. To effectively respond to the skills needs of these industries, the MICT SETA prepares its strategic and annual performance plans in strict alignment with the Revised Framework for Strategic and Annual Performance Plans, as issued by the Department of Planning, Monitoring, and Evaluation.

These Plans are developed and submitted in accordance with the Department of Higher Education and Training (DHET) requirements, as well as the Public Finance Management Act (PFMA) No. 1 of 1999 and National Treasury Regulations. This ensures full compliance with governance standards and the Regulatory Framework that governs Public Entities like MICT

RESPONSIVENESS TO SECTORAL SKILLS NEEDS

The MICT SETA plays a crucial role in shaping the skills landscape across its diverse sub-sectors. At the heart of this mandate is the Sector Skills Plan (SSP), which serves as a blueprint for guiding MICT SETA's interventions and ensuring that they are responsive to both current and future industry needs. The success of MICT SETA's strategic implementation lies in its ability to remain adaptable to the rapidly advancing technological changes that define the sector.

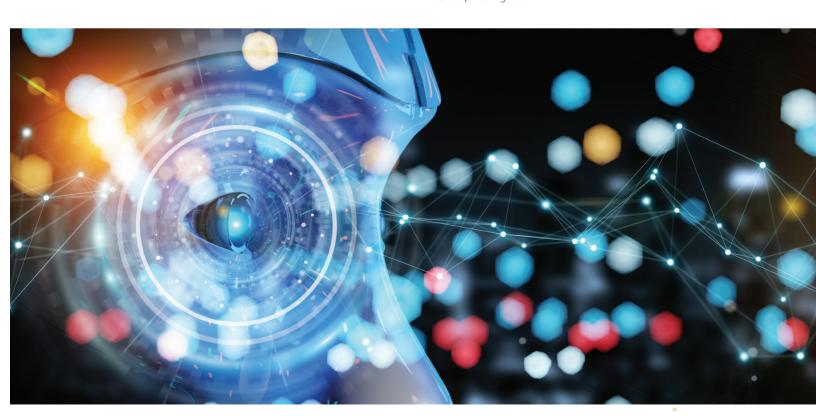
Through continuous and robust engagement with employers, skills development providers, and various stakeholders, MICT SETA is able to gather critical data on existing skills gaps and forecast future industry needs in terms of skills. This allows the SETA to tailor its initiatives, ensuring that the skills supply aligns with the evolving demands of the sector whilst meeting the broader developmental objectives set forth by the government.

COLLABORATION WITH IMPLEMENTING PARTNERS

The collaborative efforts between the MICT SETA and its implementing partners, including employers and skills development stakeholders, other SETAs ensure that skills development programmes are relevant and impactful. By fostering these partnerships, the MICT SETA can implement targeted interventions that meet the specific skills requirements of each sub-sector, from digital media to telecommunications.

ANNUAL PERFORMANCE PLAN AND KEY INDICATORS

The Annual Performance Plan (APP) includes detailed targets, indicators, and corresponding budgets that will be used to measure the success and impact of MICT SETA's programmes over the period. These output indicators are directly aligned with MICT SETA's strategic outcomes, which, in turn, correspond with the National Skills Development Plan (NSDP) outcomes and priorities. These measures ensure that MICT SETA's efforts not only address sectoral needs but also contribute to national development goals.



The Annual Performance Plan is developed in alignment with the Service Level Agreement (SLA) between MICT SETA and DHET, ensuring that the SETA meets its mandated objectives. The SLA outlines key deliverables, timelines, and performance expectations, ensuring accountability and transparency, supporting the following key focus areas in the planning period:

The MICT SETA Accounting Authority endorses this Annual Performance Plan, reinforcing its commitment to driving skills development in line with national priorities. The endorsement ensures that the APP remains a living document, guiding MICT SETA's actions and ensuring accountability across all levels of implementation.

Priority 1

Good corporate governance and a productive workforce.

Priority 2

Credible labour market information that accurately identifies occupations in high demand.

Priority 3

Enablement of the Fourth Industrial Revolution (4IR).

Priority 4

Increased access to, and delivery on occupationally directed priority programmes that link education and the workplace.

Priority 5

Support initiatives that prioritise the provision of agile, flexible and demandled skills development programmes, retraining/upskilling being a priority.

Priority 6

Increased and focused skills development for rural and marginalised communities to ensure inclusivity through technology skills development. This includes improving digital literacy amongst rural townships with a particular focus on rural schools.

Priority 7

Support growth of the public college system through sectoral partnerships in the delivery of learning interventions.

Priority 8

Support for SMMEs, Entrepreneurship and Community-Based Organisations, particularly in relation to 4IR cross-sectoral partnerships and projects for sustainable growth.

Priority 9

Supported career development services within the MICT sector.



Chairperson: MICT SETA Board

CHIEF EXECUTIVE OFFICER STATEMENT



Mr Matome Madibana

Chief Executive Officer

The National Skills Development Plan (NSDP) 2030 highlights the critical role of science, technology, and innovation in driving skills development and economic growth. The MICT SETA aligns with this vision, focusing on developing a capable workforce that addresses South Africa's triple challenges of unemployment, inequality, and poverty. Through targeted skills development, particularly in the digital and technology sectors, the MICT SETA contributes to the country's economic recovery, supporting the goals of the Economic Reconstruction and Recovery Plan (ERRP), which emphasises the need for inclusive economic growth, employment creation, and reindustrialisation in key sectors, focusing on infrastructure investment and economic reforms to tackle South Africa's socioeconomic challenges.

Relevant research is at the core of our approach, ensuring our interventions are informed by the specific demands of the MICT sector and aligned with national priorities. By adopting a proactive and forward-thinking stance, the MICT SETA positions itself to navigate uncertainties, respond to change drivers, and foster resilience across its sub-sectors. Our aim is to contribute to the National Development Plan (NDP) objectives through robust skills development strategies.

4IR AND SKILLS FOR THE FUTURE

In recognition of the transformative impact of the Fourth Industrial Revolution (4IR), the MICT SETA prioritised the development of qualifications that align with the demands of this digital era. Our commitment to 4IR skills qualification development is central to empowering individuals to thrive in the rapidly evolving technological landscape of the MICT sector.

COLLABORATIVE APPROACH AND THE TRIPLE HELIX MODEL

MICT SETA has built its collaboration success through the triple helix model, integrating the efforts of government, academia, and the private sector. This model forms the foundation of our partnerships and ensures that skills development initiatives meet the real-world needs of the workforce. By engaging with diverse stakeholders, we create a cohesive and resilient approach to skills training, positioning the MICT sector as a key contributor to economic growth.

SUPPORT FOR SMMES AND SUSTAINABLE GROWTH

MICT SETA remains committed to supporting SMMEs through enhanced internship programmes and targeted incubation initiatives. These initiatives drive sustainable growth within the sector, ensuring that small businesses and entrepreneurs are equipped to contribute to the national economy, and further advance rural development by providing skills training to underserved communities.

Aligned with the NSDP 2030 and the White Paper on Post-School Education and Training, MICT SETA bridges the gap between education, and the evolving workplace demands. By connecting post-school education and training systems with industry requirements, we ensure that our skills development programmes are relevant, practical, and impactful.

This integrated approach positions the MICT SETA at the forefront of driving skills development in the MICT sector whilst actively contributing to South Africa's broader economic recovery and transformation.

The following priority actions aim to address the evolving needs of the MICT sector, fostering resilience, inclusivity, and innovation, guiding our efforts towards a more dynamic and responsive sector:

Priority 1: Good corporate governance and a productive workforce;

Priority 2: Credible labour market information that accurately identifies occupations in high demand;

Priority 3: Enablement of the Fourth Industrial Revolution (4IR);

Priority 4: Increased access to, and delivery on occupationally directed priority programmes that link education and the workplace;

Priority 5: Support initiatives that prioritise the provision of agile, flexible and demand-led skills development programmes, retraining/upskilling being a priority;

Priority 6: Increased and focused skills development for rural and marginalised communities to ensure inclusivity through technology skills development. This includes improving digital literacy amongst rural townships with a particular focus on rural schools;

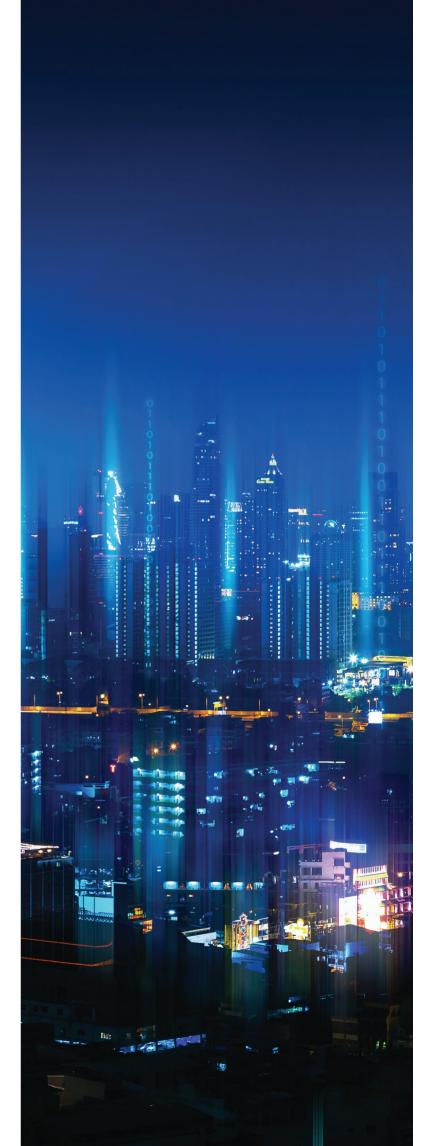
Priority 7: Support growth of the public college system through sectoral partnerships in the delivery of learning interventions;

Priority 8: Support for SMMEs, Entrepreneurship and Community-Based Organisations, particularly in relation to 4IR cross-sectoral partnerships and projects for sustainable

Priority 9: Supported career development services within the MICT sector.

The implementation of the annual performance and strategic plans over the next reporting periods will be closely monitored to ensure that both short-term outcomes and the intended long-term impact are achieved. Management will ensure that adequate resources, including financial support, skilled human capital, and necessary infrastructure, are in place to drive the successful execution of the strategy.





OFFICIAL SIGN-OFF

It is hereby certified that this Strategic Plan:

- Was developed by the management of the MICT SETA under the guidance of MICT BOARD and Department of Higher Education and Training.
- Consider all the relevant policies, legislation and other mandates for which the MICT SETA is responsible.
- Accurately reflects the Impact, Outcomes and Outputs which the MICT SETA will endeavour to achieve over the period 2025 2030.



MR MTHENJWA MSELEKU

Chief Financial Officer



MS BONTLE MOKOENA

Senior Manager: Sector Skills Planning



MR MATOME MADIBANA

Chief Executive Officer

Approved by:



Accounting Authority Chairperson

ABBREVIATIONS AND ACRONYMS

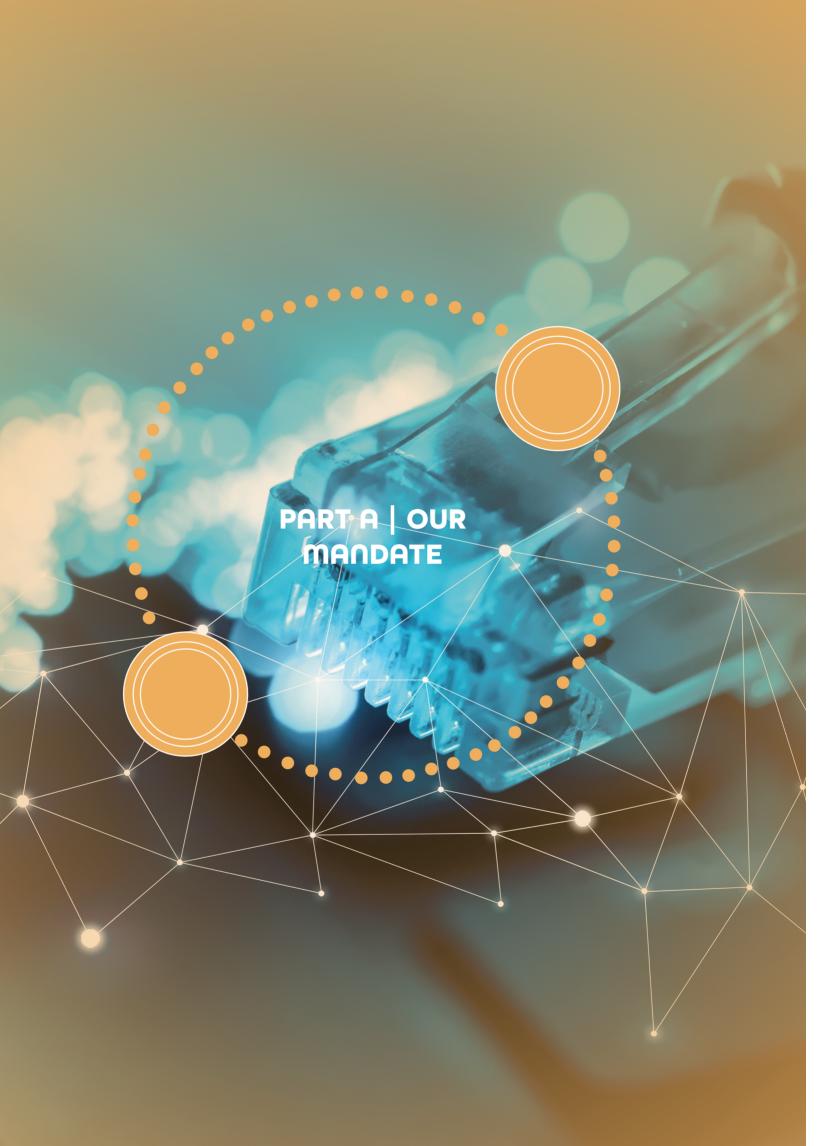
3D	Three Dimensional	MICT	Media, Information and Communication
4IR	Fourth Industrial Revolution		Technologies Sector Education and Training Authority
5 G	Fifth Generation technology	MoU	Memorandum of Understanding
AGSA	Auditor-General South Africa	MTDP	Medium-Term Development Plan
APP	Annual Performance Plan	NDP	National Development Plan 2030
ARPL	Artisan Recognition of Prior Learning	NGO	Non-Governmental Organisation
ATR	Annual Training Report	NGP	New Growth Path
BB-BEE	Broad-Based Black Economic Empowerment	NLRD	National Learners' Records Database
BUSA	Business Unity South Africa	NPO	Nonprofit Organisation
СВО	Community-Based Education	NPR	National Public Radio
CEO	Chief Executive Officer	NQF	National Qualifications Framework
CET	Community Education and Training	NSA	National Skills Authority
CFO	Chief Financial Officer	NSDP	National Skills Development Act 2030
CIO	Chief Information Officer	OFO	Organising Framework for Occupations
CISCO	Commercial And Industrial Security Corporation	OHS	Occupational Health and Safety
COVID	Coronavirus disease (COVID-19)	PESTEL	•
СРО	Chief Product Officer	FESTEE	Environmental, and Legal factors
CRM	Customer Relations Management	PFMA	Public Finance Management Amendment Act,
CSIR	Council for Scientific and Industrial Research		No. 29 of 1999
DAC	Digital to Analogue Converter	POPI	Protection of Personal Information Act
DDM	District Development Model	PSET	Post-school Education and Training in South Africa
DG	Discretionary Grant	QCTO	Quality Council for Trades and Occupations
DHA	Department of Home Affairs	QMR	Quality Management Report
DHET	Department of Higher Education and Training	RPL	Recognition of Prior Learning
DPME	Department of Planning, Monitoring and Evaluation	SAQA	South African Qualifications Authority
DST	Daylight-Saving Time	SARS	South African Revenue Service
DTPS	Department: Telecommunications and Postal	SCM	Supply Chain Management
	Services	SDA	Skills Development Act
EISA	External Integrated Summative Assessment	SDLA	Skills Development Levies Act
ERRPSS	Economic Reconstruction and Recovery Skills Strategy	SDP	Skills Development Provider
ETD	Education, Training and Development	SETA	Sector Education and Training Authority
ETQA	Education and Training Quality Assurance	SETMIS	Skills Education and Training Management Information System
FY	Financial Year	SIC	Standard Industrial Classification Codes
GBVF	Gender-Based Violence and Femicide	SLA	Service Level Agreement
GDP	Gross Domestic Product	SMME	Small, Medium and Micro Enterprises
GNU	Government of National Unity	SOE	State-Owned Enterprise
GPT	General-purpose technology	SOP	Standard Operating Procedure
HEMIS	Higher Education Information Management System	SP	Strategic Plan
HET	Higher Education and Training	SSP	Sector Skills Plan
HIV	Human Immunodeficiency Virus	SWOT	Strength, Weakness, Opportunities and Threats
HR	Human Resource	TID	Technical Indicator Descriptor
ICT	Information And Communication Technology	TVET	Technical Vocational Education and Training
ID	Identity Document	WBL	Work-Based Learning
IDP	Integrated Development Plan	WIL	Work-Integrated Learning
IPAP	Industrial Policy Action Plan	WSP	Workplace Skills Plan

Long-Term Evolution

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PART A: OUR MANDATE

1. CONSTITUTIONAL MANDATE

The Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996) has been duly considered during the development of this Annual Performance Plan and the MICT SETA will ensure compliance with all sections of the Constitution and specific focus will be on:

Promoting and maintaining high standards of ethics (Section 195 of the Constitution of the Republic of South Africa, 1996)

The MICT SETA will continue to implement fraud prevention, detection and response strategies in its drive to promote ethics and fight fraud and corruption when delivering its mandate.

Providing service impartially, fairly, equitably and without bias (Section 196 (4) of the Constitution of the Republic of South Africa, 1996)

The MICT SETA will ensure accessibility and accuracy of information to its stakeholders. The SETA has, over the years, provided equitable opportunities to vulnerable groups in the society, particularly black people, women and persons with disabilities, to access skills development opportunities within the MICT sector.

Utilising resources efficiently and effectively (Section 195 of the Constitution of the Republic of South Africa, 1996)

The MICT SETA will continue to ensure accountability, transparency, and value-for-money, ensuring that available resources are used effectively and efficiently without wastage, and in a way that optimises the public benefit. This will be done with fairness and integrity.

Responding to people's needs; the citizens are encouraged to participate in policymaking (Section 195 of the Constitution of the Republic of South Africa, 1996)

In complying with this mandate, the SETA will ensure that its stakeholders' needs are responded to, and in accordance with available resources at its disposal. The MICT SETA will continue to promote a people-centred approach, characterised by equity, equality, and a strong code of ethics. Respective stakeholders will be included in its structures to provide opportunities for collective decision making.

Rendering an accountable, transparent, and development-oriented administration (Section 195 of the Constitution of the Republic of South Africa, 1996)

The SETA will continue to deploy effective, efficient, and transparent systems for financial management, risk management and overall internal controls. Constant monitoring and risk mitigation processes will ensure achievement of MICT SETA's objectives and good governance practices. The MICT SETA will promote representation, equity and eliminate all forms of discrimination in compliance with the relevant legislations.

2. LEGISLATIVE AND POLICY MANDATES

2.1. Skills Development Act No.97 of 1998 as amended (SDA)

The MICT SETA is established in terms of the Skills Development Act, 1998 (Act No. 97 of 1998, as amended). In contributing to the objectives of this Act, this SETA will support skills development within its sector by:

- Implementing its Sector Skills Plan;
- Promoting Learnerships in each of its sub-sectors;
- Performing the functions of an Education and Training Quality Assurance Body;
- Liaising with the National Skills Authority on skills development matters;
- Concluding a service level agreement with the Director-General of the Department of Higher Education and Training in terms of section 10A of the Act;
- Promoting the national standard established in terms of section 30B of the Act; and
- Submitting budgets, reports and financial information that are required in terms of the Public Finance Management Act, 1999 to the Director-General of the Department of Higher Education and Training.

2.2. MICT SETA CONSTITUTION

Further to the SDA mandate outlined above, the MICT SETA Constitution published in Government Gazette no. 35336 of 11 May 2012 commits the SETA to:

- Facilitate the involvement of line function government departments in SETA activities;
- Promote SMME training to enable them to qualify for public contracts; and
- Perform any duties imposed by the Act and to actively pursue concrete measures to achieve the objectives of all applicable Acts.

2.3. Skills Development Levies Act No.9 of 1999 as amended (SDLA)

The Skills Development Levies Act (Act No 09 of 1999), as amended, requires the MICT SETA to use all monies received in terms of the Skills Development Levies Act to administer the activities of the SETA. The MICT SETA will pay all compliant employers within its sector their mandatory grants. It will implement its SSP and APP as contemplated in the Treasury Regulations through the allocation of the discretionary grants, and in accordance with the Skills Development Levies Act.

2.4. Funding Regulations

The MICT SETA will comply with "Government Gazette, No. 35940, published 3 December 2012, regarding monies received by a SETA and Related Matters" when administering all levies received from employers falling within its sector in the following:

TABLE 1: GRANT BREAKDOWN

Total levies received by a SETA	80%
Mandatory grants	20%
Discretionary manner:	49.5%
Administration	10.5%

2.5. National Qualifications Framework Act No.67 of 2008 (NQFA)

As stipulated in the NSG Act (Act No 67 of 2008), the objectives of the NQF are to create a single integrated national framework for learning achievements; facilitate access, mobility and progression within education, training and career paths; enhance the quality of education and training; accelerate the redress of past unfair discrimination in education, training and employment opportunities. In contributing to the aforementioned objectives, the MICT SETA will support its sector through the allocation of 80% of its discretionary grants to implement NQF aligned PIVOTAL programmes in the form of Learnerships, Skills Programmes, Bursaries, Work Integrated Learning and Professional Programmes.

2.6. Public Finance Management Act No.1 of 1999 as amended (PFMA)

The Public Finance Management Act (Act no 29 of 1999) (PFMA), requires all public entities to ensure financial prudence and good governance. The MICT SETA as a public entity will ensure that all revenue, expenditure, assets and liabilities entrusted to it are managed efficiently and effectively. The MICT SETA will manage the budget preparation process; monitor the implementation and report to National Treasury accordingly.

Furthermore, the MICT SETA will ensure compliance with the PFMA by establishing banking accounts, use all monies received in terms of the Skills Development Levies Act to:

- Administer the activities of the SETA;
- Pay employers their mandatory grants;
- Implement its SSP and APP as contemplated in the Treasury Regulations issued in terms of the Public Finance Management Act, through the allocation of the discretionary grants; and
- Transfer any unclaimed mandatory funds and any interest earned thereon each financial year into the discretionary fund.

The MICT SETA will allocate 80% of its available discretionary grants within a financial year to PIVOTAL programmes that address occupational shortages and skills gaps in its sectors in compliance with these Regulations. The MICT SETA has set out in its APP a reasonable estimate of discretionary grants that will be made available in the sector for training on industry skills needs in accordance with these legislations.

2.7. Preferential Procurement Policy Framework, 2000

Section 217 of the Constitution of the Republic of South Africa states that when an organ of state in the national, provincial or local sphere of government, or any other institution identified in national legislation, contracts for goods or services, it must do so in accordance with a system which is fair, equitable, transparent, competitive, and cost-effective. Furthermore, it stipulates the need to implement a Procurement Policy that will provide for categories of preference in the allocation of contracts; and the protection or advancement of persons, or categories of persons disadvantaged by unfair discrimination. The purpose of the Preferential Procurement Policy Framework Act is to promote an inclusive economy and to ensure that Small Medium and Micro enterprises are afforded more opportunities in government procurement. The MICT SETA will ensure full compliance with this legislation in order enhance participation for an inclusive economy.

2.8. Employment Equity Act, 1998

The main purpose of the Employment Equity Act (Act No 55 of 1998) is to achieve equality in the workplace by promoting equal opportunity and fair treatment through the elimination of unfair discrimination, implementing positive measures (affirmative action) to ensure the equitable representation of black people, women and people with disabilities at all levels in the workplace. In contributing to the decrees of this Act, the MICT SETA will ensure that steps to prevent discrimination in any employment policy or practice are taken. The MICT SETA

will ensure that unfair discrimination with regard to race, sex, pregnancy, HIV status and religion, amongst others, will be curbed at all times.

2.9. Broad-Based Black Economic Empowerment Act No.53 of 2003 as amended

The Broad-Based Black Economic Empowerment (B-BBEE) protocol has an important influence on the MICT sector. The Broad-Based Codes of Good Practice were launched in 2007, and provided a framework for measurement of B-BBEE in terms of the BEE Act 53 of 2003. Although the 2007 codes encouraged voluntary compliance with B-BBEE, the current codes appear to be punitive in nature. The codes, which came into effect in 2015, provide some guidance in dealing with various elements. Skills Development has been classified as a priority element and thus the measurement principles cannot be deviated from, yet the sector (e.g., through a revised ICT charter) can adjust targets and weightings. As a priority element, a sub-minimum of 40% of the total weighing points must be achieved. This means employers will be obliged to score at least 8 out of a possible 20 points on the Skills Development Scorecard. Failure to achieve sub-minimum results in overall BEE score being automatically docked by one level. The target for skills development is 6% of payroll, which is an increase from the previous codes' 3%.

The 6% however can be spent on both employed and unemployed persons, although the training must mirror the economically active population of the province or region in which the business operates. The MICT SETA constantly engages with employers in the sector as well as with industry bodies to advance B-BBEE in the sector. Given that internships are now fully recognised on the same level as learnerships in the score card (as well as placement after completion), the SETA will intensify its support for employers implementing both programmes for B-BBEE purposes whilst at the same time addressing youth unemployment challenges.

Additionally, the SETA will continue to align its learning programmes with the NQF registered programmes for employers to benefit in terms of B-BBEE whilst at the same time, maximising support in addressing their skills needs. Furthermore, the SETA strives to ensure that the level of engagement with its suppliers is one that seeks to attract designated groups in the effort to transform the sector and the economy.

3. INSTITUTIONAL POLICIES AND STRATEGIES OVER THE FIVE-YEAR PLANNING PERIOD

South Africa's development strategy is underpinned by the National Development Plan (NDP) which challenges the country to achieve sustained levels of economic growth through to 2030. There are a range of 'levers', 'pillars' or policy interventions that are understood to contribute to this planned growth. As an integral part of the South African society, the MICT sector is impacted by various national strategies and plans, and it therefore needs to respond to these by addressing skills development challenges within its context. For the government's key planning policies and priorities that impact the MICT sector, a brief description of how each will be provided for and the implications for the sector are outlined below:

3.1. National Development Plan 2030

The National Development Plan Vision 2030 (NDP) identifies as one of the core priorities: reducing unemployment to 6% by 2030. The intention is to increase the number of people in employment from the current 13-14 million to around 24 million in that period. Other objectives include eradicating poverty and reducing inequality. In meeting the objectives of this Plan, the MICT SETA has identified the following areas of action to be supported through its learning interventions:

- A larger, more effective innovation system closely aligned with firms that operate in sectors consistent with the growth strategy;
- Support for small businesses through better coordination of relevant agencies, development of finance institutions, and public and private incubators;
- An expanded skills base through better education and vocational training; and
- Business incubation for SMMEs generally, and the expansion of business services in particular, as priority actions for growth and development.

The MICT sector is at the centre of the National System of Innovation (NSI) and would thus have to play a leading role in supporting effectiveness and efficiency so that the economy could grow at the requisite levels to achieve NDP objectives. Through continued funding of bursaries at research level the MICT SETA endeavours to propel the sector's innovation system. Similarly, equal focus will be channelled towards continued support for SMEs through more focused internship and incubation programmes. TVETs will also continue to receive particular attention in order to ensure expanded technical skills through vocational training.

3.2. 7th Administration Five-year Implementation Plan Medium-Term Development Plan (MTDP)

The 7th Administration of the South African Democratic Government has introduced a five-year implementation plan that underscores the importance of the Medium-Term Development Plan (MTDP) 2024-2029. The MTDP serves as a prioritisation framework designed to focus the government's efforts on a set of strategic and manageable programmes, whilst providing guidance on the allocation of resources across all spheres of government. This new five-year implementation plan, championed by the 7th Administration, reflects a commitment to coordinated and effective governance.

Central to this administration's approach is the concept of the Government of National Unity (GNU), which embodies a multiparty cabinet where ministers from various political parties collaborate under a unified Statement of Intent (Sol). This inclusive governance model ensures that diverse perspectives are represented, fostering a cohesive strategy for achieving the nation's development goals.

In support of the MTDP, MICT SETA will continue to prioritise specific targets outlined in the NDP when allocating its resources. This will be achieved by enhancing integrated planning with our stakeholders and fostering collaborations and partnerships throughout the planning process. The successful realisation of national development priorities necessitates that all sectors develop and implement sector plans that are aligned with the NDP, guided by a common planning approach. This is the foundation of the collaborative planning efforts that we are committed to strengthening.

MICT SETA's commitment in this regard is focused on achieving key outcomes, including the establishment of a credible institutional mechanism for labour market and skills planning, increasing access to and success in programmes leading to intermediate and high-level learning, enhancing the efficiency of high-level occupationally directed programmes, and expanding access to occupationally directed programmes in critical areas. Below is an outline and overview of the process how the implementation of the programmes under the 7th Administration will unfold:

FIGURE 1: GNU PROGRAMMES

STATEMENT OF INTENT

Outlines the fundamental principles and priorities agreed by the members of the GNU.

GNU MINIMUM PROGRAMME

High-level priority actions to give effect to the priorities in the Statement of Intent.

MEDIUM TERM DEVELOPMENT PLAN 2024/2029

A detailed mediumterm plan to give effect to the GNU high-level priority actions.

In the announcement of the members of the National Executive, the president emphasised on the GNU fundamental principles and priority programmes that will inform the draft MTDP 2024 -2029.

TABLE 2: GNU PRINCIPLES

Fundamentals	Minimum Programme of
Principles	Priorities
Respect for the	Rapid, inclusive and sustainable
Constitution and the	economic growth and job
Rule of Law	creation (infrastructure,
	industrialisation, land
	reform, structural reforms,
	transformation, fiscal
	sustainability, macroeconomic
	management)
Promote non-racialism	Reduce poverty and tackle
and non-sexism	the high cost of living (reduce
	spatial inequality, enhance food
	security and nutrition, social
	safety net, basic services)
Promote social justice,	Improve the delivery of basic
redress, and equity, and	services and bring stability to
alleviate poverty	local government
Human dignity and	Investing in people through
progressive realisation	quality education and
of socioeconomic rights	healthcare
Accountability,	Rebuild the capability of the
transparency,	state and create a professional
and community	public service (metric-based,
participation.	restructuring SOEs)
Integrity and good	Strengthen law enforcement
governance	agencies to address crime,
Evidones based neller	corruption and GBVF Social cohesion and nation
Evidence-based policy	
and decision making	building. Foreign policy based on human
	, , ,
	rights, constitutionalism, and
	national interest

The priorities of the Medium-Term Development Plan are as listed below:

- Strategic Priority 1: Inclusive growth and job creation
- Strategic Priority 2: Reduce Poverty and tackle the high cost of living
- Strategic Priority 3: A capable, ethical and developmental state

3.3. Monitoring Framework for NDP Five-year Implementation Plan

The development of an effective monitoring and evaluation framework is crucial for the successful implementation of any programme, particularly for the NDP in this instance. The MICT SETA values the importance of monitoring and evaluation and will continue to use it to assess progress made towards the

achievement of targets and to measure impact in the long-term. To this end, MICT SETA has since introduced Monitoring and Evaluation Division which is capacitated by a Senior Manager with the support staff. In line with the MTDP, MICT SETA will conduct evaluation and impact assessment studies to ascertain the extent of impact the programmes. To this effect, the impact evaluations will take place mindful of the time lag before impact can be realised. Particular attention will be given to conducting impact evaluations based on cohorts and targeting high impact programmes.

3.4. Industrial Policy Action Plan (IPAP)

IPAP has identified a number of priority sectors which it aims to support for development in the country. Those that have a direct link with the MICT sector include:

- Facilitate the upgrade of manufacturing facilities and capabilities to increase domestic production and growth of exports;
- Green industries;
- · Commercialisation of technologies; and
- Skills development for the business process outsourcing sector.

As stakeholders in the sector start to engage in these programmes, the MICT SETA will continue to be a skills development partner, ensuring that along the way the requisite skills are being developed. Similar to the NDP objectives, the MICT SETA will leverage its partnerships with industry to drive innovative research in areas such green skills that also offer opportunities to small business to play a significant role in the country's manufacturing and technology ecosystem.

3.5. White Paper on Post-School Education and Training, 2013 (WPPSET)

The white paper envisages an expanded, effective, and integrated post-school system in South Africa. It is premised on achieving:

- Expanded access to TVET and university education;
- Establishment of community colleges and skills centres to mainstream vocational education and training;
- Establishment of a national skills planning mechanism within DHET;
- A strengthened NSA to perform a monitoring and evaluation role in the skills system; and
- Opening up workplaces to give more youth access to work integrated learning opportunities.

The white paper further notes that, in future SETAs will be given a clearer and to some extent, a narrower and more

focused role. In supporting the white paper's calls for an efficient skills development system, the MICT SETA engages in a rigorous strategic planning process that ensures the delivery of technical and vocational skills demanded by its sector and the broader economy. The SETA will ensure expanded access to TVET and University education through bursaries. This will directly contribute to one of the premises of the white paper to expand access to TVET and University education.

3.6. National Integrated ICT Policy Review Report

The final National Integrated ICT Policy Review Report was published in March 2015. It made a number of recommendations on skills development in anticipation of infrastructure rollout:

- Widespread basic technology skills to take advantage of universal access to broadband and increase demand for ICT products and services;
- Public service skills to ensure public servants in all three tiers of government are adequately skilled to drive more efficient delivery of services using Government-to-Business, Government-to-Government, Government-to-Citizen and Citizen-to-Government modes;
- A diverse skills base across professions, from both user and ICT developer perspectives, which catalyses the growth of ICT-enabled industries:
- A sufficient supply of skilled professionals, researchers, and innovators to build the ICT products and services industry, so that we are not dependent on the import market; and
- Skills development to ensure the anticipated infrastructure expansion is built, serviced and maintained by a majority South African workforce.

All of the above are emphasised in SA Connect which provides for interventions within the basic education and post-school sectors, in government and adult e-literacy as well as youth development and sectoral programmes. The MICT SETA, in developing learning programmes, will align to the goals of this plan, with emphasis on advocating the creation of a dynamic and connected information society and a vibrant knowledge economy that is more inclusive. Through continued championing of skills development interventions, the SETA will contribute to expanding the national system of ICT research, development and innovation.

3.7. Provincial and Local Government Plans

Municipal Integrated Development Plans (IDPs) and Provincial Growth and Development Strategies (PGDS) are essential as they guide planning and development across South Africa's nine provinces and 278 municipalities. In alignment with

the country's rural development strategy, these plans and strategies are crucial for identifying areas with potential for growth. Each province's PGDS outlines key areas for economic development, along with plans to nurture and expand these industries.

Where industries related to the MICT SETA have been identified as key areas for development, the SETA will prioritise these sectors, ensuring robust support and fostering effective partnerships. During the 2025-2030 planning cycle, the District Development Model (DDM) will continue to be supported through various MICT SETA programmes. MICT SETA fully endorses the institutionalisation of an integrated planning system, which eliminates the inefficiencies of working in silos.

3.8. National Skills Development Plan, 2030

In the new planning cycle, the MICT SETA responds to the eight NSDP outcomes by identifying and addressing occupations in high demand, linking MICT SETA education and training providers with respective workplaces, contribute to the improvement of industry's workforce skills levels, supporting the growth of the TVETs and CETs through work integrated learning (WIL), supporting skills development for entrepreneurship and cooperatives and rural learners, encouraging and supporting worker-initiated unions/ federations, and supporting career development services. These outcomes will be achieved through the implementation of the SETA's key strategic priorities listed below.

3.8.1. Sector Priorities

The MICT SETA faces challenges in servicing the entire employer base in its sector, as only 25% of employers are levy payers, with the majority being small businesses (96%). Additionally, many organisations that provide ICT services alongside other professional services do not see themselves as part of the MICT sector in terms of skills development. Despite this, the MICT SETA remains committed to supporting small businesses by collaborating with key stakeholders to encourage incubation and growth, whilst aligning with the NSDP outcomes and ERRP interventions.

The MICT SETA also supports government policies aimed at achieving the National Development Plan (NDP) objectives, which influence the sector's skills development efforts. In response, the SETA will ensure its strategic plan aligns with these policies, working closely with stakeholders to meet the sector's needs. Its key sectoral priorities and outcomes, as outlined in the 2025/26 SSP, are detailed in the strategic plan to guide its future actions.

Below is an alignment between the strategic key priorities and the MICT SETA strategic-oriented goals.

TABLE 3: MICT SETA OUTCOMES/PRIORITY AREAS LINK TO NATIONAL STRATEGIES AND PLANS

ā	MAICT CETA			EDDD CL:U-		
Outcome No.	MICT SETA	Alignment to	ERRP Skills		D : :: (MICT CETA 2025 2020	
Out No.	Outcomes/	NSDP Outcomes	ERRP	Strategy	Description of MICT SETA 2025-2030	
	Priority Areas Good corporate	N/A	Interventions N/A	Interventions N/A	Outcomes/Priority Areas The purpose of this outcome is to outline	
Outcome 1	governance and	IN/A	IVA	Intervention 8:	strategies to strength good corporate	
0	a productive				governance and the attainment of a	
Out	workforce				clean audit through the strategic period.	
	Credible	Outcome 1:	Intervention		The MICT SETA will ensure that the	
Outcome 2	labour market	Identify and	one: Embedding	Embed skills	labour market information signalling	
<u>5</u>	information	increase	skills planning	planning in	the demand and supply of skills is	
Oni	that accurately	production of	into sectoral	economic	thoroughly triangulated in order to	
	identifies	occupations in	processes.	planning	improve the trustworthiness of data used	
	occupations in	high demand	processes.	processes and	for skills planning purposes. Of equal	
	high demand	riigir demand		vice versa	importance will be the management	
m	Enablement	Outcome 4:		vice versa	and dissemination of research outcomes	
Outcome 3	of the Fourth	Increase access			on occupations in high demand and	
<u>5</u>	Industrial	to occupationally			incremental building of career guidance	
o n	Revolution (4IR)	directed			in partnership with industry and various	
	nevolution (iii)	programmes			learning institutions. The idea is for skills	
		programmes			planning to incorporate issues pertaining	
		Outcome 8:			to skills supply and demand, and for	
		Support career			skills planning to be demand-led and	
		development			responsive to the needs of the economy.	
		services			In this way, skills are part of a package	
					of industrial interventions, together	
					with incentives, trade agreements and	
					other interventions, instead of a separate	
					or parallel "add on". Furthermore, in	
					response to the change brought about	
					by 4IR, the SETA will provide support to	
					enable the sector to play a key role in	
					the development of technologies and	
					products related to 4IR.	
4	Increased access	Outcome 2:	Intervention	Intervention 2:	The SETA will set realistic targets in	
Outcome	to, and delivery	Linking education	four: Access to	Enable the	collaboration with industry, ensure	
ţ	on occupationally	and the	targeted skills	provision of	implementation through the allocation	
no O	directed priority	workplace	programmes	targeted skills	of discretionary grants and monitor	
	programmes that	Outcome 7:	programmes	programmes	delivery of Service Level Agreement	
	link education	Encourage and		programmes	deliverables as a way of addressing	
	and the	support worker-			sectoral occupational shortages and skills	
	workplace	initiated training			gaps. This will prioritise the development	
					of skills that enable 4IR occupations	
					and specialisations such as network and	
					systems engineering and cybersecurity	
					specialists.	
					эрссіанэсэ.	

e .	MICT SETA			ERRP Skills	
Outcome	Outcomes/	Alignment to	ERRP	Strategy	Description of MICT SETA 2025-2030
Out	Priority Areas	NSDP Outcomes	Interventions	Interventions	Outcomes/Priority Areas
Outcome 5	Support initiatives that prioritise the provision of agile, flexible and demand-led skills development programmes, with retraining/ upskilling being a priority	Outcome 3: Improving the level of skills in the South African workforce	Interventions Intervention seven: Retraining/ up-skilling of employees to preserve jobs.	Interventions Intervention 1: Expand the provisioning of short skills programmes	The SETA, through this priority/outcome, will focus on the provisioning of short skills programmes that respond directly to the skills gaps identified in this research. The emphasis is on those that are driven by industry, rather than supply driven. Through this priority the SETA will ensure that there is provision of agile, flexible and demand-led skills development programmes. A special focus will be on employed persons who require reskilling and or/upskilling; new entrants to the labour market who may require work readiness, foundational, digital and other types of short skills programmes to improve their chances of employment (including self-employment); and other unemployed persons whose chances of employment (employability) need to be improved (including for self-employment).
Outcome 6	Increased and focused skills development for rural and marginalised communities to ensure inclusivity through technology skills development.	Outcome 4: Increase access to occupationally directed programmes	Intervention four: Access to targeted skills programmes Intervention three: Increased access to programmes resulting in qualifications in priority sectors.	Intervention 3: Expand the provisioning of WBL opportunities Intervention 4: Increase enrolments in qualification- based programmes that respond to the occupational shortages identified in this strategy	The MICT SETA's rural strategy is aimed at increasing access to occupationally directed programmes for rural and previously disadvantaged communities (including townships). The MICT SETA strategy aims to respond to the President's Youth Employment Initiative, which is known as the "YES initiative". It aims to address the most pressing socioeconomic challenges in the country, particularly around poverty and unemployment amongst the youth. This priority intends to scope the skills development needs and priorities of rural communities, as well as provide career and vocational guidance.

Outcome No.	MICT SETA			ERRP Skills	
rtcc .	Outcomes/	Alignment to	ERRP	Strategy	Description of MICT SETA 2025-2030
	Priority Areas	NSDP Outcomes	Interventions	Interventions	Outcomes/Priority Areas
Outcome 7	Support growth	Outcome 5:	Intervention ten:	Intervention 10:	The SETA will identify TVET colleges
E O	of the public	Support the	Strengthening	Strengthen the	with the potential for meaningful
T C	college system	growth of the	the post-school	PSET system	collaboration and enter into partnerships
0	through sectoral	public college	education and		with them. These partnerships will
	partnerships	system	training system		recognise some of the TVET colleges
	in the delivery				as Centres of Specialisation, linking
	of learning				them with industry and ensuring that
	interventions.				programmes offered are aligned to
					identified occupation and skills gaps
					for ease of learner placement on
					programmes. Furthermore, the SETA will
					award bursaries to college lecturers and
					training opportunities on curriculum-
					related studies to college managers for their continuous development and
					for them to be adept with industry
					technological advancements. The SETA
					will continue to establish offices in TVET
					colleges to ensure accessibility and
					reach, ensuring that those TVETs are
					duly accredited to offer the SETA's high-
					demand occupational qualifications. In all
					this, the development of skills that enable
					4IR occupations and specialisations will
					be the main focus.
00	Support	Outcome 6: Skills	Intervention	Intervention 7:	The SETA through this priority will focus
Outcome 8	for SMMEs,	development	six: Supporting	Strengthen	on the need to provide the skills required
utc	Entrepreneurship	support for	entrepreneurship	entrepreneurship	for entrepreneurship development
Ō	and Community-	entrepreneurship	and innovation.	development	in ways that enable entry-level
	Based	and cooperative		programmes	entrepreneurial activities (private and
	Organisations,	development			social) through to higher-end enterprises
	particularly in				that rely on innovative research and
	relation to 4IR				development. Moreover, the focus
	cross-sectoral				will be on the skills required to grow
	partnerships				income-generating opportunities in local
	and projects				economies through the establishment
	for sustainable				of private as well as social enterprises.
	growth.				In developing interventions for SMMEs
					and community-based organisations, the
					SETA will make considerations such as
					the ability of an SMME to obtain funding
	Cupported sara	Outcome 8:	N/A	N/A	for skills development.
nes	Supported career		IN/A	IN/A	The SETA through this priority will focus
Outcome 9	development services within	Support career development			on the development and distribution of the Career Development Guides.
Out	the MICT sector	services			the career Development Guides.
	THE IVIIC I SECTOI	3C1 V1CC3		<u> </u>	

These aforementioned priorities will be implemented in accordance with the MICT SETA policies and procedures. In some instances, they will be addressed through special projects to ensure support for the sector and government whilst at the same time, assisting in the achievement of quarterly SETA targets.

Economic Reconstruction and Recovery Plan and 3.9. Skills Strategy (ERRPSS)

The Economic Reconstruction and Recovery Plan and Skills Strategy (ERRPSS) highlights a skills mismatch in the South African labour market, with semi-skilled and unskilled workers being left behind due to increased technology use. This has prompted the need for a coordinated approach to skills development to support economic recovery and manage

the impacts of COVID-19. The short-term strategy aims to strengthen the skills system and create opportunities for large numbers of youth. It includes ten interventions for effective implementation, with six involving Sector Education and Training Authorities (SETAs), including the MICT SETA.

TABLE 4: ERRPSS INTERVENTIONS

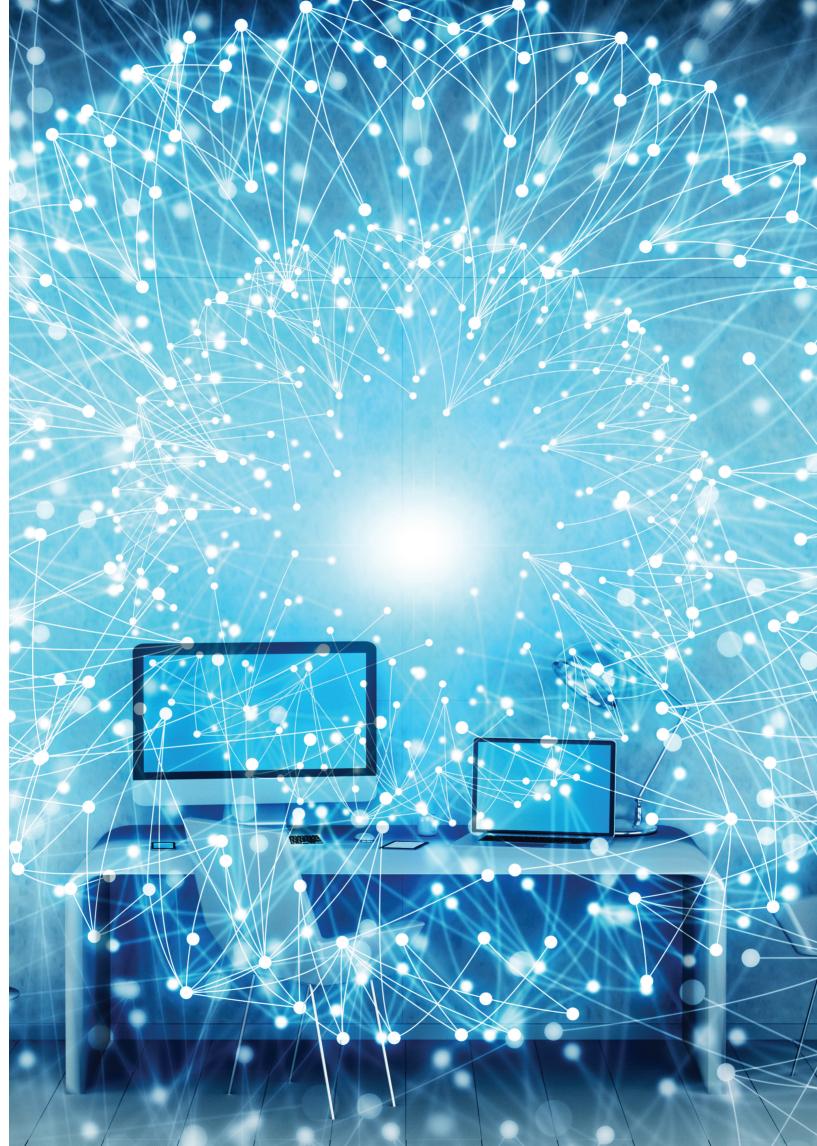
MICT SETA Outcomes	ERRPSS Interventions
Outcome 1: Good corporate governance and a productive	N/A
workforce	
Outcome 2: Credible labour market information that	ERRPSS Intervention One: Embedding skills planning into
accurately identifies occupations in high demand.	sectoral processes.
Outcome 3: Enablement of the Fourth Industrial Revolution	ERRPSS Intervention Seven: Retraining/up-skilling of
(4IR).	employees to preserve jobs.
Outcome 4: Increased access to, and delivery on,	ERRPSS Intervention Three: Increased access to
occupationally directed priority programmes that link	programmes resulting in qualifications in priority sectors.
education and the workplace.	ERRPSS Intervention Four: Access to targeted skills
	programmes.
Outcome 5: Support initiatives that prioritise the provision	ERRPSS Intervention Seven: Retraining/up-skilling of
of agile, flexible, and demand-led skills development	employees to preserve jobs.
programmes, with retraining/upskilling being a priority.	ERRPSS Intervention Four: Access to targeted skills
	programmes.
Outcome 6: Increased and focused skills development for rural	ERRPSS Intervention Four: Access to targeted skills
and marginalised communities to ensure inclusivity through	programmes.
technology skills development.	
Outcome 7: Support the growth of the public college system	ERRPSS Intervention Ten: Strengthening the post-school
through sectoral partnerships in the delivery of learning	education and training system.
interventions.	
Outcome 8: Support for SMMEs, Entrepreneurship, and	ERRPSS Intervention Six: Supporting entrepreneurship and
Community-Based Organisations, particularly in relation to 4IR	innovation.
cross-sectoral partnerships and projects for sustainable growth.	
Outcome 9: Supported career development services within	N/A
the MICT sector	

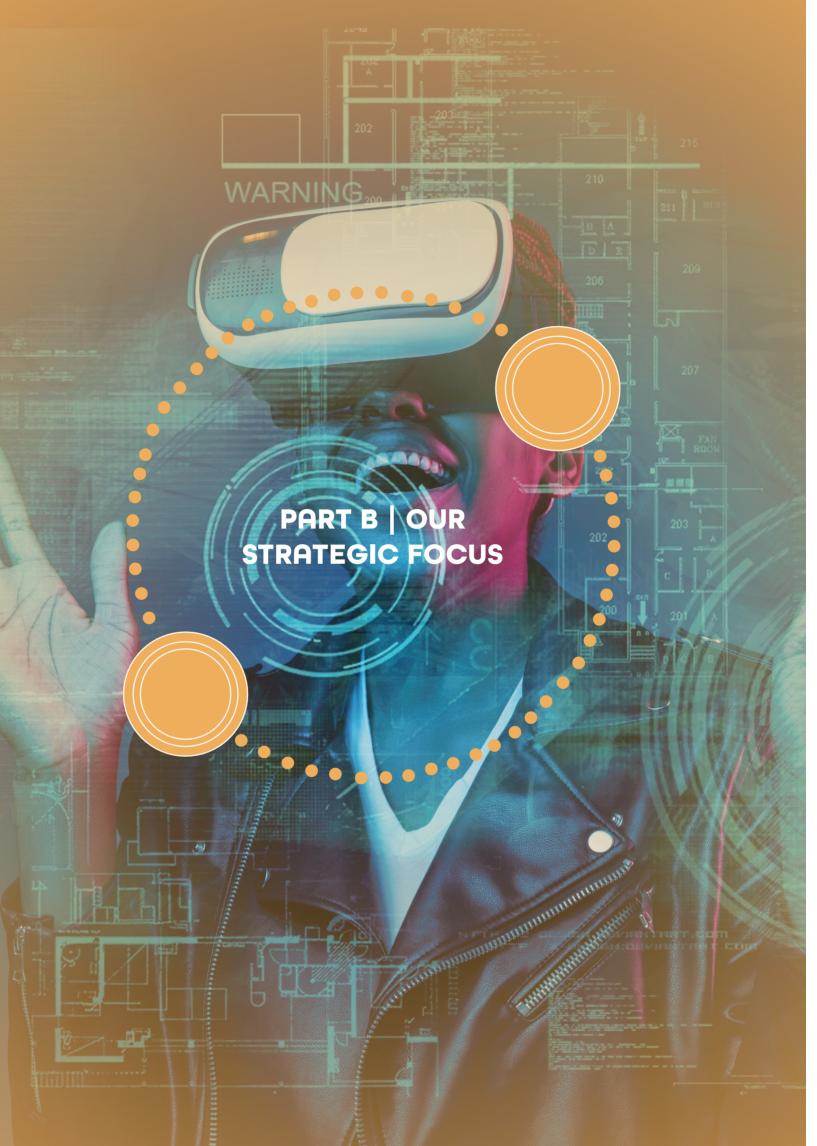
RELEVANT COURT RULINGS 4.

Business Unity South Africa versus the Minister of **Higher Education and Training (DHET):**

Business Unity South Africa versus the Minister of Higher Education and Training (DHET): SETA Grant Regulations 3 December 2012 as re-promulgated: Mandatory Grants. Regulation 4(4) of the 2012 Grant Regulations, as promulgated in 2012, reduced the mandatory grant that an Employer could claim from 50% to 20% of the total levies paid. The way that the Regulations were promulgated led to litigation by Business Unity South Africa (BUSA), to which a ruling was ultimately made by the Labour Appeal Court in October 2019, the effect of which Regulation 4(4) was set aside. The ruling is silent

on the percentage quantum that can be claimed back by employers and on the effective date of the order. The effect is that the Minister would have to decide on the percentage for mandatory grants, in consultation with the sector. To date, there has been no communication regarding the approved mandatory grant percentage. DHET splits the mandatory grant levy income portion at a rate of 20% in the monthly levy download information. Consequently, the SETA has continued to pay and accrue mandatory grants at 20% in the 2025/26 financial year, which is also aligned to the approved Annual Performance Plan.





PART B: OUR STRATEGIC FOCUS



5. VISION

Cutting-edge future skills.



6. MISSION

To strategically lead the MICT sector skills development system in support of meaningful economic participation of our beneficiaries, for improved socio-economic conditions.



7. VALUES

Our values are:

- Customer Centricity
- Ethical
- Innovative
- Committed
- Meritocracy
- Collaborative

8. SITUATIONAL ANALYSIS

This situational analysis seeks to provide an environmental context in which the MICT SETA functions. The section provides a multidimensional analysis of current sector performance, identifying factors impacting on the sector as outlined in the MICT SETA Sector Skills Plan 2025/26. The Standard Industrial Classification (SIC) codes classify business establishments and other standard units by the type of economic activity in which they are engaged. The table below represents the SIC Codes falling within the MICT SETA economic sector and were published in the Government Notice, No. 42589, Government Gazette, 22 July 2019.

TABLE 5: MICT SETA STANDARD CLASSIFICATION CODES (SIC)

Sub-sector	SIC Code	Main Activity Description
Advertising	88310	Advertising
	88311	Activities of advertising agents
	88313	Commercial design
Electronics	35791	Manufacture of alarm systems
	75216	Security systems services except locksmiths
	75217	Office automation, office machinery and equipment rental leasing including installation
		and maintenance
	86004	Electronic and precision equipment/ computer repairs and maintenance
	86010	Consumer electronics repair and maintenance
	86013	Other electronic and precision equipment repair and maintenance
	86014	Repair and maintenance of electronic marine equipment
	87142	Research and development of electronic equipment and systems
	87143	Information technology import and product integration of pre-manufactured electronics IT
		and telecommunications equipment
	87146	Research and development in the physical and engineering sciences
	87147	Electronics importation and product integration of pre-manufactured electronics IT and
		telecommunications equipment
	96133	Installation, maintenance and repair of tracking devices for cars

Sub-sector	SIC Code	Main Activity Description
Film and Electronic	88940	Photographic activities
Media	96110	Motion picture and video production distribution
	96112	Related activities - film and tape renting to other industries, booking, delivery and storage
	96113	Film and video reproduction
	96132	Production and broadcast of radio and television broadcast content
	96200	News agency activities
Information	86001	Software publishers
Technology	86002	Computer systems design and related services
	86003	Computer facilities management services
	86005	Computer rental and leasing
	86006	Computer programming services
	86007	Other computer related activities
	86008	Call centre and customer relationship management systems development and installations
		activities
	86009	Computer system design services and integrated solutions
	86011	Computer and office machine repair, maintenance and support services
Telecommunications	75200	Telecommunication
	75201	Wired Telecommunication carriers
	75202	Television and radio signal distribution
	75203	Cable networks and programme distribution
	75204	Telephone
	75205	Wired Telecommunication carriers except satellite radio telephone
	75209	Television Broadcasting
	75211	Telecommunications and wired telecommunication carriers
	75212	Paging
	75213	Cellular and other wireless telecommunications
	75214	Satellite telecommunications
	75215	Other telecommunications
	86012	Communication equipment repair and maintenance
	87148	Telecommunications importations and product integration of pre-manufactured
		electronics IT and telecommunications equipment
	96131	Providing Radio and television transmission signals

Source: Government Notice, No. 42589, Government Gazette, 22 July 2019

STRATEGIC FOCUS OF THE MICT SETA OVER THE 2025-2030 STRATEGIC PERIOD

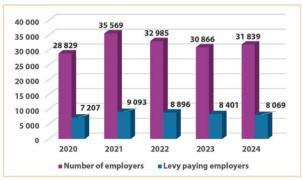
The strategic focus of the MICT SETA for this planning period emphasises providing effective leadership and a strong commitment to the development of skills within the sector and beyond. A key area of focus will be on leveraging the opportunities presented by the Fourth Industrial Revolution (4IR) and emerging technologies. Special attention will be given to ensuring that the SETA's programmes are demand-driven and responsive to the ongoing evolution of technology. In addition, research and development efforts will be strengthened to address long-term skills needs, whilst also implementing programmes that meet the short- and medium-term requirements of our sector. Empowering rural areas with the skills needed will be a top priority to ensure equal access to economic opportunities. The SETA's rural strategy will be executed through concerted efforts to realise access to skills and work opportunities. These initiatives will enhance awareness of MICT career opportunities, enabling stakeholders to make informed decisions.

8.1. External Environment Analysis

8.1.1. Recent Statistics relevant to the MICT SETA and the sector

The MICT sector consists of five distinct but interconnected sub-sectors: Advertising, Film and Electronic Media, Electronics, Information Technology, and Telecommunications. These areas are increasingly merging into a unified ICT ecosystem, utilising similar technologies. As of 2024, the MICT sector includes 31,839 employers, a 10% rise from 28,829 in 2020. However, only 8,069 employers are paying levies, down from 9,093 in 2021, despite an increase from 7,207 in 2020, showing a steady decline in levy-paying employers since 2021.

FIGURE 2: NUMBER OF MICT SECTOR EMPLOYERS AND LEVY PAYERS, 2020 - 2024



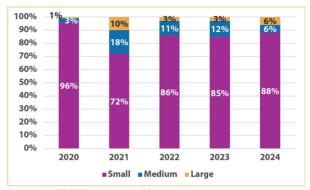
Source: MICT SETA Levy Huge File, 2020-2024

The majority of the employers in the sector (both levy and non-levy payers) are operating within the Information Technology sub-sector, accounting for 55% of employers. This is followed by the Electronics sub-sector with 16%, closely followed by the Telecommunications sub-sector with 15%. The Film and Electronic Media accounts for 9%, declining from 11% in the previous financial year, this is the same with the Advertising sub-sector accounting for 6% in the 2023/24 financial year.

DEMOGRAPHIC DATA THAT WILL BE USED TO INFORM PLANNING FOR THE THREE-YEAR PERIOD.

While small businesses with fewer than 50 employees constitute the majority of employers in the MICT sector, their predominance decreased from 96% in 2020 to 88% in 2024. Conversely, medium- and large-sized employers, each holding a 6% share in 2024, represent a smaller but growing segment within the sector's employer landscape.

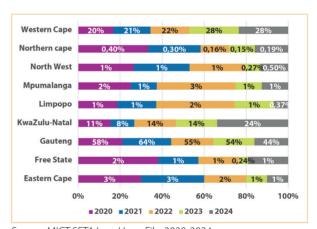
FIGURE 3: EMPLOYER SIZE 2020 - 2024



Source: MICT SETA Levy Huge File, 2020-2024

Gauteng province consistently held the largest share of employers in the MICT sector throughout the 2020-2024 period, maintaining a dominant position with 44% in 2024 as shown in the figure below. The Western Cape and KwaZulu-Natal provinces followed, securing 28% and 24% of employers, respectively, in the same year. This data underscores the concentration of MICT sector employers within these three provinces, particularly in Gauteng, highlighting their significance as key hubs for the industry. The remaining provinces collectively accounted for a much smaller proportion of employers.

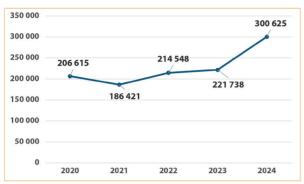
FIGURE 4: DISTRIBUTION OF EMPLOYERS BY PROVINCE, 2020 - 2024



Source: MICT SETA Levy Huge File, 2020-2024

The figure below shows that employment in the MICT sector grew between 2020 and 2024, reaching 300,625 employees in 2024. Despite South Africa's overall economic downturn, especially in transport, storage, and communication, the MICT sector has shown resilience and growth. This rise is driven by increasing demand for skilled ICT professionals across industries undergoing technological advancements and digital transformation. Specialised roles like software developers, data scientists, and cybersecurity specialists have fuelled job creation, even as other sectors face economic challenges.

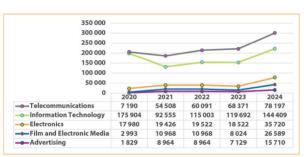
FIGURE 5: EMPLOYMENT IN THE MICT SECTOR, 2020 - 2024



Source: MICT SETA Levy Huge File, 2020-2024

The Information Technology and Telecommunications subsectors were the largest employers in the MICT sector from 2020 to 2024. While the Information Technology sub-sector experienced a brief decline in employment between 2020 and 2021, it rebounded and reached 144,409 employees by 2024. In contrast, the Telecommunications sub-sector demonstrated consistent growth throughout the period, reaching 78,197 employees in 2024. This data suggests a shift in the relative importance of these sub-sectors within the MICT sector's employment landscape.

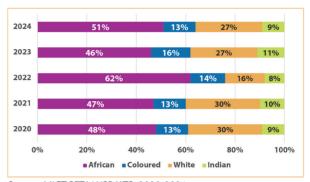
FIGURE 6: NUMBER OF EMPLOYEES BY SUB- SECTOR, 2020 - 2024



Source: MICT SETA Levy Huge File, 2020-2024

Due to the limitations provided by the levy database in terms of race and gender profiles, it was imperative to explore the details further using the WSP/ATR data provided by employers within the respective sub-sectors. An analysis of the WSP/ATR data reveals that the MICT sector workforce is predominantly African, comprising 51% of employees in 2024. This figure, however, reflects a decline from a peak of 62% in 2022. White employees constitute the second largest racial group, accounting for 27% of the workforce in 2024, a slight decrease from 30% in 2020. Together, these two racial groups represent 78% of the MICT sector's workforce. The representation of coloured and Indian employees is notably smaller and has decreased between 2023 and 2024.

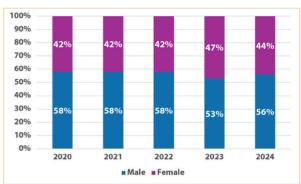
FIGURE 7: RACIAL PROFILE OF EMPLOYEES, 2020 - 2024



Source: MICT SETA WSP/ATR, 2020-2024

Whilst Africans make up the largest employee group by race, they still occupy relatively lower positions compared to other race groups and enjoy less representation at senior level. Only 8% of African employees occupy managerial positions and 34% occupy professional positions.

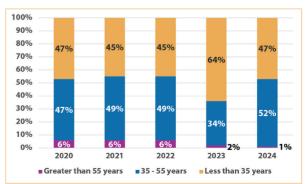
FIGURE 8: GENDER PROFILE OF EMPLOYEES, 2020 - 2024



Source: MICT SETA WSP/ATR, 2020-2024

The MICT sector workforce remains predominantly male, with men constituting 56% of employees in 2024, while women represent 44%. This marks a slight decrease in female representation compared to the previous year, where it stood at 47%. This data suggests that the sector is not meeting its transformational goals regarding gender equality.

FIGURE 9: AGE PROFILE OF EMPLOYEES, 2020 - 2024

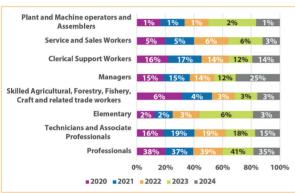


Source: MICT SETA WSP/ATR, 2020-2024

The MICT sector workforce is primarily composed of individuals aged 35-55, who accounted for 52% of employees in 2024. While the proportion of employees under 35 was notably higher in 2023 (64%), this appears to be an outlier, as this age group generally constituted 45-47% of the workforce throughout the 2020-2024 period. The employment of persons with disabilities in the MICT sector increased significantly by 30% from 2023 to 2024, reaching 3,495 employees. However, this still represents only 1.2% of the total workforce in 2024, indicating a need for further improvement in inclusivity.

The MICT sector's workforce composition is characterised by a predominance of professionals, reflecting the industry's increasing demand for specialised skills, innovation, and expertise in complex technologies.

FIGURE 10: OCCUPATIONS BY OFO MAJOR GROUPS, 2020 - 2024



Source: MICT SETA WSP/ATR, 2020-2024

In response to labour market trends observed over the past five years, the MICT SETA has made the inclusion of women, youth, and individuals with disabilities a priority in its annual targets. Programme 3 within the SETA's Annual Performance Plan (APP) specifically addresses these key priorities identified in the Sector Skills Plan (SSP), including youth unemployment and the training of individuals with disabilities.

RELEVANT STAKEHOLDERS CONTRIBUTING TO THE INSTITUTION'S ACHIEVEMENT OF ITS OUTCOMES.

The MICT SETA views partnerships as a critical mechanism that safeguards the delivery of its skills development mandate. It continues to delve into various dimensions of partnerships that will contribute to the sector's skills development needs. During the Medium-Term Development Plan 2024/2029 and the Planning Cycle 2025/2030, the SETA will continue to advance partnership approach in implementation of some of its programmes. The MICT SETA in this planning period will consider the following stakeholders:

- Employers
- Industry Bodies and Associations
- Industry Unions and Federations
- SMMFs
- · Government Departments
- TVET colleges
- Community Education and Training Colleges
- Universities and Universities of Technology
- Research Institutions
- South African Qualifications Authority
- Quality Council for Trades and Occupations

8.1.2. PESTEL Analysis

Within the MICT SETA external environment, factors contributing to the performance of policy and regulatory institutions exploration is drawn from the Political, Economic, and Social, Technological, Environmental and Legal (PESTEL) analysis as outlined below.



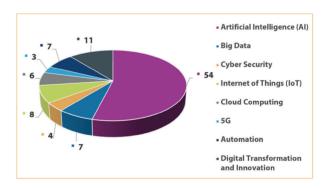
TABLE 6: PESTEL ANALYSIS

POLICTICAL FACTORS	ECONOMIC FACTORS
 New political landscape constituted through the Government of National Unity (GNU) Increased focus on accountability, monitoring and impact evaluation systems ENVIRONMENTAL	Changes in Interest Rate
 Increased demand for ICT and digital services Opportunities in sector for green technologies and their applications 	Impact of POPI Act
SOCIAL FACTORS	TECHNOLOGICAL FACTORS
 Changing work culture: Remote and Hybrid Work Models Economic Inequality (ongoing inequalities, gender biasness in employment) and Social Unrest Capacity challenges with regards to TVET colleges Increased youth unemployment in both urban and rural areas, ongoing inequalities, gender biasness in employment Weaker Basic Education impacting online learning 	 Digitisation and an increase in innovation through Research Chairs Impact of Artificial Intelligence technologies Increased risk of cyber crime Digital inclusivity (high cost of technology/access to technological advancement) Availability of network spectrum Increased accessibility and appeal of cloud-based systems Drive for shared services in the PSET system

8.1.3. Fourth Industrial Revolution

The Fourth Industrial Revolution (4IR) stands as the most significant change driver in the MICT sector, influencing its transformation across multiple dimensions. This evolution is driven by a variety of advanced technologies, such as Artificial Intelligence, Cloud Computing, and Fifth Generation Networks, amongst others. Each of these technologies is a direct manifestation of 4IR advancements, playing a pivotal role in shaping the sector's skills development strategies. The graph below (Figure 11) provides a breakdown of the key 4IR change drivers impacting the MICT sector. Artificial Intelligence (AI) is the most dominant technology, representing 54% of the total influence. Other technologies linked to 4IR, such as the Internet of Things (IoT) (8%), Automation (7%), Big Data (7%), Cloud Computing (6%), Digital Transformation & Innovation (11%), Cybersecurity (4%), and 5G (3%), also play significant roles. Each of these advancements is a manifestation of 4IR, collectively driving transformation and influencing the sector's plans for skills development. The diagram below presents the percentage of entries made on the submission of MICTregistered submission of the WSP/ATR survey for each change driver of the 4IR:

FIGURE 11: PERCENTAGE OF ENTRIES OF THE KEY 4IR CHANGE DRIVERS AS IDENTIFIED BY MICT SETA-REGISTERED COMPANIES



8.1.4. Trend Analysis based on Annual Reports and end term reports that will inform the strategy going forward

The MICT SETA will continue to strive towards the continuous improvement of planning and implementation efforts, as well as the constant monitoring of sector-related changes and developments. The MICT SETA will continue to support the implementation of demand-led learning programmes that afford beneficiaries opportunities for sustainable growth, mobility, and progression.

8.2. Reflection on MICT SETA Track and Trace studies

Throughout the 2020 – 2025 strategic period, MICT conducted various learning programme track and tracer studies, which sought to provide the SETA with the insight into the effects of internships, learnerships, skills programmes, bursaries and short programmes on learners, employers, and training providers within the MICT sector. The studies further sought to delve into the key features, trends, challenges and successes of MICT SETA learning programmes. This section presents a summary of the findings from the track and tracer study completed in 2024. The Learner Tracer Study based its findings on data gathered through surveys, interviews, focus groups and document review. This included 771 survey responses, 18 interviews and 3 focus groups with 73 attendees.

8.2.1. 2023/24 Track and Trace study

As presented in Figure 12 below, for the 2021/2022 cohort, 92% of learners completed their learning programmes, representing a dropout rate of 8%, down from 11% compared to 2020/21 cohort. The survey results indicated that the majority of learners that participated in the MICT SETA funded learning programmes did not continue their studies after having completed their learning programmes. Results showed that 12% continued their studies on a full-time basis and 23% continued on a part-time basis, while 65% did not continue their studies.

The reduction in learners not studying from 71% preprogramme to 65% post-programme means that learners are slightly more likely to engage in further studies after completing a MICT SETA learning programme. Learners from rural areas, in particular, were studying less before entering learning programmes compared to their counterparts in urban and peri-urban areas, however, post-programme more rural learners engaged in studies. Whilst 71% of learners from rural areas were still not studying other courses after completing their MICT SETA programmes, this figure represents a relative decrease compared to their pre-programme status (77% not studying).

The employment rates of the learners of 2021/22 show an improvement from 2020/21 as 49% of learners are unemployed compared to 72% in previously cohort. 51% of learners are employed – 31% full-time, 17% part-time and 4% in self-employment. Though 40% of learners were absorbed by the employers that trained them, employers and training providers indicated that due to challenges in absorbing all learners, it is important that entrepreneurship skills be strengthened further in the learning programmes to improve the low entrepreneurship rate of 4%. While 49% of the learners remain unemployed, 68% of the learners indicated that they have at least one dependant to support – pointing to the urgency of receiving a stable income.

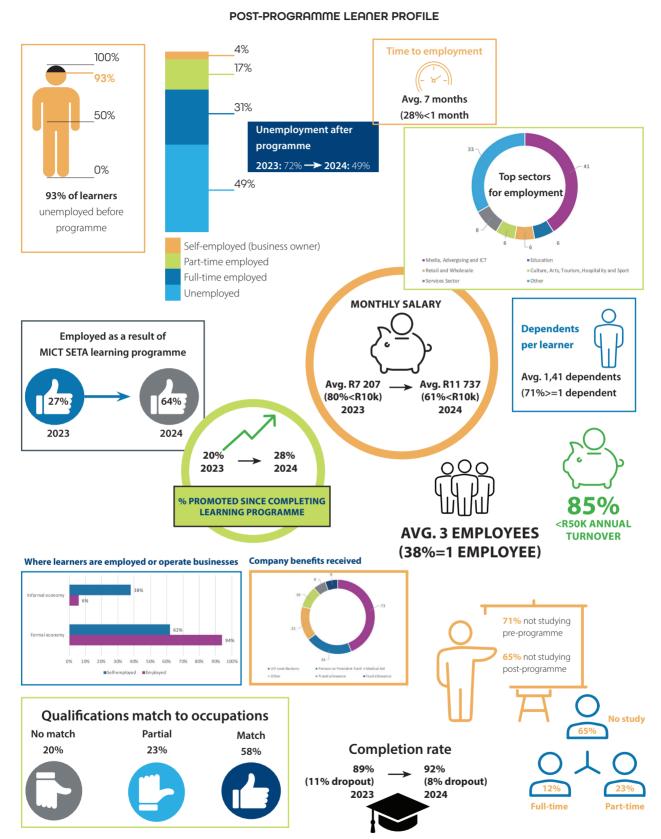
There were no notable differences between the preprogramme employment rates of learners in urban, peri-urban, and rural areas. The overall unemployment rate improving from 93% preprogramme to 49% post-programme was largely driven by learners from urban and peri-urban areas getting employment. Only 15% of learners from rural areas secured full-time employment after completing their learning programmes compared to 36% of learners in urban areas and 30% of learners in peri-urban areas, suggesting learners from rural areas faced unique challenges in securing employment.

Despite the challenges with unemployment, MICT SETA's learning programmes have resulted in more learners than before getting employed. Of the employed learners, 64% (up from 27%) say they were employed as a result of the experience, qualifications, or networks gained on MICT SETA learning programmes and 28% of learners indicated having received a promotion at work after completing their learning programme. It takes learners on average seven months to find employment, with 28% of learners securing employment within a month of programme completion, underscoring a swift transition to the workforce for a considerable portion of participants. A high 4 out of 5 or 80% of learners secured employment within one year of completing their programmes.

Encouragingly, whilst rural learners may face initial barriers in securing employment, those who do find employment transition into the workforce relatively quicker compared to their urban counterparts as it takes them on average six months to secure employment compared to eight months for urban learners. Employed learners mostly work in the formal economy and entrepreneurship is also more popular in the formal economy. The single biggest sectors where learners are employed are Media, Advertising and ICT (MICT) (accounting for 41% of employed learners), followed by the Services sector (8%) and the Culture, Arts, Tourism, Hospitality and Sport sector; Retail and Wholesale sector; and Education sector (each employing 6% of learners).

When considering remuneration and company benefits, 3 out of 5 learners (61%) earn less than R10 000 per month, with the average salary being R11 737 (up from R7 207 previously). Approximately 5% of the learners are currently earning as much as R30 0000 or more monthly. Unemployment Insurance Fund (UIF) contributions are the most common company benefit, enjoyed by around 7 out of 10 employed learners (73%), followed by a pension or provident fund (34%) and medical aid (25%). Decreasing unemployment rates and elevating income levels post-programme reflect a tangible positive improvement in learners' financial wellbeing. The increase in earners within the R2,000 - R4,000 range from 5% pre-programme to 8% post-programme, coupled with a significant rise in the R5,000 - R9,999 bracket from 1% to 18%, and the R10,000 – R19,999 bracket from 1% to 12%, signifies an upliftment in income levels for a substantial portion of participants.

FIGURE 12: 2024 TRACK AND TRACER STUDY - POST-PROGRAMME LEARNER PROFILE



The 4% of learners who started businesses appear to have fared worse than those in employment. 38% of these businesses have only the learner as the employee and the average business has three employees, one of which (31%) is part-time. 85% have an annual turnover of less than R50 000. 62% of the businesses of self-employed learners operate in the MICT Sector, followed by Food and Beverages Manufacturing (15%) and Transport (8%).

8.3. Internal Environment Analysis

8.3.1. SWOT Analysis

In the development of its planning documents, Strategic Plan (SP) and Annual Performance Plan, the MICT SETA first sat on at the Management Strategic Planning session that was followed by the Board Strategic Planning session. These sessions both served as instruments or avenues to reflect on the performance of the organisation of the 2020 - 2025 financial which is drawing to an end. Amongst the things that were dealt with by the two sessions, was the identification of Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis. A SWOT analysis is a strategic planning tool used to assess an organisation's internal Strengths and Weaknesses, as well as external Opportunities and Threats. In the context of the MICT SETA, the SWOT analysis serves as a comprehensive evaluation of the SETA's capabilities, challenges, and potential areas for growth, helping to align strategies for skills development and sectoral advancement.

The SWOT analysis reveals that the sector is well-positioned with strong capabilities in labour market intelligence, the development and alignment of quality learning programmes, and robust financial management. These strengths are bolstered by effective partnerships, innovative research and solid business leadership. However, challenges persist in evaluating the impact of skills development, ensuring quality assurance in learning programmes, and managing resources efficiently. Opportunities exist to further elevate sectoral growth through expanded partnerships, innovative research, taking advantage of technology and optimised financial management. Nonetheless, threats such as poor capacity in critical divisions, misaligned strategies and inefficient resource management could undermine these efforts if not addressed.

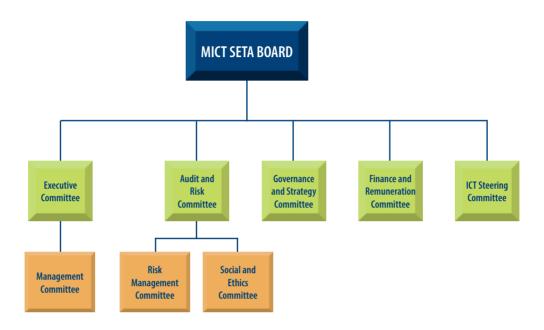
TABLE 7: MICT SETA SWOT ANALYSIS

Internal Factors	
Strengths	Weaknesses
 Development of learner management system through the SETA Research Chair. Identification of sector skills needs and innovation. Effective approval of Workplace Skills Plans (WSP) and Annual Training Reports (ATR) resulting to a development of sound and informative Sector Skills Plans. Enabling support for Innovation, particularly through 4IR Research. Ability to form partnerships that elevate sectoral growth. 	 Executive Development Programme in evaluating the impact of skills development interventions. Issues with business positioning (strategy, structure, performance management, and fostering a conducive organisational culture). Gaps in human capital management.
External Factors	
Opportunities	Threats
 Expansion of partnerships to further elevate sectoral growth. Development and support for innovative research, particularly in emerging areas like 4IR. 	 Risk of not adequately evaluating the impact of skills development interventions, leading to misaligned strategies. Inefficient management of human and technological resources could compromise the effectiveness of programmes and initiatives. Inadequate information and knowledge management might lead to poor decision-making and strategic errors.

8.3.2. MICT SETA Capacity to deliver on the mandate

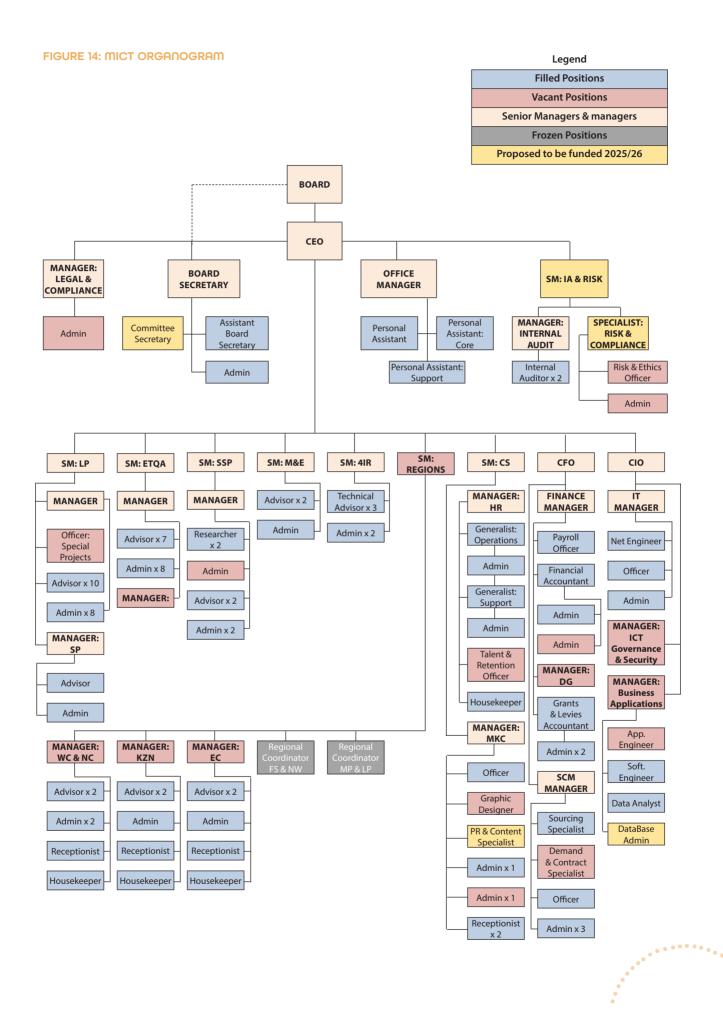
The SETA is governed by a representative Accounting Authority and its sub-committees to provide strategic direction to the organisation. The figure below represents the MICT SETA Accounting Authority and its Sub-Committees:

FIGURE 13: MICT ACCOUNTING AUTHORITY



8.3.3. MICT SETA Organogram

The SETA comprises three core divisions, namely: Sector Skills Planning (SSP), Learning Programmes Division (LPD) including 4IR, and Education and Training Quality Assurance (ETQA). The support divisions are Finance with SCM Business Unit, Corporate Services with Human Capital, and Marketing and Communications Business Units, Information and Communications Technology with Quality Management Systems Business Unit, Legal and Compliance and Monitoring and Evaluation. Currently the organisation constitutes of 118 filled positions out of 141 approved positions, this number exclude temporary employees. Diagram 14 on the following page presents the approved organogram of the MICT SETA:



8.4. Strategic role Information Technology in the MICT SETA

The SETA's digital transformation drive has gained very noticeable traction with great progress on the automation of core divisions of the organisation (Sector Skills Planning, Learning Programmes, Education, Training and Quality Assurance) by nearing conclusion of the new Learner Management System (LMS) developed through a Research Chair. The MICT SETA's decision to source ICT applications through university Research Chairs is a strategic move that supports the implementation of the Triple-Helix Model of innovation. This positions the MICT SETA as a leader in the PSET sector, particularly in developing a learner management system for wider adoption. Key benefits of this approach include:

- Cost-effectiveness: Solutions are developed at a fraction of the cost compared to traditional SCM processes.
- Streamlined operations: Administration of Discretionary Grants (DG), Mandatory Grants (MG), Workplace Skills Plans (WSP), and Quality Assurance functions is more efficient, with smoother reporting on SETMIS, NLRD, and other mandatory reports.
- Enhanced stakeholder interaction: Automated processes improve accuracy and make information more accessible, strengthening stakeholder engagement.

In parallel, the MICT SETA has been steering the SETA ICT Forum in preparation for the much-anticipated Shared Services programme within the SETA landscape and the entire PSET system. Our LMS platform was designed for position within the Shared Services programme as a shared platform by all who would be reporting for Higher Education Management Information System (HEMIS), quality assurance functions, and NLRD reporting. Adoption of this system across the PSET system will assist in addressing several challenges whilst improving service delivery. Some of the critical challenges experienced across the landscape, which shall be resolved through our LMS platform, include:

 Double-dipping of learners which has repeatedly been raised through audit findings by the Auditor-General South Africa (AGSA). The configuration of the system needs to take place with all parties involved to define process and business rules. Unverifiable/incorrect learner information due to lack of integration with the National Population Register (NPR) of the Department of Home Affairs (DHA). We are currently exploring other means for this integration while engagements with Home Affairs are underway. The DHET has also started a process of signing an MoU with Home Affairs which will benefit all its entities.

This is part of the share services model that aims to eliminate issues such as double dipping on learner stipends. The shared services model will benefit all PSET stakeholders such as TVET colleges, SETAs and other role players.

9. BUDGET FOR 2025 – 2030 FIRST YEAR OF IMPLEMENTATION

9.1. Financial Resources

The SETA obtains its revenue from levies collected from its constituent employers as legislated through the Skills Development Levies (SDL) Act. Levies received are allocated in accordance with Mandatory Grants, Discretionary Grants and Administration costs as per the requirements of the SDL Act and the new SETA Grant Regulations that were published in December 2012, with the intention to regulate the proportion of funds available for skills development and to encourage training on National Qualifications Framework (NQF) registered qualifications. Other revenue sources include interest and penalties received on late SDL payments and interest on investments The SETA is committed to service delivery improvement through a targeted customer response programme on its website wherein seamless communication between SETA and its stakeholders is enabled. The budget summary is as follows:

9.2. Budget and Programmes Reconciliation

Programme 1: Administration

Programme 1 provides support function for the SETA. It is also responsible for the SETA's compliance with the regulatory framework that the SETA operates under. The budget is allocated from the 10.5% administration portion of the total SETA budget. The budget for Programme 1 is R 223 million, this will assist the SETA in achieving the strategic goals set in the annual performance plan, in terms of digitising current manual processes, maintaining effective internal controls and retaining current staff complement.

TABLE 8: PROGRAMME 1 BUDGET

Programme 1: Administrati	on		
	Buc	dget	
	FY 2025/26	FY2026/27	FY2027/28
	R'000	R'000	R'000
Programme 1	146 402	152 722	139 359

Programme 2: Sector Skills Planning

Programme 2 is responsible for conducting research and developing a credible Sector Skills Plan. Review and approval of Work Skills Plans and Annual Training Reports. The budget allocated to achieve the aforementioned is covered under admin and discretionary grant budget, this includes R 4 000 000 set aside for the implementation of the Research Agenda.

TABLE 9: PROGRAMME 2 BUDGET

Programme 2: Sector Skills	Planning		
	Buc	lget	
	FY2025/26	FY2026/27	FY2027/28
	R′000	R'000	R′000
SSP	270 270	283 784	297 973
SSP Admin	11 559	12 137	12 744

Programme 3: Learning Programmes

Programme 3 facilitates the implementation of learning programmes as well as 4IR initiatives. It addresses the key priorities as identified in the SSP these priorities include amongst others:

• SMME and Cooperative Development, focus on youth unemployment, address hard-to-fill vacancies and "critical skills", training of people with disabilities, trade union capacity building and partnerships with stakeholders. The budget depicted in the table below is allocated to achieve these strategic targets is R1 billion covering both pivotal programmes and non-pivotal programmes. The admin-related budget of R 81.4 million.

TABLE 10: PROGRAMME 3 BUDGET

Programme 3: Learning Programmes and Pro	jects			
	Budget			
	202	5/26	2026/27	2027/28
	Discretionary	Administration		
Sub-programmes	R '000	R '000	R '000	R '000
Implementation of learning programmes	827 952		675 207	724 507
through PIVOTAL programmes				
Implementation of learning programmes	206 988		168 802	181 127
through NON-PIVOTAL programmes				
Implementation of learning programmes	18 150		-	-
through special projects				
7.5% Project administration		83 914	68 433	73 430

Programme 4: Education Training and Quality Assurance

ETQA is responsible for accreditation and quality assurance. Accrediting training providers for qualifications and skills programmes. Registering assessors and moderators to undertake assessments for specified qualifications. The budget allocated to achieve the set target is accommodated under the administration budget for qualification development, certification as well as other admin-related costs.

TABLE 11: PROGRAMME 4 BUDGET

Programme 4: Education	Training and Quality Assura	nce	
		Budget	
	2025/26	2026/27	2027/28
	R'000	R'000	R′000
ETQA	28 970	30 419	31 940



9.3. Budget for the Strategic Plan Financial Resources

The budget summary is as follows:

TABLE 12: MICT SETA OVERVIEW OF 2025/26 - 2029/30 ESTIMATES

OVERVIEW OF 2025/26 TO 2029/30 BUDGET FOR THE MTEF ESTIMATES

				1							
			AUDITED OUTCOMES	UTCOMES		CURRENT		MEDIUM TERI	MEDIUM TERM EXPENDITURE ESTIMATE	ESTIMATE	
		2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
		,				Approved	Proposed				
Description		Actual	Actual	Actual	Actual	Budget	Budget	Estimate	Estimate	Estimate	Estimate
Revenue including		763 012 000	763 012 000 1 025 312 000	1 139 435 000	1 212 999 000	1 281 372 715	1 594 205 132	1 391 503 189	1 461 078 348	1 534 132 265	1 610 838 879
Surplus utilisation Levy Income		622 257 000	973 990 000	1 086 906 000	1 146 954 000	1146954000 1212724277	1 271 859 116	1 335 452 072	1 402 224 675	1 472 335 909	1 545 952 704
Administration Income	10,50%	81 750 000	127 307 000	143 455 000	150 519 000	159 170 061	166 931 509	175 278 084	184 041 989	193 244 088	202 906 202
Mandatory Income	20,00%	155 139 000	246 298 000	267 034 000	286 781 000	303 181 069	317 964 779	333 863 018	350 556 169	368 083 977	386 488 176
Discretionary Income	49,50%	385 368 000	600 385 000	676 417 000	709 654 000	750 373 147	786 962 828	826 310 969	867 626 518	911 007 844	956 558 236
Interest and Penalties		12 663 000	13 946 000	8 808 000	8 808 000						
Other Income		116 413 000	22 598 000	9 632 000	3 995 000	18 150 000	18 150 000				
Investment/Interest Income		11 679 000	14 778 000	34 089 000	53 242 000	50 498 438	53 382 016	56 051 117	58 853 673	61 796 356	64 886 174
Utilisation of Cash Surplus		1	ı	ı	'	,	250 814 000	ı	•	•	,
Expenditure		819 477 000	758 389 000	1116487000	1 110 243 000	1 281 372 715	1 594 205 132	1 391 503 189	1 461 078 348	1 534 132 265	1 610 838 879
Administration Costs		101 842 000	122 461 000	147 465 000	136 769 000	159 170 061	166 931 509	175 278 084	184 041 989	193 244 088	202 906 292
Mandatory Grants		120 888 000	175 978 000	188 352 000	206 650 000	257 703 909	270 270 062	283 783 565	297 972 743	312 871 381	328 514 950
Discretionary Costs		596 747 000	437 677 000	771 573 000	763 915 000	796 348 745	1 118 853 561	912 441 539	979 063 616	1 028 016 797	1 079 417 637
	ı										
Other Expenses		ı	22 273 000	9 097 000	2 909 000	18 150 000	18 150 000	1	ı	ı	1
Special/Strategic Projects		•	•	•	•	50 000 000	20 000 000	20 000 000	1	•	•
(4IR and IT Digital Projects)											
Surplus (Deficit)		(56 465 000)	266 923 000	22 948 000	102 756 000	•	•	•	1	•	•
•											

OVERVIEW OF 2025/26 TO 2029/30 BUDGET FOR THE MTEF ESTIMATES (continued)

•										
		AUDITED OUTCOMES	TCOMES		CURRENT		MEDIUM TERM	MEDIUM TERM EXPENDITURE ESTIMATE	ESTIMATE	
	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
					Approved	Proposed				
Description	Actual	Actual	Actual	Actual	Budget	Budget	Estimate	Estimate	Estimate	Estimate
Mandatory Grants Payout	77,9%	71,4%	70,5%	72,1%	82,0%	85,0%	82,0%	82,0%	%0 ′58	82,0%
Administration Ratio	13,1%	10,1%	10,9%	6,5%	10,5%	10,5%	10,5%	10,5%	10,5%	10,5%
Administration Ratio				%5'6	13,8%	%0'0	%0'0	%0'0	%0′0	%0′0
(with special projects) Administration Ratio						11,8%	10,5%	10,5%	10,5%	10,5%
(with interest Utilization)										
Revenue	-18%	34%	11%	%9	%9	24%	-13%	2%	2%	2%
Levy Income	-31%	21%	12%	%9	%9	2%	2%	2%	2%	2%
Administration Income	-31%	26%	13%	2%	%9	2%	2%	2%	2%	2%
Mandatory Income	-32%	29%	%8	7%	%9	2%	2%	2%	2%	2%
Discretionary Income	-31%	26%	13%	2%	%9	%5	2%	2%	%5	2%
Interest and Penalties	-28%	10%	-37%	%0	-100%	%0	%0	%0	%0	%0
Other Income	61170%	-81%	-57%	-29%	354%	%0	%0	%0	%0	%0
Investment/Interest Income	-56%	27%	131%	26%	-5%	%9	2%	2%	2%	2%
Expenditure	-20%	%2-	47%	-1%	15%	24%	-13%	%5	2%	2%
Administration Costs	%9	20%	70%	%/-	16%	2%	2%	2%	2%	2%
Administration Costs/Utilization	%0	%0	%0	%0	%0	100%	100%	100%	100%	100%
of Interest Income										
Mandatory Grants	-31%	46%	%/	10%	25%	2%	2%	2%	2%	2%
Discretionary Costs	-20%	-27%	%92	-1%	4%	40%	-18%	7%	2%	
Other Expenses	%0	100%	-29%	%89-	524%	%0	%0	%0	%0	%0
Special Projects	%0	%0	%0	%0	%0	%09-	%0	-100%	%0	%0

TABLE 13: BUDGET AND PROGRAMMES RECONCILIATION

Programme	Outcomes	Discretionary	Administration
Programme 1:	Efficient Financial Management, Corporate	N/A	R 186 931 508,95
Administration	Services, ICT Support and performance		
	monitoring and evaluation to ensure		
	effective governance.		
Programme 2: Sector	Increased and improved labour market	N/A	Costs for running the Sector
Skills Planning	information that accurately identifies		Skills Planning division which
	occupations in high demand.		includes R 4 000 000 for the
	Supported career development services	N/A	research agenda, which has been
	within the MICT sector.		incorporated within the budget
			for Administration.
Programme 3:	Supported growth of the public college	R 1 034 939 543,82	R 83 914 017,07
Learning Programmes	system.		
4IR	Increased delivery on programmes that link		
	Education and the Workplace.		
	Increased Workplace Training of workers		
	already in employment.		
	Increased access to occupationally directed		
	programmes.		
	Skills development support for		
	entrepreneurship and cooperative		
	development.		
	Increased skills development support for		
	worker initiated training.		
	A 4IR strategy that is responsive to skills		
D 4.	requirements of the MICT sector.	N1 / A	
Programme 4:	Improved quality of education to address	N/A	Costs for running the Education
Education and	programmes in high demand within the		and Training Quality Assurance division has been included
Training Quality Assurance	MICT sector.		
Assurance			under Administration. QCTO
			qualification development of
			R 6 000 000, has been
			incorporated within the
			Discretionary grant administration
			costs.

TABLE 14: UTILISATION AND ASSUMPTIONS

2025/26 Levies Budget Calculation

MICT SETA estimated levy income - 80%	1 271 859 116
NSF Allocation - 20%	317 964 779
Estimated levy income - 100%	1 589 823 895
	1 271 859 116
Administration income (10.5%)	166 931 509
Mandatory Income (20%)	317 964 779
Discretionary Income (49.5%)	786 962 828
Interest and Penalties: SDL	-
Other Income - NSF & Fasset Project	18 150 000
Investment Income	53 382 016
Utilisation of Cash Surplus	250 814 000
Total Income	1 594 205 132

ASSUMPTIONS AND CONSIDERATIONS:

- 1. Annual inflation rate of 5% was applied on the latest levy data projection post SDL payment holiday.
- 2. Interest and penalties have not been budgeted for due to its nature being uncertain.
- 3. Unused interest income and unused surplus on Mandatory grants is transferred to Discretionary at year end.
- 4. A portion cash surplus will be used for Discretionary grants projects in 2025/26 in order to increase spending on Skills Development.
- 5. Last disbursments on NSF project will be realised in 2025/26

UTILISATION:

Administration expenditure	166 931 509
Mandatory expenditure	270 270 062
Discretionary expenditure	1 118 853 561
Special Projects (4IR system implementation + 4IR Qualifications Development)	20 000 000
Other Expenses - NSF & Fasset Project	18 150 000
	1 594 205 132
Discretionary grant split	
- Pivotal	827 951 635
- Non Pivotal	206 987 909
	1 034 939 544
- Discretionary Admin Expenditure (7.5%)	83 914 017
	1 118 853 561

TABLE 15: BUDGET SUMMARY

2025/26 BUDGET SUMMARY - Level 1

		2024/25	2024/25	2025/26
B			Proposed Revised	
Description		Approved Budget	Budget	Proposed Budget
Total Revenue including Surplus utilisation		1 281 372 715	1 297 649 729	1 594 205 132
Levy Income		1 212 724 277	1 211 294 396	1 271 859 116
Administration Income	10,50%	159 170 061	158 982 389	166 931 509
Mandatory Income	20,00%	303 181 069	302 823 599	317 964 779
Discretionary Income	49,50%	750 373 147	749 488 408	786 962 828
Interest and Penalties		-	8 713 317	-
Other Income - NSF & Fasset Project		18 150 000	24 260 000	18 150 000
Investment/Interest Income		50 498 438	53 382 016	53 382 016
Utilisation of Cash Surplus		-	-	250 814 000
Total Expenditure		1 281 372 715	1 924 684 729	1 594 205 132
Administration Costs		159 170 061	158 982 389	166 931 509
Mandatory Grants		257 703 909	257 400 059	270 270 062
Discretionary Grants		796 348 745	1 434 042 280	1 118 853 561
Other Expenses		18 150 000	24 260 000	18 150 000
4IR and ICT Digitization		50 000 000	50 000 000	20 000 000
Surplus (Deficit)		-	(627 035 000)	-
Mandatory Grants Payout ratio		85,0%	85,0%	85,0%

TABLE 16: 2025/26 BUDGET SUMMARY (VARIANCE ANALYSIS)

•		2023/24	2024/25	2024/25	2025/26					
		Financial Year	Financial Year	Financial Year	Financial Year	V	Variance:	Variance: Proposed	roposed	Commentary on Proposed
				Proposed		Proposed Budget	Budget	Budget vs 2025/26	2025/26	Budget vs 2024/25 Financial
			Approved	Revised	Proposed	2025/26 vs 2023/24	2023/24	Finan	Financial Year	Year Actuals (AC) vs 2025/26
		Actuals	Budget	Budget	Budget	Financial Year Actuals	Actuals	Approved Budget	Budget	Approved Budget (BU)
Description		~	~	~	~	~	%	~	%	
Revenue including Surplus utilisation		1 212 999 000	1 281 372 715	1 297 649 729	1 594 205 132	381 206 132	31%	296 555 403	23%	
Levy Income		1 146 954 000	1 212 724 277	1 211 294 396	1 271 859 116	124 905 116	11%	59 134 839	2%	AC: Proposed budget based
Administration	10,50%	150 519 000	159 170 061	158 982 389	166 931 509	16 412 509	11%	7 761 448	2%	on normal operations in a slow
	ò					6	6		è	growing economy.
Mandatory Income	70,00%	286 781 000	303 181 069	302 823 599	317 964 779	31 183 779	%1.1	14 783 710	2%	bu: Adjusted for Inflation.
Discretionary Income	49,50%	709 654 000	750 373 147	749 488 408	786 962 828	77 308 828	11%	36 589 681	2%	
Other Income		66 045 000	68 648 438	86 355 333	71 532 016	5 487 016	%8	2 883 579	4%	AC/BU: Decrease due to 2nd-5th
										tranch of the NSF Special
										Project expected to be realise in
										2024/25
Interest and Penalties		8 808 000	1	8 713 317	1	(8 808 000)	-100%	•	%0	AC/BU: SDL interest and pen-
										alties not budgeted for due to
										uncertainty of income.
Other Income - External		3 995 000	18 150 000	24 260 000	18 150 000	14 155 000	354%	1	%0	AC/BU: Decrease due to 2nd-5th
Special Projects							_			tranch of the NSF Special
										Project expected to be realise in
										2024/25
Investment/Interest		53 242 000	50 498 438	53 382 016	53 382 016	140 016	%0	2 883 579	%9	AC: Due to increased cash
Income							_			balances in line with icreased
										revenues as well as the increase
										in the repo rate
							_			BU: Adjusted for increased cash
										balances and increase repo
										rates.

2025/26 BUDGET SUMMARY - Level 2 (continued)

2023/24 Financial Year	2024/25 Financial Year	2024/25 Financial Year	2025/26 Financial Year	Ve	Variance:	Variance: Proposed	roposed	Commentary on Proposed
		Proposed		Proposed Budget	Budget	Budget vs 2025/26	2025/26	Budget vs 2024/25 Financial
	Approved	Revised	Proposed	2025/26 vs 2023/24	023/24	Financ	Financial Year	Year Actuals (AC) vs 2025/26
Actuals	Budget	Budget	Budget	Financial Year Actuals	Actuals	Approved Budget	Budget	Approved Budget (BU)
~	~	~	œ	œ	%	«	%	
1	1	1	250 814 000	250 814 000	100%	250 814 000	100%	Portion of cash surplus, set aside
								for implenrtation of
								Discretionary Grants
								Programmes
1 110 243 000	1 281 372 714	1 297 649 729	1 594 205 132	483 962 132	44%	296 555 403	23%	
129 920 000	159 170 061	158 982 390	166 931 509	37 011 509	28%	7 949 119	2%	Based on 10.5% allocation as
								well as interest income
								utilization.
4 276 000	4 448 668	4 448 668	4 671 102	395 102	%6	222 433	2%	AC/BU: adjusted for inflation.
730 000	1 000 000	1 000 000	1 520 000	790 000	108%	520 000	52%	AC/BU: Increase due to Internal
								Audits to be performed in line
								with the Audit Plan.
8 008 000	8 465 157	8 465 157	9 791 300	1 783 300	22%	1 326 143	16%	AC/BU: Increase due to board
								indemnity cover, board
								recruitment and vetting of new
								incoming board.
000 560 6	10 848 339	10 848 339	11 302 168	2 207 168	24%	453 829	4%	AC: Affected by the lapsing of
								some of the regional leases that
								were extended on a month to
								month basis as opposed to the
								fixed rate.
								BU: Adjusted for the lease
								excalation per region including
								Head Office (HO) and electricity
								costs were factored in at an
								increase of an average of 20%
								per annum, as well as Leashold
								improvments at HO as a result
								of new staff members.

Administration Costs

Expenditure

External Audit Fees Internal Audit Fees

Building Expenses

Subcommittees

Expenses

Board and

Description Utilisation of Cash

Surplus

Other costs include Provision for AC: ICT other costs are included consultancy fees for the update SSP division as well re-branding Equipment rentals expected to Year Actuals (AC) vs 2025/26 AC/BU As a result of a new tele-Commentary on Proposed to MS Teams using the internet. and Equipment rentals for staff. decrease as tools of trade have phone system that linked calls interest paid, operating leases is underway for a new Learner AC/BU: System development bad debt, stationery, printing, Roadshows for the ETQA and to unfinalised litigations and Management System set to of the SSP as well as normal be conduded at the end of AC/BU:Adjusted to include relating to Legal costs due BU: adjusted for inflation. n the Digital strategy. AC: /BU: Increase been procured. operations. 2024/25 Financial Year **Approved Budget** 100% 71% 10% %0 -2% 2% % œ 3 500 000 (187671)756399 2 500 000 377 790 2025/26 vs 2023/24 100% 108% 175% 47% 38% -4% % 20 000 ~ 4 386 291 4 112 760 4 454 000 1 920 000 (158310)50 000 7 000 000 9 000 000 14 842 760 4 155 690 8 450 291 50 000 5 000 000 4 500 000 3 777 900 Financial Year 14 086 361 8 450 291 50 000 3 500 000 Financial Year Approved 8 637 962 14 086 361 3 500 000 3 777 900 2025/26 BUDGET SUMMARY - Level 2 (continued) 4 080 000 4 064 000 10 730 000 2 546 000 4 3 1 4 0 0 0 Financial Year Information Technology Communication Costs Legal, Investigations & Marketing Costs Consulting Fees Depreciation/ Description **Amortisation** Other Costs (Office)

2025/26 BUDGET SUMMARY - Level 2 (continued)

	2023/24 Financial Vear	2024/25 Financial Year	2024/25 Financial Year	2025/26 Financial Vear	Na.	Variance.	Variance. Pronoced	paso	Commentary on Pronoced
			Proposed		Proposed Budget	udaet	Budget vs 2025/26		Budget vs 2024/25 Financial
		Approved	Revised	Proposed	2025/26 vs 2023/24	23/24	Financial Year		Year Actuals (AC) vs 2025/26
	Actuals	Budget	Budget	Budget	Financial Year Actuals	ctuals	Approved Budget		Approved Budget (BU)
Description	~	~	~	~	~	%	œ	%	
QCTO and Qualification	9 217 000	8 210 294	8 210 294	13 031 323	3 814 323	41%	4 821 029 5	59% A	AC: includes QCTO expense and
Development								Ъ	qualification development while
								ā	budget is for QCTO expenditure.
								BI	BU: Proposed budget based on
								26	5% inflation. Qualification
								ŏ	development budgeted for as
								ă	part of DG admin costs.
Repairs and	209 000	300 000	300 000	200 000	291 000	139%	200 000 0	67% Pr	Proposed budget include any
Maintenance								ac	additional adhoc repairs and
								Ш	maintenance costs.
Research	974 000	3 000 000	3 000 000	2 000 000	1 026 000	105%	(1 000 000)	-33% Co	Comprises of impact or tracer
								st	study project on MICT SETA's
								7	rural strategy planned to be
								5	undertaken in the budget.
								Ā	Additional research expected for
								ā	projects included in the MICT
								SE	SETA Research Agenda.
Staff Costs	68 530 000	88 345 380	83 845 380	80 312 525	11 782 525	17%	(8 032 855)	-9% A	AC: '2023/24 financial year:
								.i.	includes cost of temporary staff,
								ă	performance based increase
								95	as well as long service awards,
								+	the exclude staff cost for Project
								ž	Related Administration Staff.
								M	BU: '2025/26 financial year:
								Š	Salary bill adjusted for newly
								ğ	approved positions which are
								(i)	expected to be filled in the year
								s,	, staff based increases, training
•••								ar	and staff development as well
••								98	as staff wellness. Learning pro-
• •								<u>B</u>	gramme salary bill is included as
• • •								ä	part of DG admin costs.

scarce skills through Learnership Based on 20% allocation, with a AC:Increase due 2nd-5th tranch Year Actuals (AC) vs 2025/26 Commentary on Proposed includes SSP, ETQA, Marketing other marketing related events National Skills Fund to address local travel for Roadshows and iincluding Discretionary Grant allocation adjusted for special included as part of approved as well as one internaltional admin cost of 7.5% and the Qualification Development projects plus other income expected to be realised in AC/BU: Proposed budget swept to DG as per SDLA of the NSF Special Project utilization of the surplus. Digital Strategy projects. BU: Partnership with the 4IR IT capital costs + 4IR and Short Programmes. AC/BU: Based on 49.5% travel for the CEO. 85% payout rate. 2024/25. Financial Year Variance: Proposed 230% 40% % 2% \equiv 2 304 350 322 504 816 12 566 153 (30 000 000) 192% 2025/26 vs 2023/24 524% 31% 46% 2% % ~ 157350 63 620 062 15 241 000 13 151 000 354 938 561 1118853561 18 150 000 20 000 000 3 304 350 270 270 062 3 000 000 807 007 280 24 260 000 50 000 000 257 400 059 Financial Year Revised 796 348 744 1 000 000 257 703 909 18 150 000 50 000 000 Financial Year Approved 2025/26 BUDGET SUMMARY - Level 2 (continued) 3 147 000 206 650 000 763 915 000 2 909 000 Financial Year 6 849 000 **Discretionary Grants Mandatory Grants** Special/Strategic **External Special** Other expense -Projects (4IR IT Description Travel Costs Projects Capital)

9

0

(0) (102 756 000)

9

0

102 756 000

Surplus/(Deficit)

9.4 MICT SETA Status on Compliance with B-BBEE Act

The fundamental objectives of the Broad-Based Black Economic Empowerment Act, 2003 (Act No. 53 of 2003) is to promote the achievement of the constitutional right to equality, increase broad-based and effective participation of black people in the economy and promote a higher growth rate, increased employment and more equitable income distribution; and establish a national policy on Broad-Based Black Economic Empowerment so as to promote the economic unity of the nation, protect the common market, and promote equal opportunity and equal access to government services.

The MICT SETA as a schedule 3A entity, considers the B-BBEE as a key piece of legislation for the advancement of economic transformation. In this regard there is much that the MICT SETA is doing in respect of prioritising use of funds in alignment to the B-BBEE framework.

The MICT SETA spends more than 80% of the Discretionary budget on B-BBEE level 1 organisations, and more than 70% of SCM procurement is towards B-BBEE level 1 suppliers.

In the 2023/24 financial year, the SCM policy was amended for inclusion of the 20 points for specific goals that were directed to promote the procurement from B-BBEE suppliers, where the 20 points were allocated as follows: 10 points towards a company/organisation that is at least 51% owned by historically disadvantaged persons, an additional 5 points if that historically disadvantaged individual is a woman, a further 5 points if the previously disadvantage person is a youth.

MICT SETA has several other interventions in place to assist previously disadvantaged individuals. These include an employee bursary scheme encompassing employee dependants, training and development through short courses, and a career guide programmes for educational institutions.

Most beneficiaries of the SETA Learning Programmes are previously disadvantaged individuals.

9.5 MICT SETA Status on compliance with women and people living with disabilities legislative requirements

The MICT SETA is committed to upholding the principles of equality, inclusion, and non-discrimination, in alignment with South Africa's legislative frameworks. We recognise the importance of providing equal opportunities for women and people living with disabilities and ensuring that our workplace is inclusive, supportive, and accessible to all employees.

We have developed a comprehensive Employment Equity Plan that outlines our commitment to increasing the representation of women and persons with disabilities across all occupational levels. The EE Committee was appointed to monitor the implementation of the plan.

As part of our compliance with the Employment Equity Act, we have introduced targeted recruitment, retention, and promotion initiatives to achieve equitable representation. Our policies ensure that reasonable accommodations are provided to employees living with disabilities. This includes accessible facilities. We strictly adhere to the Promotion of Equality and Prevention of Unfair Discrimination Act (PEPUDA), No. 4 of 2000, by fostering an inclusive culture free from discrimination. We have set targets to ensure that women are represented in senior leadership roles and that people with disabilities are integrated across the workforce. The majority of our senior managers are women.



PART C: MEASURING OUR PERFORMANCE

10. INSTITUTIONAL PERFORMANCE INFORMATION

10.1. Measuring the Impact

TABLE 17: MICT SETA IMPACT STATEMENT

An agile organisation that supports the development of cutting-edge, creative, and innovative skills for sustainable employment and entrepreneurship

10.2. Measuring Outcomes

TABLE 18: MICT SETA OUTCOME TARGETS

Medium-Term Development Plar Outcomes	Outcome Indicator	Baseline	Five-Year Target
Outcome 1: Good corporate	1.1. Unqualified Audit Opinion	Unqualified Audit	5 Unqualified Audit
governance and a productive	1.1. Oriqualined Addit Opinion	Opinion	Opinions
workforce	1.2. Achievement of Organisational	95%	95%
WORKOICE	Targets	9370	9370
	1.3. Demonstrated Improvement in	New Target	5 ICT Reports
	Business Performance Due to ICT	inew larget	J ICT Reports
	Interventions		
Outcome 2: Credible labour	2.1 Comprehensive Skills Development	67%	100% of the DG
market information that accurately	Information Aligned with Industry	07 70	disbursed towards
dentifies occupations in high	Requirements for Enhanced		addressing skill needs in
demand	Decision-Making		the sector
gernand	2.2 Percentage of Graduates	New Target	50%
	Demonstrating Upward Mobility	ivew rarget	3070
	through Track and Tracer Studies		
	2.3 Percentage of WSP/ATR applications	100%	100%
	evaluated	10070	10070
	2.4 Accounting Authority (AA) approved	5	5
	Sector Skills Plan submitted to DHET		
Dutcome 3: Enablement of the	3.1 Enhanced 4IR Workforce	100%	100%
Fourth Industrial Revolution (4IR)	Development through Innovation in	10070	.00,0
	partnership with industry		
Outcome 4: Increased access to,	4.1 Increased Employment Readiness	100%	100%
and delivery on occupationally	and Placement of Learners		1.20,1
directed priority programmes that	4.2 Increased Employment Outcomes	100%	100%
ink education and the workplace	and Skill Application Post-		
	Completion		
	4.3 Improved quality of education	83%	90%
	to address programmes in high		
	demand within the MICT sector		
Outcome 5: Support initiatives	5.1 Improved Skills levels of employees in	100%	100%
hat prioritise the provision of agile,	the sector		
lexible and demand-led skills	5.2 % of employed learners upskilled in	100%	100%
development programmes, with	the MICT sector		
retraining/upskilling being a priority	5.3 Increased skills development	100%	100%
,	support for worker-initiated training		

Medium-Term Development Plan Priority				
Outcomes	Outcome Indicator	Baseline	Five-Year Target	
Outcome 6: Increased and	6.1 Impact assessment of the Rural	New Target	2 reports:	
focused skills development for rural	development strategy		(1) Mid tarm	
and marginalised communities			• (1) Mid-term	
to ensure inclusivity through			assessment	
technology skills development			• (1) Impact	
2	71.6	1000/	assessment	
Outcome 7: Support growth of	7.1 Strengthened Support for Public	100%	100%	
the public college system through	Colleges through Partnerships with			
sectoral partnerships in the delivery	MICT SETA to Enhance Educational			
of learning interventions	Effectiveness			
Outcome 8: Support for SMMEs,	8.1 Percentage of Learners Successfully	New Target	50%	
Entrepreneurship and Community-	Forming Cooperatives Post-Training			
Based Organisations, particularly	8.2 Enhanced Support for SMMEs,	100%	100%	
in relation to 4IR cross-sectoral	Entrepreneurship, CBO/NPO/NGO			
partnerships and projects for	and Cooperatives through Skills			
sustainable growth	Development Initiatives			
Outcome 9: Supported career	9.1 Enhanced Career Development	100%	100%	
development services within the	Services and Opportunities			
MICT sector				

10.3. Explanations of planned performance over a five-year planning period

10.3.1. The Contribution of outcomes towards the achievement of the Medium-Term Development Plan

Our planned outcomes are aligned with the overarching objectives of the Medium-Term Development Plan (MTDP) by addressing key priority areas such as skills development, innovation, and sustainable growth. Over the five-year period, the outcomes will contribute directly to improving workforce readiness, fostering entrepreneurship, and ensuring inclusive socioeconomic development. These outcomes will drive progress towards MTDP targets by enhancing sectoral productivity, creating employment opportunities, and promoting a more diversified economy.

10.3.2. The rationale for the choice of outcome indicators relevant to the respective outcomes

The MICT SETA basis its development of outcome indicators from the NSDP outcomes, the research that is conducted and the Sector Skills Plans. Employers in the MICT sector continue to the main role players in the development of SSPs through the submission of the Workplace Skills Plans (WSPs) and Annual Training Reports (ATRs). This means that the MICT SETA outcomes are sector evidence-based findings as emanated from research process and SSP. The outcome indicators have been carefully selected based on their ability to accurately measure progress in critical areas of strategic importance. These indicators were chosen to reflect both quantitative and qualitative advancements in areas such as skills acquisition

rates, employment levels, and stakeholder engagement. Their relevance lies in their ability to offer clear, measurable, and actionable insights into how well we are achieving our desired outcomes, whilst ensuring alignment with sector and national development priorities.

10.3.3. Explanation of enablers to achieve the five-year targets

Achieving the five-year targets will be facilitated through a combination of robust policy frameworks, cross-sector collaboration, and investment in technological infrastructure. Key enablers include government support in policy alignment, strong partnerships with educational institutions and the private sector, and capacity-building initiatives aimed at upskilling the workforce. Additionally, a performance-driven monitoring and evaluation system will ensure that progress is tracked, challenges are addressed promptly, and continuous improvement is sustained throughout the period.

10.3.4. Explanation of the outcomes' contribution to the achievement of the Impact

The outcomes outlined in this plan will significantly contribute to the long-term goals of sustainable development and economic growth. By focusing on targeted areas such as human capital development, skills innovation, and industry readiness, the outcomes will lead to greater economic diversification, higher employment rates, and stronger social inclusion. These outcomes are expected to play a pivotal role in achieving the MTDP's vision of a resilient, competitive, and inclusive economy.

The MICT SETA, with the planned outcomes as outlined above, seeks to contribute to the NDP 2030 in terms of skills development programmes, allocating limited resources with the purpose to ensure efficiency in the delivery of outcomes. The oversight of this will be through an increased role from the SETAs Accounting Authority and Subcommittees, paying close attention to financial and non-financial performance and oversight to all SETA activities. MICT SETA relies on the funds generated through the skills development levies paid by its levy payers as per the Skills Development Levies Act of 1999 as amended. It is for this reason that the SETA has placed utmost acknowledgement of the role played by levy paying employers in the contribution of skills development. Of the monies paid to the SETA by employers, only 20% is paid back to companies as mandatory grant, the rest of the funds are divided into National Skills Fund, QCTO whilst the rest goes to discretionary grants and SETA administrative expenditure.

The allocation of resources as a broader goal to achieve skills development at a national level depends on the MICT SETA having a comprehensive mechanism for sector skills planning.

This means that the MICT SETA should be able to consistently identify shortages and skills gaps in the sector. The SETA through its research division ensures that scarce and critical skills are identified, and investment is on the right programmes which will contribute to increased production of occupations in high demand. For this planning period, implementation targets by the SETA will be in line with both the NSDP and the ERRP outcomes and interventions that find expression in the MICT SETA scope. The partnerships with TVETs, Higher Education Institutions and other key role players will remain key to programmes implementation.

For the 2025 – 2030 planning cycle, focused attention will be paid on delivery of quality programmes through development of fit for purpose learning programmes and qualifications, accreditation of skills development providers and increased monitoring and evaluation on occupational qualifications that are high demand. Responding to the 4IR will remain key of the SETA, the priority will be to create a capable South African youth, not that is just employable but also that is able to start businesses.



11. UPDATED KEY RISKS AND MITIGATION FROM THE SP

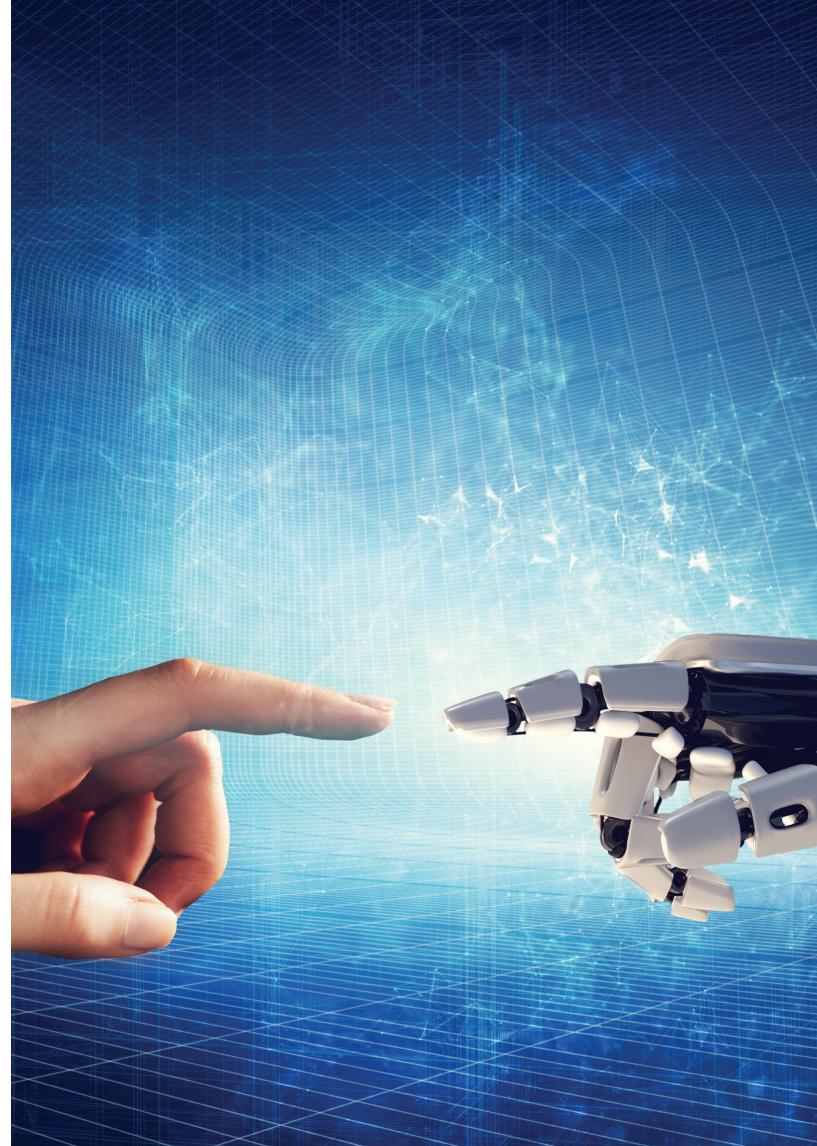
TABLE 19: MICT SETA KEY RISKS AND MITIGATION

STRATEGIC PLAN KEY RISKS AND RISK MITIGATIONS

Outcomes	Key Risks	Risk Mitigations
Outcome 1: Good corporate governance and a productive workforce	1. Inadequate governance of technology and information of the MICT SETA	 Approved and funded Digital Strategy Approved Digital Strategy Implementation Plan in place. ICT Policy Review Plan in place ICT Policies and Plans approved by the Board. ICT SOPs were approved by the CEO. ICT policies were presented during the staff workshop. Cybersecurity awareness training held for Management & ICT Com Members Cost reduction through the implementation of projects through 4IR Research Chairs The approved budget for implementation of the Digital Strategy
	2. Limited customer platforms due to inadequate integrated and automated/digitised processes	not exceeded 1. Draft Digital Strategy 2. Draft Digital Strategy Implementation Plan 3. ERP system in place 4. New Learner Management System in place: a) SSP module in use b) LPD module in use c) ETQA module completed. 5. BLITZZ.CO system for virtual site visits in place 6. Convene Board Portal to automate meeting processes is in place. a) Allocation of Project Managers through the Panel of ICT Project Management companies b) Microsoft 365 licence renewed.
	3. ICT Failure due to cybersecurity breaches occurring on the MICT SETA ICT systems causing data loss, information manipulation, etc.	 SD-WAN Firewall at each site for breakout to the internet Antivirus system in place SolarWinds monitoring systems procured. a) Net Flow Traffic Analyser b) Network Performance Monitor c) DameWare Remote support tools d) Security Events Manager (SEM) e) Server and applications monitor. SSL certificates deployed on all public facing systems for secure access. VPN for remote access to systems IPSec tunnel to ERP system to security Approved Digital Strategy and Implementation Plan Approved ICT policies Approved ICT Governance Policy and SOPs Key additional security measures: a) Multi-factor authentication (MFA) b) Device security c) Patch management d) BitLocker implemented

Outcomes	Key Risks	Risk Mitigations
	4. Inability to continue business operations due to disasters, business disruptions at the normal site of operations.	 New Learner Management System is in place and hosted on Microsoft Azure through interim cloud hosting by MTN. Approved Business Continuity Plan in place Approved ICT Service Continuity/DR Plan in place Users allocated laptops with VPN and built-in APN SIM cards. Sage ERP system hosted offsite. Office 365 (O365) hosted on the cloud. Website hosted on Microsoft Azure through interim cloud hosting by MTN. DR Testing Drills schedule in place and implemented.
	5. Inadequate human resources capacity to effectively serve the MICT Sector	 Review of the BCP documents by Internal Audit Benchmark of salaries and benefits Revised organisational structure in place and implemented. Exit Interviews Reviewed and approved HR policies Staff development plans in place and implemented. Implementation of the job evaluation project
	6. Inadequate financial resources to effectively implement the MICT SETA Mandate	 Stakeholder engagements Linking the MICT SETA Strategic Plan to the budget allocation Effective budget management in place Efficient processing of Mandatory Grants Effective leadership through the Board and Sub-committee structures Requesting approval from the Ministry of Higher Education, Science and Innovation as when there is a need to exceed 10,5% administration cost. Implementation of the approved Delegation of Authority, Policies and Procedures
Outcome 4: Increased access to, and delivery on occupationally directed priority programmes that link education and the workplace	1. Failure by stakeholders to implement learning programmes in accordance with the Service Level Agreements	 Signed MICT SETA and Employers SLAs in place. Approval of programmes informed by site vetting conducted by LPD Advisors Effective programme management, monitoring and evaluation processes in place. Site visit reports concluded by LPD advisors prior to invoice processing. POPs for learner stipends required for disbursement processing. Quarterly Reports obtained from Employers. Programme rollout plan submitted to LPD prior to the implementation of the programme. LMS in place and functional DG Policy in place to determine the suitability of participating workplaces. Strong partnerships established between the SETA, MICT employers, TVET colleges and Universities. Entrepreneurship development strategy in place.

Outcomes	Key Risks	Risk Mitigations
Outcome 6: Increased and focused skills development for rural and marginalised communities to ensure inclusivity	1. Inability to implement Learning Programmes in some rural/ urban areas due to inadequate infrastructure development.	 Collaboration with other Organs of State to improve the accessibility of skills development interventions in rural areas. Rural Development Strategy in place
Outcome 3: Enablement of the Fourth Industrial Revolution (4IR)	Inadequate sector capacity to implement 4IR programmes	 Piloting of qualifications as skills programmes to build capacity. QCTO accreditation of the qualifying SDPs to deliver of 4IR/future skills. A panel in place to assist with the development of 4IR learning material. Rural Development Strategy in place
Outcome 7: Support growth of the public college system through sectoral partnerships in the delivery of learning interventions	1. Inconsistent standards, policies and operating procedures as a result of transitional arrangements	 Maintaining communication with stakeholders regarding QCTO developments. Providing inputs and feedback to QCTO during monthly and quarterly meetings.
Outcome 7: Support growth of the public college system through sectoral partnerships in the delivery of learning interventions retraining/ upskilling being a priority	1. Delayed development of qualifications due to unavailability of Subject Matter Experts (CEP Members)	Engaging professional bodies and employers within the sector to request them to nominate individuals to participate in the qualification development process.
Outcome 7: Support growth of the public college system through sectoral partnerships in the delivery of learning interventions	Poor quality of education and training offered.	 A stakeholder matrix has been developed per qualification to ensure no critical stakeholders are excluded. Formal letter of invitation issued to all stakeholders outlining the qualifications to be realigned and the process to followed. Roles and responsibilities per stakeholder outlined including estimated time contribution for the end-to-end process. Implementation of parallel process for the identification of the need for skills programmes to be derived from these qualifications and further identification of prospective assessment centres who will complete the value-chain of training, assessment and the External Integrated Summative Assessment (EISA) component.





PART D: TECHNICAL INDICATOR DESCRIPTION (TID)

OUTCOME 1: GOOD CORPORATE GOVERNANCE AND A PRODUCTIVE WORKFORCE

Outcome Indicator Title 1.1	Unqualified Audit Opinion
Definition	Audit opinion expressed by the Auditor-General South Africa (AGSA),
	after conducting an audit at the end of each financial year
Source of data	Reports issued by the AGSA and contained in the MICT SETA Annual
	Reports submitted to Parliament in terms of the PFMA
Method of Calculation/Assessment	Quantitative verify actual reports issued by the Auditor-General (AG)
Assumptions	Audit reports issued by the AGSA will either have limited findings in
	the first two (2) years or no findings after the third year
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	5 Unqualified Audit Opinions
Indicator Responsibility	Chief Financial Officer

OUTCOME 1: GOOD CORPORATE GOVERNANCE AND A PRODUCTIVE WORKFORCE

Outcome Indicator Title 1.2	Achievement of Organisational Targets
Definition	This outcome indicator measures the extent to which the MICT SETA
	achieves its planned targets, reflecting a productive workforce and
	effective operational performance
Source of data	M&E administration files
	Annual Report
Method of Calculation/Assessment	Total number of targets achieved/total number of planned targets x
	100 (i.e., a/b x 100)
Assumptions	All targets set are relevant and achievable
	External factors affecting performance are minimal or accounted
	for
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	95%
Indicator Responsibility	Senior Manager: Monitoring & Evaluation

OUTCOME 1: GOOD CORPORATE GOVERNANCE AND A PRODUCTIVE WORKFORCE

Outcome Indicator Title 1.3	Demonstrated Improvement in Business Performance due to ICT
	Interventions
Definition	This indicator measures the extent to which businesses process
	engineering demonstrate improved performance such as
	operational efficiency, and customer satisfaction – attributable to the
	implementation of Information and Communication Technology (ICT)
	interventions
Source of data	ICT Reports
Method of Calculation/Assessment	Count the number of ICT Reports on: Implemented Business Process
	Engineering
Assumptions	Businesses submit accurate specification on their business
	processes
	The organisational business process improvements observed can
	be directly linked to the ICT interventions implemented
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	5 ICT Reports
Indicator Responsibility	CIO

OUTCOME 2: CREDIBLE LABOUR MARKET INFORMATION THAT ACCURATELY IDENTIFIES OCCUPATIONS IN HIGH DEMAND

	Comprehensive Skills Development Information Aligned with
Outcome Indicator Title 2.1	Industry Requirements for Enhanced Decision-Making
Definition	This indicator measures the extent to which skills development
	information collected from MICT SETA registered employers is
	comprehensive and aligned with current industry requirements,
	facilitating informed decision-making
Source of data	Board approved SSP
	Learning Programmes Division administration files
Method of Calculation/Assessment	Simple count of the Discretionary Grants disbursed in alignment with
	approved SSP
Assumptions	The information gathered is accurate, relevant, and reflective of current
	industry needs
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	100% of the DG disbursed towards addressing skills needs in the sector
Indicator Responsibility	Senior Manager: Learning Programmes Division

OUTCOME 2: CREDIBLE LABOUR MARKET INFORMATION THAT ACCURATELY IDENTIFIES OCCUPATIONS IN HIGH DEMAND

	Percentage of Graduates Demonstrating Upward Mobility
Outcome Indicator Title 2.2	through Track and Tracer Studies
Definition	This indicator measures the percentage of graduates in the MICT
	sector who demonstrate upward mobility in their careers, as assessed
	through track and tracer studies
Source of data	Track and tracer reports
	M&E administration files
Method of Calculation/Assessment	Simple count of track and tracer reports produced demonstrating
	upward mobility
Assumptions	Graduates have access to job opportunities relevant to their training
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Reporting Cycle	Bi-annual
Desired Performance	50%
Indicator Responsibility	Senior Manager: Monitoring & Evaluation

OUTCOME 2: CREDIBLE LABOUR MARKET INFORMATION THAT ACCURATELY IDENTIFIES OCCUPATIONS IN HIGH DEMAND

Outcome Indicator Title 2.3	Percentage of WSP/ATR applications evaluated
Definition	It measures the extent of evaluation of all WSP/ATR applications
	received.
Source of data	Learner Management System reflecting the number of WSPs, and ATR
	submissions received and evaluated.
Method of Calculation/Assessment	A = Total number of WSP and ATR submissions evaluated divided by B
	= total number of WSP and ATR submissions received X 100
	A/B x100
Assumptions	Functional and efficient Management Information System for
	submission purposes.
	Employers submit WSP/ATR applications.
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	100%
Indicator Responsibility	Senior Manager: Sector Skills Planning

OUTCOME 2: CREDIBLE LABOUR MARKET INFORMATION THAT ACCURATELY IDENTIFIES OCCUPATIONS IN HIGH DEMAND

Outcome Indicator Title 2.4	Accounting Authority (AA) approved Sector Skills Plan
	submitted to DHET
Definition	Labour market analyses conducted to identify key drivers of change
	in the MICT sector, identify skills priorities and develop a Sector Skills
	Plan that contain lists of occupational shortages (scarce skills) and skills
	gaps (critical/top-up skills) on an annual basis. SSP to be approved by
	DHET.
Source of data	Sector Skills Plan signed off by the Board Chairperson
Method of Calculation/Assessment	Simple Count; each approved SSP is counted separately and once
	every year.
Assumptions	Adequate and proficient Internal research capacity
	Functional Learner Management System
	Approved Research Budget
	Stakeholder Cooperation
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	5 SSPs submitted over 5 years
Indicator Responsibility	Senior Manager: Sector Skills Planning

OUTCOME 3: ENABLEMENT OF THE FOURTH INDUSTRIAL REVOLUTION (4IR)

	Enhanced 4IR Workforce Development through Innovation in
Outcome Indicator Title 3.1	partnership with industry
Definition	This indicator measures the effectiveness of collaborative efforts
	between MICT SETA and industry partners in enhancing workforce
	development for the 4IR
Source of data	4IR administration files
Method of Calculation/Assessment	Total number of 4 IR initiatives achieved/total number of 4IR planned
	initiatives x 100 (i.e., a/b x 100)
Assumptions	Industry partners are engaged and committed to collaboration
	Resources are available to support ongoing partnerships and
	initiatives
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	100%
Indicator Responsibility	Senior Manager: 4IR

OUTCOME 4: INCREASED ACCESS TO, AND DELIVERY ON OCCUPATIONALLY DIRECTED PRIORITY PROGRAMMES THAT LINK EDUCATION AND THE WORKPLACE

Outcome Indicator Title 4.1	Increased Employment Readiness and Placement of Learners
Definition	This indicator measures the number of learners entering
	occupationally directed learning programmes
Source of data	Learning Programmes administration files
	Learner Management System
Method of Calculation/Assessment	Total number of unemployed learners entering occupationally
	directed programmes/total number of unemployed learners targeted
	to enter occupationally directed programmes x 100 (i.e., a/b x 100)
Assumptions	Approved Discretionary Grant policy is in place
Disaggregation of beneficiaries (where applicable)	Target for Women: 54%
	Target for Youth: 80%
	Target for People with Disabilities: 4%
Spatial transformation (where applicable)	Recruitment of learners will be done in any of the 9 provinces
Reporting Cycle	Annually
Desired Performance	100%
Indicator Responsibility	Senior Manager: Learning Programmes Division

OUTCOME 4: INCREASED ACCESS TO, AND DELIVERY ON OCCUPATIONALLY DIRECTED PRIORITY PROGRAMMES THAT LINK EDUCATION AND THE WORKPLACE

Outcome Indicator Title 4.2	Increased Employment Outcomes and Skill Application Post-
	Completion
Definition	This indicator measures the extent to which participants in training
	programmes experience improved employment outcomes and
	effectively apply their skills in the workplace after completing their
	qualifications
Source of data	Learning Programmes administration files
	Learner Management System
	ETQA administration files
Method of Calculation/Assessment	Total number of unemployed learners completing occupationally
	directed programmes/total number of unemployed learners targeted
	to complete occupationally directed programmes x 100 (i.e., a/b x 100)
Assumptions	Approved Discretionary Grant policy is in place
Disaggregation of beneficiaries (where applicable)	Target for Women: 54%
	Target for Youth: 80%
	Target for People with Disabilities: 4%
Spatial transformation (where applicable)	Recruitment of learners will be done in any of the 9 provinces
Reporting Cycle	Annually
Desired Performance	100%
Indicator Responsibility	Senior Manager: Learning Programmes Division

OUTCOME 4: INCREASED ACCESS TO, AND DELIVERY ON OCCUPATIONALLY DIRECTED PRIORITY PROGRAMMES THAT LINK EDUCATION AND THE WORKPLACE

	Improved quality of education to address programmes in high
Outcome Indicator Title 4.3	demand within the MICT sector
Definition	This indicator measures the effectiveness of ETQA initiatives in
	enhancing the quality of education within the MICT sector
Source of data	ETQA administration files
Method of Calculation/Assessment	Total number of ETQA achieved interventions/total number of
	targeted ETQA interventions x 100 (i.e., a/b x 100)
Assumptions	MICT SETA actively engages with industry to identify skills gaps and
	develop relevant qualifications
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	90%
Indicator Responsibility	Senior Manager: Education, Training and Quality Assurance

OUTCOME 5: SUPPORT INITIATIVES THAT PRIORITISE THE PROVISION OF AGILE, FLEXIBLE AND DEMAND-LED SKILLS DEVELOPMENT PROGRAMMES, WITH RETRAINING/UPSKILLING BEING A PRIORITY

Outcome Indicator Title 5.1	Improved Skills levels of employed learners in the sector
Definition	Employed learner enrolments to increase the skills levels of employees
	in the MICT sector
Source of data	Learning Programmes administration files
	Learner Management System
Method of Calculation/Assessment	Total number of employed learners enrolled in skills development
	programmes/total number of employed learners targeted to enter
	skills development programmes x 100 (i.e., a/b x 100)
Assumptions	The training programmes are relevant and aligned with current
	industry needs
Disaggregation of beneficiaries (where applicable)	Target for Women: 54%
	Target for Youth: 80%
	Target for People with Disabilities: 4%
Spatial transformation (where applicable)	Recruitment of learners will be done in any of the 9 provinces
Reporting Cycle	Annually
Desired Performance	100%
Indicator Responsibility	Senior Manager: Learning Programmes Division

OUTCOME 5: SUPPORT INITIATIVES THAT PRIORITISE THE PROVISION OF AGILE, FLEXIBLE AND DEMAND-LED SKILLS **DEVELOPMENT PROGRAMMES, WITH RETRAINING/UPSKILLING BEING A PRIORITY**

Outcome Indicator Title 5.2	% of employed learners upskilled in the MICT sector
Definition	This indicator measures the percentage of upward mobility amongst
	employed learners who have completed various learning interventions
Source of data	Learning Programmes administration files
	Learner Management System
Method of Calculation/Assessment	Total number of employed learners completing learning programmes/
	total number of employed learners targeted to complete learning
	programmes x 100 (i.e., a/b x 100)
	Qualitative: Assessment of skills levels of employees in the sector
Assumptions	The learning interventions are relevant to current industry demands
	and effectively enhance skills
Disaggregation of beneficiaries (where applicable)	Target for Women: 54%
	Target for Youth: 80%
	Target for People with Disabilities: 4%
Spatial transformation (where applicable)	Urban and Rural
Reporting Cycle	Annually
Desired Performance	100%
Indicator Responsibility	Senior Manager: Learning Programmes Division

OUTCOME 5: SUPPORT INITIATIVES THAT PRIORITISE THE PROVISION OF AGILE, FLEXIBLE AND DEMAND-LED SKILLS DEVELOPMENT PROGRAMMES, WITH RETRAINING/UPSKILLING BEING A PRIORITY

Outcome Indicator Title 5.3	Increased skills development support for worker-initiated
	training
Definition	Trade union member or federation enrolments to increase the skills
	capacity of organised labour in the sector
Source of data	Learning Programmes administration files
	Learner Management System
Method of Calculation/Assessment	Total number of trade union or federation members enrolled in
	learning interventions/total number of trade union or federation
	members targeted to enrol in learning interventions x 100 (i.e., a/b x
	100)
Assumptions	Approved DG policy in place
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	100%
Indicator Responsibility	Senior Manager: Learning Programmes Division

OUTCOME 6: INCREASED AND FOCUSED SKILLS DEVELOPMENT FOR RURAL AND MARGINALISED COMMUNITIES TO ENSURE INCLUSIVITY THROUGH TECHNOLOGY SKILLS DEVELOPMENT.

Outcome Indicator Title 6.1	Impact assessment of the Rural development strategy
Definition	This indicator measures the number of rural development projects
	aimed at improving digital literacy and skills amongst the rural
	population
Source of data	Learning Programmes administration files
	Learner Management System
Method of Calculation/Assessment	Simple count of the rural impact assessment reports produced
Assumptions	Sufficient resources are allocated to support project implementation
	and sustainability
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	2 reports:
	• 1 Mid-term Assessment
	• 1 Impact Assessment
Indicator Responsibility	Senior Manager: Learning Programmes Division
	Senior Manager: M&E

OUTCOME 7: SUPPORT GROWTH OF THE PUBLIC COLLEGE SYSTEM THROUGH SECTORAL PARTNERSHIPS IN THE **DELIVERY OF LEARNING INTERVENTIONS**

	Strengthened Support for Public Colleges through Partnerships
Outcome Indicator Title 7.1	with MICT SETA to Enhance Educational Effectiveness
Definition	This indicator measures the number of partnerships established
	between public colleges and the MICT SETA aimed at enhancing
	educational effectiveness
Source of data	Learning Programmes administration files
	Learner Management System
Method of Calculation/Assessment	Total number of TVET or CET colleges partnerships established/
	total number of TVET or CET colleges partnerships targeted to be
	established x 100 (i.e., a/b x 100)
Assumptions	Public colleges actively engage with MICT SETA to form beneficial
	partnerships
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	100%
Indicator Responsibility	Senior Manager: Learning Programmes Division

OUTCOME 8: SUPPORT FOR SMMES, ENTREPRENEURSHIP AND COMMUNITY-BASED ORGANISATIONS, PARTICULARLY IN RELATION TO 4IR CROSS-SECTORAL PARTNERSHIPS AND PROJECTS FOR SUSTAINABLE GROWTH

Outcome Indicator Title 8.1	Percentage of Learners Successfully Forming Cooperatives Post-
	Training
Definition	This indicator measures the percentage of learners who successfully
	establish cooperatives after receiving training
Source of data	Learning Programmes administration files
	Learner Management System
Method of Calculation/Assessment	Number of learners who formed cooperatives/total number of learners
	trained x 100 (i.e., a/b x 100)
Assumptions	Learners have access to resources and support necessary for
	establishing cooperatives
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	50%
Indicator Responsibility	Senior Manager: Learning Programmes Division

OUTCOME 8: SUPPORT FOR SMMES, ENTREPRENEURSHIP AND COMMUNITY-BASED ORGANISATIONS, PARTICULARLY IN RELATION TO 4IR CROSS-SECTORAL PARTNERSHIPS AND PROJECTS FOR SUSTAINABLE GROWTH

	Enhanced Support for SMMEs, Entrepreneurship, CBO/NPO/
Outcome Indicator Title 8.2	NGO and Cooperatives through Skills Development Initiatives
Definition	This indicator measures the number of skills development and projects
	aimed at enhancing support for SMMEs, entrepreneurship, CBO/NPO/
	NGO and Cooperatives
Source of data	Learning Programmes administration files
	Learner Management System
Method of Calculation/Assessment	Total number of projects implemented to support SMMEs,
	entrepreneurship, CBO/NPO/NGO and cooperatives/total number of
	projects targeted to support SMMEs, entrepreneurship, CBO/NPO/NGO
	and cooperatives x 100 (i.e., a/b x 100)
Assumptions	The resources allocated for these initiatives are effectively utilised to
	achieve desired outcomes
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	100%
Indicator Responsibility	Senior Manager: Learning Programmes Division

OUTCOME 9: SUPPORTED CAREER DEVELOPMENT SERVICES WITHIN THE MICT SECTOR

Outcome Indicator Title 9.1	Enhanced Career Development Services and Opportunities		
Definition	This indicator measures the effectiveness of career development initiatives aimed at improving access to career information and training for practitioners		
Source of data	Marketing and Communications administration files		
Method of Calculation/Assessment	Total outputs achieved/total outputs planned x 100 (i.e., a/b x 100)		
Assumptions	 Participants actively engage in career development initiatives and utilise the resources provided The data collected accurately reflects participation and effectiveness in enhancing career opportunities Career development practitioners are effectively trained to deliver quality services 		
Disaggregation of beneficiaries (where applicable)	N/A		
Spatial transformation (where applicable)	N/A		
Reporting Cycle	Annually		
Desired Performance	100%		
Indicator Responsibility	Senior Manager: Corporate Services		

ANNEXURE A: NSDF AND THE DISTRICT DELIVERY **MODEL**

		Mediu <u>m-Term</u>	(3 years - MTDP)			
Areas of		Budget	District	Location: GPS	Project	Social
intervention	Project description	allocation	municipality	coordinates	leader	partners
Learnership Skills Programme Internship	LEARNERSHIP-90 Learners Skills Programme - 40 Learners	8 938 000 * 5 years =44 690 000	Rustenburg	25°40′ 03″ S Longitude: 27°14′ 31″	MICT SETA and TVET College	Employers, SMME, professional bodies
	Internships - 20 Learners= 150 Learners*5 Years =750 LEARNERSHIP - 300 Learners Skills Programme -150	32 920 000 * 5 years =164 600 000	City of Johannesburg and Sedibeng District	26° 12' 14.7708" S and 28° 2' 50.298" E.	MICT SETA and TVET College	Employers, SMME, professional bodies
	Internships -100 Learners= 150 Learners*5 Years =750 LEARNERSHIP - 90 Learners	8 038 000 * 5	Municipality Capricorn	24.64062	MICT SETA	Employers,
	Skills Programme - 40 Learners	years =44 690 000	Сарпсотт	28.09770 -22.44677 30.36622	and TVET College	SMME, professional bodies
	Internships - 20 Learners= 150 Learners*5 Years =750 LEARNERSHIP - 90 Learners		Nkangala	25.75,29.41667	MICT SETA	Employers,
	Skills Programme - 40 Learners	years =44 690 000			and TVET College	SMME, professional bodies
	Internships - 20 Learners= 150 Learners*5 Years =750					
	LEARNERSHIP-150 Learners Skills Programme -150 Learners	20 962 000 * 5 years =104 810 000	uMgungundlovu	29.6034437988, 30.3795719707	MICT SETA and TVET College	Employers, SMME, professional bodies
	Internships - 70 Learners= 370 Learners*5 years =1850					
	LEARNERSHIP - 100 Learners Skills Programme -100 Learners	5 352,000.00* 5 years =26 760 000	Mangaung	29° 5' 6.77" S 26° 9' 34.474"	MICT SETA and TVET College	Employers, SMME, professional bodies
	Internships - 50 Learners= 100 Learners*5 years =500					

		Medium-Term	(3 years - MTDP)			
Areas of		Budget	District	Location: GPS	Project	Social
intervention	Project description	allocation	municipality	coordinates	leader	partners
Learnership	LEARNERSHIP - 100	8 560 000* 5	Buffalo	33° 00' 55.04" S	MICT SETA	Employers,
Skills	Learners	years =42 800			and TVET	SMME,
Programme		000			College	professional
Internship	Skills Programme - 150				3	bodies
·	Learners					
	Internships - 20 Learners=					
	270 Learners*5 years					
	=1350					
	LEARNERSHIP -100	14 220 000* 5	Saldanha Bay	33.0083 S,	MICT SETA	Employers,
	Learners	years =71 100	Í	17.9394 E	and TVET	SMME,
		000			College	professional
	Skills Programme -100					bodies
	Learners					
	Internships-=50 Learners=					
	250 Learners*5 Years					
	=1250					
	LEARNERSHIP - 100	12 200 000* 5	Springbok	9.6643: 17.8865	MICT SETA	Employers,
	Learners	years =61 000	, 3		and TVET	SMME,
		000			College	professional
	Skills Programme - 50					bodies
	Learners					
	Internships - 50 Learners=					
	200 Learners*5 years					
	=1000					
	LEARNERSHIP-90 Learners	8 938 000 * 5	Rustenburg	25°40′03″ S	MICT SETA	Employers,
	CLIII D	years =44 690		Longitude:	and TVET	SMME,
	Skills Programme - 40	000		27°14′31″	College	professional
	Learners					bodies
	Internships - 20 Learners=					
	150 Learners*5 Years =750					
	LEARNERSHIP - 300	32 920 000 *	City of	26° 12' 14.7708''	MICT SETA	Employers,
	Learners	5 years =164	Johannesburg	S and 28° 2'	and TVET	SMME,
	Chille Dreamer - 150	600 000	and Sedibeng	50.298" E.	College	professional
	Skills Programme -150		District			bodies
	Learners		Municipality			
	Internships -100 Learners=					
	150 Learners*5 Years =750					
	LEARNERSHIP - 90 Learners	8 938 000 * 5	Capricorn	24.64062	MICT SETA	Employers,
	Chille Dreamers 40	years =44 690		28.09770	and TVET	SMME,
	Skills Programme - 40	000		-22.44677	College	professional
	Learners			30.36622		bodies
	Internships - 20 Learners=					
	150 Learners*5 Years =750					

		Medium-Term	(3 years - MTDP)			
Areas of		Budget	District	Location: GPS	Project	Social
intervention	Project description	allocation	municipality	coordinates	leader	partners
Learnership Skills Programme Internship	LEARNERSHIP - 90 Learners Skills Programme - 40 Learners Internships - 20 Learners= 150 Learners*5 Years = 750	8 938 000 * 5 years =44 690 000	Nkangala	25.75,29.41667	MICT SETA and TVET College	Employers, SMME, professional bodies
	LEARNERSHIP-150 Learners Skills Programme -150 Learners Internships - 70 Learners= 370 Learners*5 years =1850	20 962 000 * 5 years =104 810 000	uMgungundlovu	29.6034437988, 30.3795719707	MICT SETA and TVET College	Employers, SMME, professional bodies
	LEARNERSHIP - 100 Learners Skills Programme -100 Learners Internships - 50 Learners= 100 Learners*5 years =500	5 352,000.00* 5 years =26 760 000	Mangaung	29° 5' 6.77" S 26° 9' 34.474"	MICT SETA and TVET College	Employers, SMME, professional bodies
	LEARNERSHIP - 100 Learners Skills Programme - 150 Learners Internships - 20 Learners= 270 Learners*5 years	8 560 000* 5 years =42 800 000	Buffalo	33° 00' 55.04" S	MICT SETA and TVET College	Employers, SMME, professional bodies
	=1350 LEARNERSHIP -100 Learners Skills Programme -100 Learners Internships-=50 Learners= 250 Learners*5 Years =1250	14 220 000* 5 years =71 100 000	Saldanha Bay	33.0083 S, 17.9394 E	MICT SETA and TVET College	Employers, SMME, professional bodies
	LEARNERSHIP - 100 Learners Skills Programme - 50 Learners Internships - 50 Learners= 200 Learners*5 years =1000	12 200 000* 5 years =61 000 000	Springbok	9.6643: 17.8865	MICT SETA and TVET College	Employers, SMME, professional bodies



Head Office

Midrand

Block 2, level 3 West Gallagher house Gallagher Convention Centre 19 Richards Drive Halfway House Midrand 1685