



MICTSETA |

Media, Information And
Communication Technologies
Sector Education And Training Authority

SHAPING SKILLS, PIONEERING INDUSTRIES, EMPOWERING FUTURES

**MEDIA, INFORMATION AND COMMUNICATION
TECHNOLOGIES
SECTOR EDUCATION AND TRAINING AUTHORITY**

["MICT SETA"]

STRATEGIC PLAN

FOR THE FISCAL YEARS


2020-2025



ACCOUNTING AUTHORITY STATEMENT

It is with great pleasure that the Accounting Authority of the Media, Information and Communications Technologies Sector Education and Training Authority (MICT SETA) submits to the Department of Higher Education, Science and Technology (DHET), the Strategic Plan and Annual Performance Plan for the period 2024 - 2025.

The MICT SETA is one of the 21 Sector Education and Training Authorities established in accordance with Section 9 of the Skills Development Act Number. 97 of 1998 (the Act), Skills Development Levies Act Number. 9 of 1999 (SDLA) and has all the powers granted to it in terms of the Act. This Strategic Plan and Annual Performance Plan outline the goals, objectives, and strategies that MICT SETA will pursue to fulfil its mandate of promoting skills development and training in the media, information, and communications technologies sector. MICT SETA, encompassing diverse sub-sectors such as Advertising, Film and Electronic Media, Electronics, Information Technology, and Telecommunications, holds a pivotal role in driving skills development. Our mandate hinges on the Sector Skills Plan, a blueprint that guides our actions, ensuring responsiveness to sectoral needs and trends. The heart of our strategic implementation lies in the depth of our responsiveness to this plan. Through robust engagement with employers, skills development providers and stakeholders at large, we diligently gauge the demands and contours of each sub-sector. This engagement yields invaluable insights, informing our endeavours to align skill supply with the swiftly evolving demands of these industries. By eliciting and analysing data on existing skill sets and forecasting future needs, we ensure that our interventions are precisely tailored to meet industry requirements while staying attuned to national policy priorities. This synergy ensures our efforts contribute cohesively to broader developmental objectives.



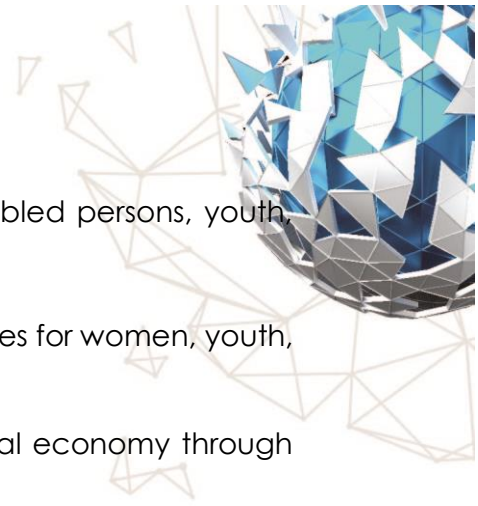
Our commitment to South Africa's economic prosperity and societal well-being aligns with the National Skills Development Plan (NSDP). This Plan stands as a beacon guiding us toward a future characterised by economic growth, reduced unemployment, and a more equitable society.

MICT SETA's strategic plan and Annual Performance Plan are crucial documents that outline the goals, objectives, and strategies to promote skills development and training in the media, information, and communications technologies sector. These documents serve as a roadmap for MICT SETA to effectively carry out its mandate and address the skills needs of various sub-sectors within the industry and have been prepared in accordance with the Revised Framework for Strategic Plans and Annual Performance Plans issued by the Department of Planning, Monitoring and Evaluation. We submit the plan in accordance with the requirements of the DHET and Public Finance Management Act No.1 of 1999 (PFMA) and National Treasury Regulations.

The Annual Performance Plan includes specific targets and indicators and corresponding budgets that will be used to measure the success and impact of MICT SETA's interventions for the period. Output Indicators are aligned to the MICT SETA strategic outcomes, which in turn are aligned with National Skills Development Plan (NSDP) outcomes and priorities.


The Annual Performance Plan also takes into consideration provisions in the DHET Service Level Agreement including but not limited to:

- advance economic growth, job creation and labour market development drivers through skills in current and future skills needed for development in technological advancement digitalisation (4th Industrial Revolution).
- conduct tracer and impact evaluation studies inclusive of but not limited to determining employment (including self-employment) absorption rates of unemployed learners completing the SETA's priority occupations.



- integrate in its interventions targets for women, differently abled persons, youth, rural and other economically excluded beneficiaries.
- support the implementation of rural development programmes for women, youth, and people with disability.
- support the revitalisation of rural and townships to uplift local economy through skills development.
- provide financial support to World Skills South Africa.

The Accounting Authority of the MICTSETA endorses the Strategic and Annual Performance Plans. The combined efforts from all stakeholders to produce this Strategic and Annual Performance Plan are acknowledged and appreciatively valued, including the representative constituencies within the MICT SETA Board consisting of ministerial, industry and organised labour.

Signature: 

Simphiwe Thobela: MICT SETA Board Chairperson



Accounting Officer Statement

In the recently updated MICT SETA Sector Skills Plan, we've delved deep into the labour market's dynamics, rigorously researching occupational shortages and skills gaps. We've focused on analysing 4IR technologies' impact on the MICT Sector to gain insights into real skills shortages and support the industry in closing these gaps.

The Sectoral Priority Occupations outlined in this Strategic Plan are backed by thorough confidence derived from comprehensive research. We owe gratitude to the diverse stakeholders who contributed i.e., MICT SETA Accounting Authority members, industry bodies, academic institutions, organised labour, and those involved in interviews, surveys, and focus groups.

This Strategic Plan is supported by the National Skills Development Plan 2030, a framework strategically designed to align with the objectives outlined in the White Paper on Post-School Education and Training. Its primary aim is to enhance the cohesion between post-school education and training systems while strengthening the connection between PSET institutions and the practical requirements of the working environment. This alignment underscores our commitment at MICT SETA to bridge the gap between education and the evolving demands of the workplace

Our primary objective remains identifying and addressing skills gaps in the MICT sector. This plan also guides us in allocating discretionary grants to PIVOTAL programmes aimed at reducing the skills deficit. It's crucial that these interventions align precisely with the sector's demands for them to be effective.

Relevant research is the bedrock of our approach. It informs interventions that align with the MICT sector demands and national priorities. Our plan is dynamic, adapting to industry strategies and the transformative impact of technology. Moreover, in acknowledgment of the Fourth Industrial Revolution's (4IR) transformative impact, we prioritise 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 within the MICT sector to navigate and excel in this rapidly evolving technological landscape. Through targeted initiatives, we aim to equip the workforce with the necessary competencies to thrive in the era of digital innovation and technological advancements.



The following priority actions underscore our commitment to proactively address the evolving needs of the MICT sector, fostering resilience, inclusivity, and innovation. These strategic imperatives serve as a roadmap, guiding our efforts towards a more dynamic, inclusive, and responsive MICT sector:

Priority 1: Supporting SMMEs, Entrepreneurship, Cooperatives, and Community-Based Organisations

Priority 2: Ensuring Good Corporate Governance and a Productive Workforce

Priority 3: Enhancing Labour Market Information Accuracy

Priority 4: Focused Skills Development for Marginalized Communities

Priority 5: Increase access to Priority Programmes and Work Placements

Priority 6: Improving the Quality of Education

Priority 7: Enabling the Fourth Industrial Revolution (4IR)

Priority 8: Supporting Public College System Growth Through Sectoral Partnerships

This Strategic Plan embodies our commitment to adaptability, growth, and inclusivity in the MICT sector. It's a roadmap steering us toward resilience and prosperity amidst change. I extend my deepest appreciation to all stakeholders whose unwavering dedication has shaped this document. Your insights, collaboration, and shared vision have fortified our resolve to drive impactful change.

The MICT SETA is geared towards fully implementing this plan with strategic focus and concerted efforts, we aim not only to meet the demands of today but also to pioneer the advancements of tomorrow.

Signature: _____

Matome Madibana: Chief Executive Officer



OFFICIAL SIGN-OFF

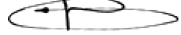
It is hereby certified that this Strategic Plan:

- Was developed by the management of the Media Information and Communication Technologies Sector Education and Training Authority (MICT SETA) under the guidance of the MICT Board and the Department of Higher Education and Training.
- Considers all the relevant policies, legislation, and other mandates for which the MICT SETA is responsible.
- Accurately reflects the impact and outcomes which the MICT SETA will endeavour to achieve over the period 2020-2025.

Programme 1: Administration

Mthenjwa Mseleku

Chief Financial Officer

Signature: 

Programme 2: Sector Skills Planning

Bontle Mokoena

Senior Manager: Sector Skills Planning

Signature 

Programme 3: Learning Programmes

Ernest Nemugavhini

Senior Manager: Learning Programmes

Signature 

Programme 4: ETQA:

Natalie Nelson

Senior Manager: ETQA

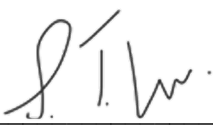
Signature 

Matome Madibana: Chief Executive Officer

Signature: 

Approved by:

Simphiwe Thobela: Chairperson: Accounting Authority

Signature: 

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Part A: MICT SETA MANDATE

1. CONSTITUTIONAL MANDATES

The Constitution of the Republic of South Africa, 1996 (Act No. 108 of 1996) has been duly considered during the development of this Strategic 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
- Providing service impartially, fairly, equitably and without bias
- Utilising resources efficiently and effectively
- Responding to people's needs; the citizens are encouraged to participate in policymaking
- Rendering an accountable, transparent, and development-oriented administration

LEGISLATIVE AND POLICY MANDATES

- Skills Development Act 1998 (Act No 97 of 1998) as amended
- MICT SETA Constitution
- Skills Development Levies Act, 1999 (Act No 09 of 1999)
- Regulations published in the Government Gazette, No. 35940, 03 December 2012 regarding Monies Received by a SETA and Related Matters
- The National Qualifications Framework Act, (Act No. 67 of 2008)
- Public Finance Management Act (Act No 29 of 1999)
- Employment Equity Act, 1998 (Act No 55, 1998)
- Preferential Procurement Policy Framework Act, 2000: Preferential Procurement Regulations, 2017
- Broad-Based Black Economic Empowerment Act, 2003 (Act No. 53 of 2003).

1.1 THE SKILLS DEVELOPMENT ACT 1998:

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
- 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.

1.2 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
- Perform any duties imposed by the Act and to actively pursue concrete measures to achieve the objectives of all applicable Acts.

1.3 THE SKILLS DEVELOPMENT LEVIES ACT, 1999:

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.

1.4 FUNDING REGULATIONS:

The MICT SETA will comply with Regulations published in the Government Gazette, No. 35940, 03 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 manner:

Table 1 : Grant Breakdown

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

1.5 THE NATIONAL QUALIFICATIONS FRAMEWORK ACT

As stated in the National Qualifications Framework 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.

1.6 PUBLIC FINANCE MANAGEMENT ACT

The Public Finance Management Act (PFMA) (Act No 29 of 1999), 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.

1.7 PREFERENTIAL PROCUREMENT POLICY FRAMEWORK ACT, 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.

1.8 EMPLOYMENT EQUITY ACT, 1998

The main purpose of the Employment Equity Act (Act No 55, 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.

1.9 BROAD-BASED BLACK ECONOMIC EMPOWERMENT

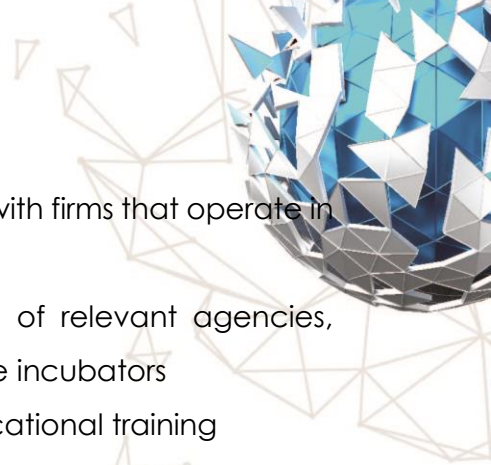
The Broad-Based Black Economic Empowerment (B-BBEE) protocol has an important influence on the MICT sector. The Broad-Based Codes of Good Practice were launched in 2007 and provided a framework for measurement of B-BBEE in terms of the BEE Act 53 of 2003. Although the 2007 codes encouraged voluntary 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.

2. 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 those by addressing skills development challenges within its context. 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:

2.1 NATIONAL DEVELOPMENT PLAN

The NDP Vision 2030 (November 2011) 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 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
 - Business incubation for SMEs 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 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.

2.2 NDP FIVE YEAR IMPLEMENTATION PLAN: MEDIUM-TERM STRATEGIC FRAMEWORK (MTSF)

The NDP five-year implementation plan promotes the Medium-Term Strategic Framework (MTSF) which is a prioritization framework to focus the government's efforts on a set of manageable programmes and provides guidance regarding the allocation of resources across all spheres of government. In contributing to the MTSF, the MICT SETA will continue to prioritise specific NDP targets when allocating resources at its disposal.

2.3 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.

2.4 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:

- Green industries
- Commercialisation of technologies
- Skills development for the business process outsourcing sector

As stakeholders in the sector start to engage in these programmes, the MICT SETA would 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 as green skills that also offer opportunities to small business to play a significant role in the country's manufacturing and technology ecosystem.

2.5 WHITE PAPER ON POST SCHOOLING EDUCATION AND TRAINING

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.
- Opening up workplaces to give more youth access to work integrated learning opportunities.



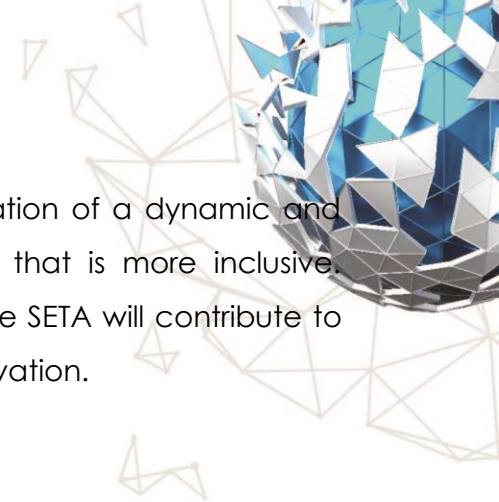
The white paper further notes that, in future SETAs will be given a clearer and to some extent, a narrower and more focused role. In supporting the White Paper's calls for an efficient skills development system, the MICT SETA engages in a rigorous strategic planning process that ensures the delivery of technical and vocational skills demanded by its sector and the broader economy. The SETA will continue to strengthen its partnerships with TVETs and industry in order to deliver middle level technical skills through expanded access to internships programmes and work integrated learning.

2.6 THE NATIONAL INTEGRATED ICT POLICY REVIEW REPORT

The National Integrated ICT Policy Review Report (final) 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 of the 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.

2.7 STRATEGIC INTEGRATED PROJECTS (SIPs)

One of the Strategic Integrated Projects outlined by the Presidential Infrastructure Coordinating Commission (PICC) is SIP-15: “Expanding Access to Communication Technology”.

The DHET published a report that assesses the skills needs “for and through SIPs” {Economic Development Department, 2014 #18} and points specifically to the demand for database and network professionals. The need for specialist data scientists able to deal with large volumes of data was identified by the SKA and various sub-disciplines within industrial and electrical engineering”. MICT SETA is and will continue to be the skills development partner to support SIP 15 dealing with universal access to broadband. In this regard, the SETA already works with a number of partners within the sector, including the CSIR, DST, DTPS and USASSA, this initiative is aimed at ensuring sound delivery and provision of requisite services and products by skilled professionals and specialists.

2.8 PROVINCIAL AND LOCAL GOVERNMENT PLANS

Municipal integrated development plans as well as provincial growth and development strategies are key as they guide planning and development across the nine provinces and 278 municipalities. Where MICT SETA related industries have been identified as key areas for development, the SETA will prioritise those and ensure that support is offered, and partnerships are effective.

2.9 SECTOR PRIORITIES

While it is the MICT SETA's ambition to work with and service the entire employer base for the sector, there are a number of inhibiting factors. Primarily, levy payers represent almost 25% of all employers in the sector, as the sector base is predominately constituted by small sized companies; representing almost 96% of all employers in the sector (as supplied by SARS). Additionally, the MICT sector does not, in reality, comprise all organisations demarcated to its five sub-sectors by SARS. There are employers that provide ICT services together with other professional services and who are located in other clusters. Though such employers are generally recognised as falling within the MICT sector, they define themselves outside of this sector in terms of the skills development system.

In response, the MICT SETA will continue to prioritise its role as a strategic skills development partner that can enhance the sustainability and growth of small businesses in the sector. Support for SMMEs will focus on sustained collaboration with key stakeholders to encourage incubation of these businesses. Additionally, the SETA will continue to bolster rural outreach initiatives. Primarily, this Strategy will focus on responding to the key NSDP outcomes and ERRP interventions that find expression in the SETA's scope. Embedding skills planning into sectoral processes will remain a priority, also collaborations with public TVET colleges as the primary modes of delivery of e-readiness skills and other skills required in rural areas will be a priority. The establishment of new, small-scale firms and cooperatives focused on ICT services in rural areas has opened up opportunities for skills development.

The MICT SETA supports government's various policy and planning interventions aimed at achieving the objectives of the National Development Plan (NDP). These policies and plans have a direct bearing on the sector's skills development endeavours and as such, they will have a coherent response from the MICT SETA, and its stakeholders will be neatly woven into this Strategic Plan. Listed below are the SETA's strategic key priorities in order of priority. They are further detailed



in the research findings section of this Strategic Plan. Below are the sector priorities as identified in the 2023/24 SSP, and then the MICT SETA outcomes

Table 2: SETA priorities and outcomes

MICT SETA 2024/25 Outcomes/Priority Areas in SSP	MICT SETA Outcomes	
Support for SMMEs, Entrepreneurship and community-based organisations, particularly in relation to 4IR cross-sectoral partnerships and projects for sustainable growth.	Outcome 1	Support the sustainability and growth of SMMEs, Entrepreneurship, Cooperatives, and community-based organisations
	Outcome 2	Ensure good corporate governance and a productive workforce.
Credible labour market information that accurately identifies occupations in high demand.	Outcome 3	Increase and improve labour market information that accurately identifies occupations in high demand.
Increased and focused skills development for rural and marginalised communities to ensure inclusivity through technology skills development.	Outcome 4	Increase focused skills development interventions for rural and marginalised communities to ensure inclusivity
Support initiatives that prioritize the provision of agile, flexible, and demand-led skills development programmes, retraining/ Upskilling being a priority. Support initiatives that prioritize the provision of agile, flexible, and demand-led skills development programmes, retraining/ Upskilling being a priority	Outcome 5	Increase access to, and delivery of industry and occupationally directed priority programmes and work placements.
Enablement of the Fourth Industrial Revolution (4IR).	Outcome 6	Enablement of the Fourth Industrial Revolution (4IR)
Support growth of the public college system through sectoral partnerships in the delivery of learning interventions.	Outcome 7	Enable the growth of the public college system through sectoral partnerships in the delivery of learning interventions.
	Outcome 8	Improve the quality of education to address programmes in high demand within the MICT Sector.
	Outcome 9	Supported career development services within the MICT sector.



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 while at the same time, assisting in the achievement of quarterly SETA targets.

2.10 NATIONAL SKILLS DEVELOPMENT PLAN (NSDP)

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 the skills levels of the industry's workforce, 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), supporting career development services. These outcomes will be achieved through the implementation of the SETA's key strategic outcomes listed below.

Table 3: NSDP Outcomes

NSDP OUTCOMES	MICT SETA OUTCOMES
Outcome 1: Identify and increase production of occupations in high demand	Outcome 2: Increase and improve labour market information that accurately identifies occupations in high demand.
Outcome 2: Linking education and the workplace	Outcome 4: Increase access to, and delivery of industry and occupationally directed priority programmes and work placements.
Outcome 3: Improving the level of skills in the South African workforce	Outcome 8: Improve the quality of education to address programmes in high demand within the MICT sector.
Outcome 4: Increase access to occupationally directed programmes	Outcome 4: Increase access to, and delivery of industry and occupationally directed priority programmes and work placements.
Outcome 5: Support the growth of the public college system	Outcome 7: Enable the growth of the public college system through sectoral partnerships in the delivery of learning interventions.



NSDP OUTCOMES	MICT SETA OUTCOMES
Outcome 6: Skills development support for entrepreneurship and cooperative development	Outcome 1: Support the sustainability and growth of SMMEs, Entrepreneurship, Cooperatives, and community-based organisations
Outcome 7: Encourage and support worker-initiated training	Outcome 4: Increase access to, and delivery of industry and occupationally directed priority programmes and work placements.
Outcome 8: Support career development services	Outcome 3: Supported career development services within the MICT sector.

2.11 ECONOMIC RECONSTRUCTION AND RECOVERY PLAN AND SKILLS STRATEGY

The main skills problems outlined in the Economic Reconstruction and Recovery Plan (ERRP) relate to a skills mismatch in the South African labour market. The increase in the use of technology has resulted to semi-skilled and unskilled people being left behind, such has prompted the need to rethink how key role players can play a role in building skills base for the economy. The skills strategy was developed because of the urgency for a well-coordinated strategy of skills development to support both the management of Covid-19 pandemic and the economic and social recovery. Short-term in nature, the strategy is designed to ensure that the skills system is strengthened with its implementation. The strategy will focus on interventions that allows for large numbers of youth to access opportunities in the short-term. Furthermore, it contains ten (10) interventions to ensure the effective implementation of the ERRP. The SETAs, including the MICT SETA finds expression in six of the interventions. These are:



Table 4: **ERRP Interventions**

ERRP Interventions	MICT SETA OUTCOMES
Intervention one: Embedding skills planning into sectoral processes	Outcome 3: Increase and improve labour market information that accurately identifies occupations in high demand.
Intervention three: Increased access to programmes resulting in qualifications in priority sectors.	Outcome 5: Increase access to, and delivery of industry and occupationally directed priority programmes and work placements. Outcome 6: Improve the quality of education to address programmes in high demand within the MICT Sector.
Intervention four: Access to targeted skills programmes	Outcome 5: Increase access to, and delivery of industry and occupationally directed priority programmes and work placements
Intervention six: Supporting entrepreneurship and innovation.	Outcome 1: Support the sustainability and growth of SMMEs, Entrepreneurship, Cooperatives, and community-based organisations
Intervention seven: Retraining/up-skilling of employees to preserve jobs.	Outcome 5: Increase access to, and delivery of industry and occupationally directed priority programmes and work placements
Intervention ten: Strengthening the post-school education and training system	Outcome 8: Enable the growth of the public college system through sectoral partnerships in the delivery of learning interventions

3. RELEVANT COURT RULINGS

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 Appeals Court in October 2019, the effect of which Regulation 4(4) was set aside.

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. The Minister is in consultation with the sector regarding this matter.



PART B: MICT SETA STRATEGIC FOCUS

VISION

Cutting edge future skills.

MISSION

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

VALUES

- Customer centricity
- Ethical
- Innovative
- Committed
- Meritocracy
- Collaborative

4. SITUATIONAL ANALYSIS

This situational analysis seeks to provide an environmental context in which the MICT SETA functions. The section provides a multi-dimensional analysis of current sector performance, identifying factors impacting on the sector as outlined in the MICT SETA Sector Skills Plan 2024/25. 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 2021.

Table 5: MICT SETA Standard Industry Classification Codes (SIC)

Sub-Sector	SIC Code	Main Activity Description
Advertising	88311	Activities of Advertising Agents
	88312	Sign writing and industrial and commercial artistry
	88319	Other activities - window-dressing, etc
Film and Electronic Media	96111	Motion Picture and Video Production and Distribution
	96112	Related Activities - Film and Tape Renting to Other Industries, Booking, Delivery and Storage
	96121	Motion picture projection by cinemas
	96122	Motion picture projection by drive-in cinemas
	96200	News Agency Activities
	88940	Photographic Activities
Electronics	37200	Manufacture of television and radio transmitters and apparatus for line telephony and line telegraphy
	37300	Manufacture of television and radio receivers, sound or video recording or reproducing apparatus and associated goods
	61501	Office machinery and equipment including computers
Information Technology	86100	Hardware consultancy
	86200	Software consultancy and supply
	86300	Data processing
	86400	Data base processing
	86500	Maintenance and repair of office, accounting, and computing machinery
Tele-communications	86900	Other Computer Related Activities
	75200	Telecommunication
	96130	Radio and television activities

Source: Government Notice, No. 42589, Government Gazette, 22 July 2021



- **Strategic focus of the MICT SETA over the five-year planning period.**

The strategic focus of the MICT SETA over the next five years includes ensuring effective leadership and commitment in the development of skills for the sector and beyond. Further focus will be on leveraging the private sector investment in research and development and support learners to acquire digital technology skills and better understanding of the MICT career opportunities, ensuring informed choices and decisions by respective stakeholders.

- **Recent statistics relevant to the MICT SETA and the sector**

The MICT sector is made up of five sub-sectors that are inter-related but also quite distinct and identifiable in their own right, they are: Advertising, Film and Electronic Media, Electronics, Information Technology and Telecommunications. These sub-sectors are increasingly converging into a single ICT ecosystem using similar technologies. The MICT sector covers an array of segments such as market research, business process automation, media, data services, software, hardware, telecommunications, financial and risk information, and security among others. The sector is anchored by the role of unified communications which enables access, storage, transmission, and manipulation of information.

As of 2023, the MICT Sector is made up of 30 866 employers, this represents a 7% decrease from the 32 985 reported in the previous financial year. From the current employer base, only 8 401 employers are paying levies, this is a slight decline from 8 896 reported in the previous financial year. The research cannot pinpoint this to one factor affecting the employer base, there are several factors such as loadshedding affecting small businesses, thus, some have decided to close shop or freeze their operations. Another identified factor is the interest rate hike which has pressured small business, making it hard for them to operate as they have less flexibility to invest in long-term growth or less day to day cash flow stability. 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

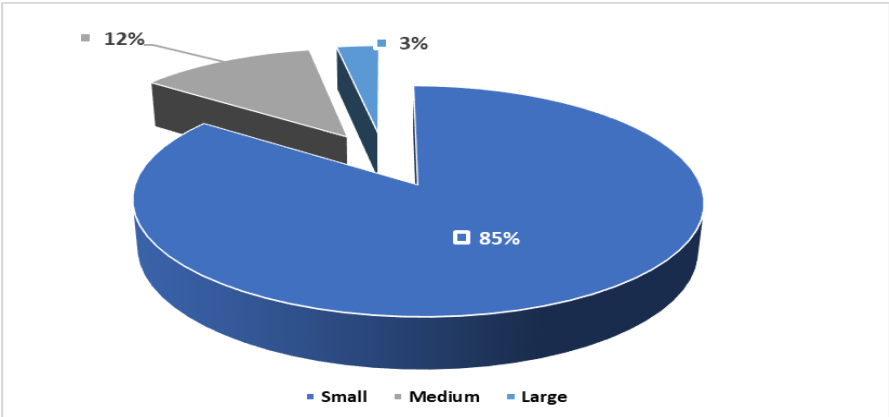


accounts 9%, declining from 11% in the previous financial year, this is the same with the advertising sub-sector accounting 6% in the 2023/24 financial year.

– **Demographic data that will be used to inform planning for the five-year period.**

The vast majority (86%) of employers in the sector are small businesses employing below 50 employees, 11% medium and 3% are large businesses employing above 50 employees.

Figure 1: Size of employers in the sector

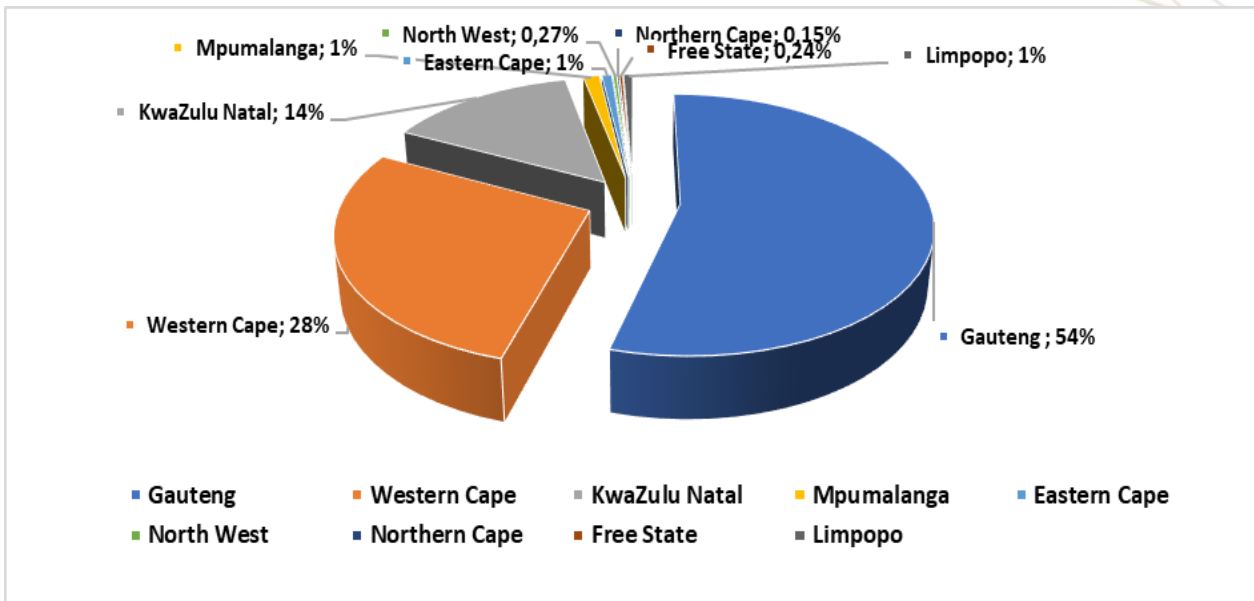


Source: MICT SETA Levy Huge File, 2023

Gauteng hosts the largest proportion of employers across the five sub-sectors followed by the Western Cape with 28%. About 14% of employers are based in Kwa Zulu Natal, while 1% are in Mpumalanga, Limpopo, and the Eastern Cape. Moreover, Northwest, Northern Cape and Free state have 0% presence. The figure below illustrates employer base per province.



Figure 2: MICT Sector Size of Employers Per Province



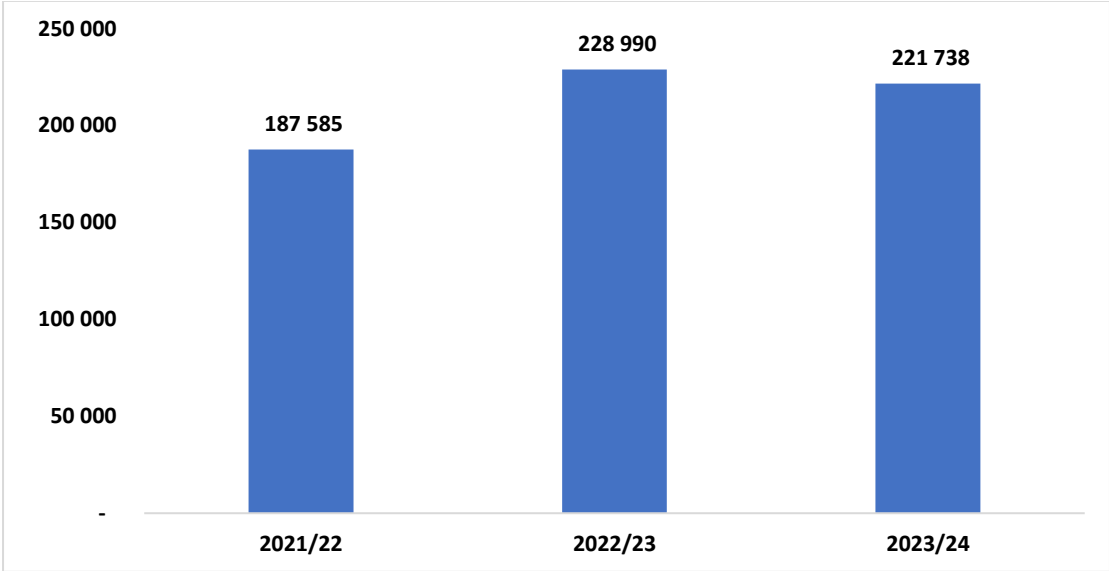
Source: MICT SETA Levy Huge File, 2023

The MICT sector experienced a slight decline in the number of employees recording 221 738 in 2023. There are several factors that can be attributed to this decline, most notably loadshedding. The country's economic growth trajectory does not look promising, the pressure is felt the most by small businesses, the high cost of alternative energy sources such as solar power or diesel-powered generators, forces small firms to halt or close shop, limiting their ability to generate revenue, hence, the restructuring or lay-offs. Even well-established ones, such as those in the



telecoms are already laying off people, some planning to retrench about 15% of the workforce to ensure sustainability. This can be seen in the figure below.

Figure 3: Employment in the MICT sector



Source: MICT SETA Levy Huge File, 2023

The largest proportion (54%) of employees are working in the Information and Technology sub-sector, followed by 31% working in the Tele-communications, 8% in the electronics subsector. The sub-sectors with the lowest number of employees are Film, and Electronic Media accounting for 4%, and Advertising with 3%, this is reflected in the table below.

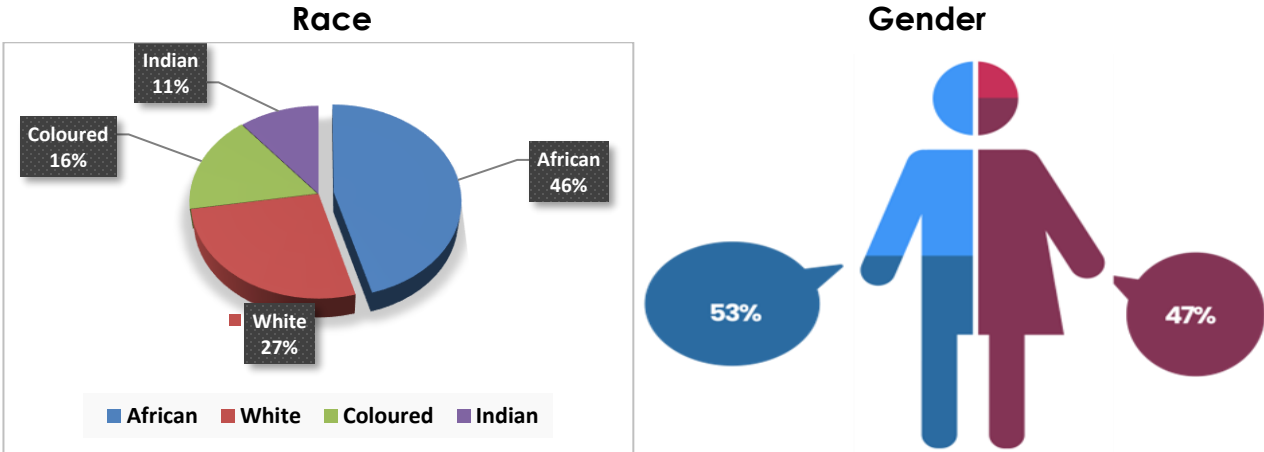
Table 6: Number of Employees by Sub-sector

Sub-Sector	Number of employees	Number of employees in %
Advertising	7 129	3%
Film and Electronic Media	8 024	4%
Electronics	18 522	8%
Information Technology	119 692	54%
Telecommunications	68 371	31%

Source: MICT SETA Levy Huge File, 2023

The highest proportion of people employed in the sector are African (46%), followed by White (27%). These two race categories make up just over three quarters (73%) of the total number of employees in the MICT sector. In addition, Coloured employees account for 16%, an increase of 2% compared to the previous financial year, while Indian/Asian employees account for 11% of employees in the sector. This can be seen in the figure below:

Figure 4: Race and Gender Profiles of Employees

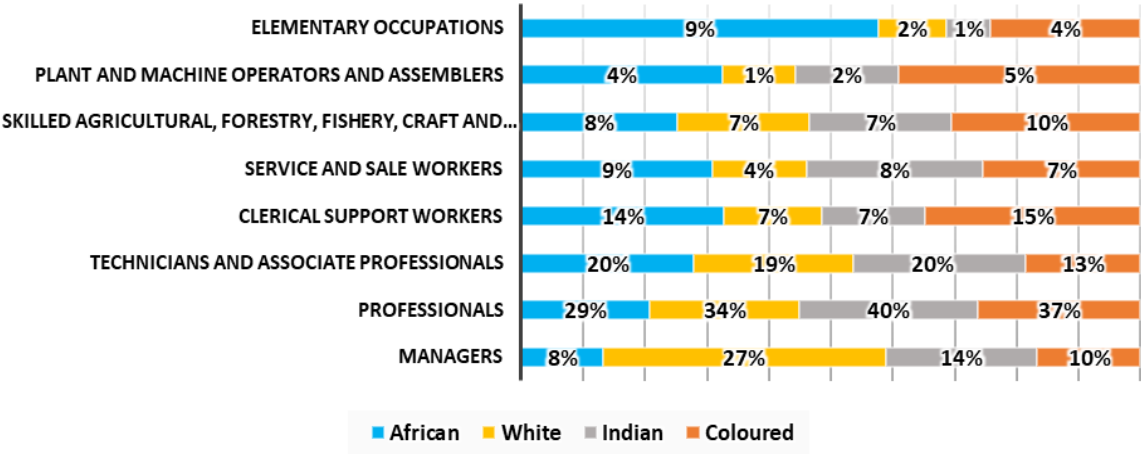


Source: MICT SETA Levy Huge File, 2023

Furthermore, the sector continues to be dominated by more males as compared to females, with male employees accounting 53%, while females account 47%. This is in an improvement as compared to the previous financial year as the number was slightly lower. This is evidence that there is transformation in the sector. 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. The figure below demonstrates that only 8% of African employees

occupy managerial positions and 29% occupy professional positions (an increase of 2 % from the previous financial year).

Figure 5: Race Profile by OFO Major Group



Source: MICT SETA WSP/ATR, 2023

Furthermore, in terms of the disability, most of the employees with disabilities are African at 59%, this is a 2% decline from the previous financial year. This is followed by White employees (22%) and Coloured employees (14%). The Indian/Asian category only accounts for 5% of employees with disabilities within the MICT sector.

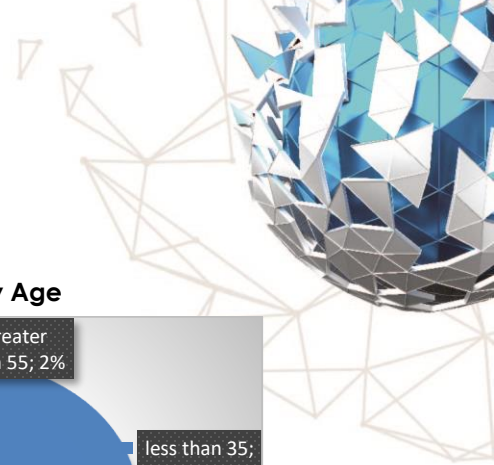
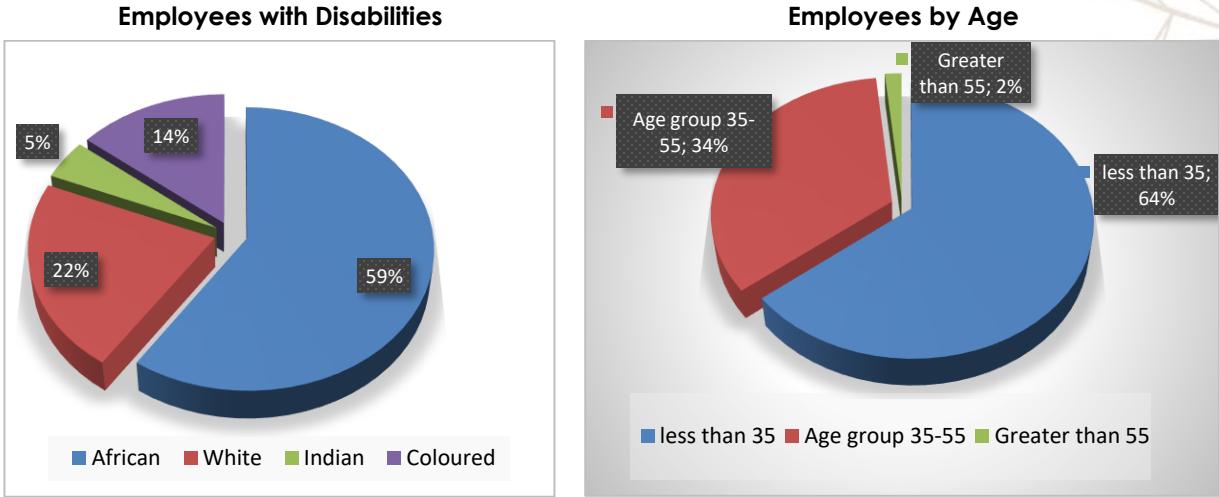


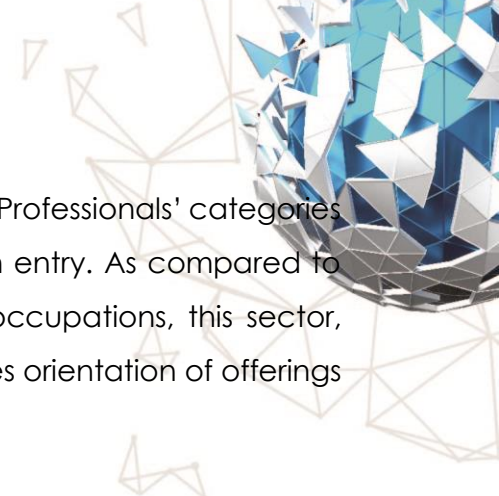
Figure 6: Disability and Age Profiles of Employees



Source: MICT SETA WSP/ATR, 2023

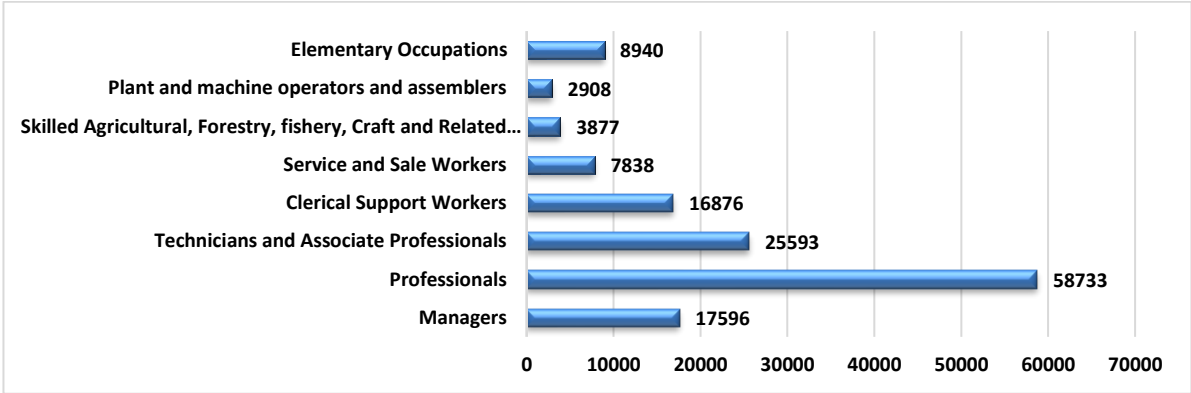
In addition, younger employees dominate employment in the MICT sector; this has remained the same since 2021 with only 2% of people employed in the MICT sector are older than 55 years of age. The remaining are classified as follows, 65% are younger than 35 years of age, and 34% are between the ages of 35 and 55. This is a very young and balanced workforce which will contribute positively to succession planning and employment of the youth.

Further expanding on the situational analysis, Understanding the occupational divide of employees in a sector is important; specifically, to determine where skills development interventions are most required. The figure below shows that Professionals continue to be a dominant occupational category in the MICT sector, this can be attributed to their specialized skills, ability to innovate, understanding of complex technologies. The ICT sector requires specialized skills and expertise in areas such as software development, data analysis, network administration, cybersecurity, artificial intelligence, therefore, more and more organizations continue to require professionals with technical knowledge and qualifications to be better equipped to handle the complex and rapidly evolving nature of the industry. Technicians and Associate Professionals, Clerical Support Workers, and Managers follow this trend of dominance



in the sector. Employment within Managers, Professionals, and Associate Professionals' categories typically require a degree, diploma, or NQF level 6 qualifications as an entry. As compared to other economic sectors, which employ more people in elementary occupations, this sector, reflects the converse and could be attributed to the professional services orientation of offerings by employers in the sector. The figure below shows this breakdown.

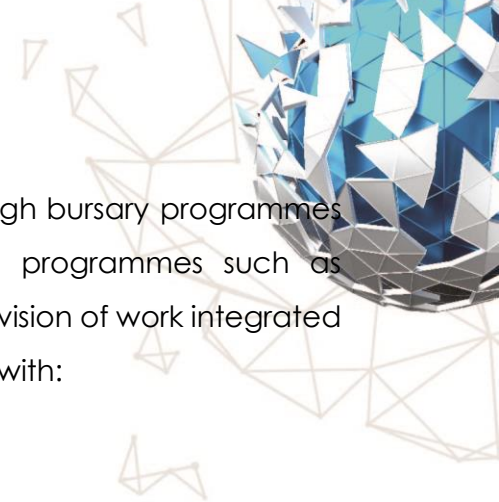
Figure 7: Occupations by OFO major Groups



Source: MICT SETA WSP/ATR, 2023

– **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. Changes in the sector have no doubt have affected how each institution should conduct its business, for the MICT SETA there has never been a more important time to focus on collaboration and partnerships that build a more inclusive and resilient response. It is in this case that the MICT SETA has entered into partnerships with various institutions to advance Sector development and growth.



The MICT SETA entered into partnerships with various stakeholders through bursary programmes for the attainment of high-level skills and occupationally directed programmes such as internships, learnerships, skills programmes, short programmes for the provision of work integrated skills for sectorial development and growth. The main partnerships were with:

- Employers
- Industry Bodies and Associations
- Industry Unions and Federations
- SMMEs
- 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

Through this Strategic Plan, the SETA will accordingly ensure that these partnerships are strategic, allowing the SETA to leverage resources, expertise, and innovative solutions to equip the workforce with the skills needed to thrive in the digital age. Transformational imperatives will continue to be a priority – these includes race, gender, geography, and people with disabilities. Through these partnerships, the SETA will continue to increase the participation of previously disadvantaged people, especially in rural areas. Having painted a picture of the core elements of the MICT SETA environment, the section below will then analyse the external and internal environment.



5 EXTERNAL ENVIRONMENT ANALYSIS

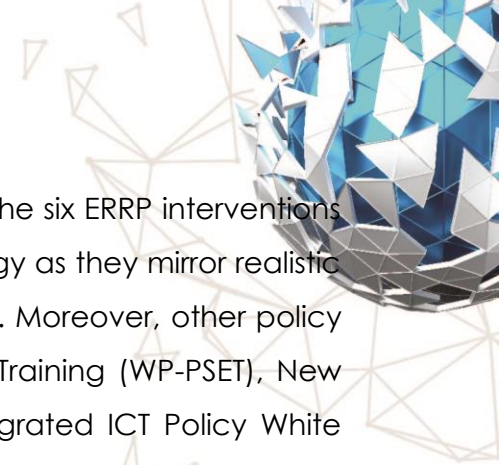
5.1 FACTORS CONTRIBUTING TO THE PERFORMANCE OF POLICY AND REGULATORY INSTITUTIONS

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 7: PESTEL analysis

POLITICAL FACTORS	ECONOMIC FACTORS
<ul style="list-style-type: none"> • Changing political priorities / political positioning for 2024 elections • Increased focus on accountability, monitoring and impact evaluation systems 	<ul style="list-style-type: none"> • Power outages
ENVIRONMENTAL	LEGAL FACTORS
<ul style="list-style-type: none"> • Increased demand for ICT and digital services • Opportunities in sector for green technologies and their applications 	
SOCIAL FACTORS	TECHNOLOGICAL FACTORS
<ul style="list-style-type: none"> • Capacity challenges with regards to TVET colleges • Increased youth unemployment in both urban and rural areas, ongoing inequalities, gender biasness in employment 	<ul style="list-style-type: none"> • 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)

Additional to the analysis above, the South Africa political environment trajectory is underpinned by the National Development Plan (NDP). The NDP encourages the country to achieve sustained levels of economic growth through to 2030. Additionally, the introduction of the new NSDP 2030 calls for SETAs to reorient themselves towards the development of skills that are of impact and



that are outcomes oriented. Complementing the NSDP outcomes are the six ERRP interventions that the SETA adopts, these become critical in the SETAs 2022/23 strategy as they mirror realistic goals for sector recovery against the effects caused by the pandemic. Moreover, other policy interventions such as; White Paper on Post Schooling Education and Training (WP-PSET), New Growth Path (NGP), Industrial Policy Action Plan (IPAP), National Integrated ICT Policy White Paper have been considered and their implications on the sector are duly outlined in the succeeding sections of this Annual Performance Plan.

5.2 DEMAND FOR SERVICES AND OTHER FACTORS WHICH INFORMS THE DEVELOPMENT OF THE STRATEGIC PLAN

While the sector contributes positively to the GDP, change drivers are factors affecting change in the sector and causing it to develop in a positive or negative way. In this case, these change drivers are explored through the lenses of skills supply and demand. There are other change drivers that recognized in the sector such as the energy crisis (Loadshedding), Unstable South African economy, however, the MICT sector due to its nature and being at the forefront of technological advancements, greater attention is on the significance of 4IR change drivers more than anything else. Also noting that skills developed in this sector are not solely limited to this sector, but impact various industries, including manufacturing, healthcare, finance, agriculture, and more. It is no doubt that this is a networked society, an era of convergence and collaboration, a multitude of technologies help instantaneous interaction to happen. This technology is used to break down barriers of location and time, and in so doing may lead to competitive advantage. Today is recognized as the post pandemic period, recognizing accelerated use of digital technologies, which even still today key technologies such as 5G and Cloud Computing continue to be important, as many South African companies have implemented a hybrid model of working. With South Africa striving towards being an E-Skilled economy, as outlined in the National Development Plan Vision 2030, key change drivers that affect the MICT sector and socio-economic systems are identified. Key change drivers that affect the MICT sector and socio-economic systems are identified below:

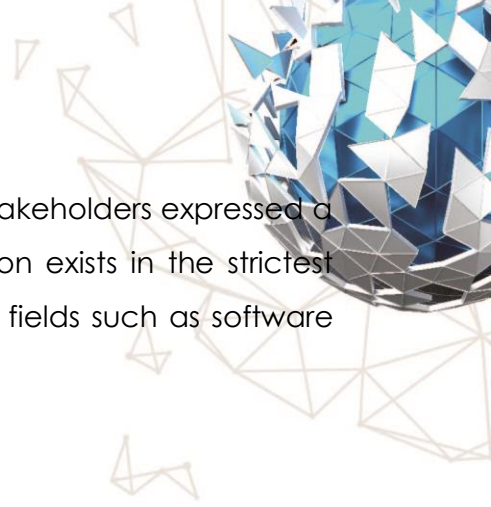


- **Cloud Computing**

The advent of cloud computing has altered the way of doing things, it has been understood as the interconnectedness of servers providing service in various form over the internet. It has emerged as a key driver of digital transformation in South Africa. Majority of companies have invested in cloud services, as a result of that investment, most companies are seeing massive benefits in business growth, innovation, and in particular, improved customer service. With such investments in cloud computing, the issue of skills development becomes important to explore, more importantly since the world is in the post pandemic era. In addition, more companies are becoming dependent on cloud computing services. Individuals with the skills to design and deploy such technology are in high demand and often poached not only in South Africa, but by global companies. There is clearly a shortage of these essential skills, and such became more evident in 2020 when the world was forced to adopt remote working models because of Covid-19, It is in this case that key players in the MICT sector should make efforts to invest in such essential technical skills which provide for higher order cognitive skills (Huawei, 2022).

- **Internet of Things (IoT)**

The “Internet of Things’ (IoT) is another 4IR change driver identified in the MICT sector. It refers to a network comprised of physical objects capable of gathering and sharing electronic information. Through research published by the World Economic Forum (WEF), it has been revealed that IOT has found way to the daily lives of individuals, this became more visible on the onset of the COVID-19 pandemic where businesses and governments found themselves increasingly dependent on IoT and related technologies to ensure connectivity and the continuity of activities (World & Forum, 2023). Much of the dependency in such technology is still more evident even today as traditional meetings are now more preferred using online platforms such as zoom, Convener. From the aforementioned, it is no doubt that IoT will continue to grow as cloud computing and cloud app offerings expand in the coming years. IoT thus links virtually all of 4IR change drivers, further expanding the impact of 4IR. However, there continues to be limited recognition of emerging 4IR occupations in the OFO, thus limiting funding and formalised



training opportunities in “new age” fields such as IoT. In consultations, stakeholders expressed a need for more “IoT specialists”. However, currently no such occupation exists in the strictest sense, instead IoT specialists may emerge as specialisations of existing fields such as software development and design.

- **Artificial Intelligence**

“Artificial Intelligence” (AI) has been identified as a key change driver in the MICT sector. It refers to the simulation of human intelligence in machines that are programmed to think like humans and mimic their actions. The term may also be applied to any machine that exhibits traits associated with a human mind such as learning and problem-solving. It has become apparent that that AI has moved into its era of deployment, this has been observed in 2022 and the beginning of 2023 with large scale AI models such ChatGPT, Stable Diffusion, Whisper, and DALL-E 2 getting attention. The proportion of companies adopting AI in 2022 has more than doubled since 2017, though it has plateaued in recent years between 50% and 60%, according to the results of McKinsey’s annual research survey. Organizations have adopted AI realizing meaningful cost decreases and revenue increases. South Africa leads the continent in AI adoption with a robust ecosystem that includes numerous technology hubs, research groups, and various. Many companies in South Africa are either integrating AI solutions into their existing operations or developing new solutions using AI (Eke et al., 2023).Furthermore, shedding light from a skills perspective, it is no doubt that the development and deployment of AI technologies require a skilled workforce, therefore, greater efforts need to be on nurturing talent and provide people with the necessary training and opportunities. Reskilling should be one of the focus areas as outlined in the national prioriotise such as the NSDP, ERRP. Greater efforts in this regard should be linked to the understanding that the level of skill required by AI is advanced and needs to be financially and technically supported by the industry and government.



- **Big Data Analytics**

Big data analytics has been viewed as one of the most suitable technologies to offer businesses innovation and improve businesses, in this research it has been identified as one of the change drivers in the sector, which is about managing fast-moving traditional data processing systems at ever-increasing rates. It encompasses the volume of information, the velocity or speed at which it is created and collected. It is about identifying patterns, predicting trends, and insights that can inform business decisions. Example of big data includes social media, with Facebook processing about 500+terabytes of new data every day. This data is mainly generated in terms of photo and video uploads, message exchanges, putting comments etc (Huang, 2022).

Big data analytics being a relatively new field, companies are forced to retrain their workforce in order to be able to operate and deal with the new systems for analysing sophisticated datasets. Larger companies are swiftly recruiting new graduates, increasing their budgets, offering more training opportunities to their current staff who are capable in an attempt to develop the talent they need from within, as a result this has been observed to make it difficult for smaller MICT companies to keep up with the changing labour market (Huang, 2022).

- **Fifth-generation wireless technology (“5G”)**

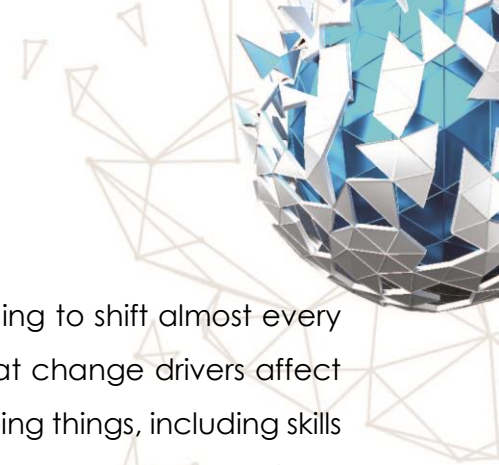
The fifth-generation wireless technology (“5G”) has been identified as a key driver of network transformation in South Africa. This is due to the need to drive new intelligent automation, it has been recognised as a source that enables new and existing technologies, such as artificial intelligence (AI) and the Internet of Things (IoT), to have a transformative impact on business processes, helping drive productivity and efficiency. Research shows that 5G is already having a huge impact on Big Data by accelerating data collection with high implications for cloud storage, machine learning, artificial intelligence (AI), 3D printing and data analytics, thus providing actionable insights that can be applied in several societal and industrial applications. Governments need to find ways to mitigate the risk of being left behind as technology sweeps



the rest of the world into 5G and beyond. Companies are currently struggling to attract and retain staff with scarce skills in hard-to-fill occupations (i.e., computer network and systems engineers, cybersecurity specialists, and those with cloud computing skills), and 5G is already making this task even more difficult (The Independent Communications Authority of South Africa (ICASA), 2023).

Energy: The impact of loadshedding on the MICT sector

While the above changer drivers seem to be driving change from a technology perspective, without energy in the form of electricity such technologies cannot be fully adopted. Loadshedding being a factor that seems to be driving change, affecting the south African economy, the MICT sector is not immune to disruptions caused by loadshedding, especially small businesses. These persistent power interruptions compromise the survival of these surviving SMMEs. Recent observations indicate that some SMMEs are already making drastic decisions to cut costs, seek alternative energy sources, and in some instances retrench staff to reduce overheads. In a recent pulse survey on loadshedding conducted by the MICT SETA, 13% of the stakeholders indicated that their organizations have confirmed that they are planning to retrench about 10%-20% of the staff, this is mainly for business survival. Moreover, it was also interesting to investigate how much of their organisational budget was or is being spent on back-up power, 39% of the stakeholders indicated that they spend about 30%-40% of the organisational budget, followed by 28% spending 10%-20%, 17% indicated that they spend about 50%-60%. This is a slight glance on how the energy crisis in south is affecting businesses. Even some of the big giants in the industry within the telecommunications sub-sector, they are planning to retrench about 15% of the workforce to ensure sustainability. Such decisions come after spent evaluations that such big telecoms companies spend R150 million in a single quarter to fight the effects of ongoing loadshedding, with some having reported that they had spent R 2.6 billion on batteries, generators, and security for their towers each year, on the positive side this has given a rise to employment of network engineers and cloud computing specialists for business continuity (Illidge, 2023).



Skills Implications of the Change Drivers

As briefly highlighted above, research shows that technology is continuing to shift almost every job role, whether it is in a factory or behind a desk. It is evident that that change drivers affect how businesses operate and survive into the future. Thus, new ways of doing things, including skills training, are required to exploit new opportunities in the market that emerge as a result of 4IR. Research by the World Economic Forum highlights cognitive skills, Systems thinking, AI and big data to be the top 10 growing skills (Schwab & Zahidi, 2023). While it is already evident that 4IR is already invalidating traditional jobs, the opportunity is on reskilling more than anything else. However, limitations, are still recognized to be the OFO as there continues to be limited recognition of emerging 4IR occupations such as an IoT specialist within the IoT realm, cloud architect for cloud computing and AI specialist within artificial intelligence. Efforts by the SETA to counter this challenge is on strategically partnering with key role players in the sector such as the QCTO, training providers and industry in the development of new qualifications and improvement of existing qualifications to meet 4IR demands.

The transversal nature of the 4IR technologies

While the implications of 4IR technology are identified above from an MICT sector perspective, it worth recognizing that the aforementioned change drivers are also transversal in other economic sectors such as “Blue economy or the Oceans economy”. Maritime-related businesses are organising 4IR technologies such as artificial intelligence (AI), machine learning (ML), Big Data, blockchain technology, Internet of Things (IoT), robots, drones, and additive manufacturing (AM) or 3D printing to harness the wealth and services of seas and oceans. The 4IR has pushed key role players such as Universities to prioritize 4IR skills in data analysis, automation, cybersecurity, computer programming, simulation, and robotics. This is to show that the MICT SETA is not only



facilitating skills development for only its sub-sectors but a range of other economic sectors as “Blue economy or the Oceans economy”(Foundation, 2021).

5.3 CHALLENGES TO BE ADDRESSED

There are strategic challenges and tensions between the aspirations of different stakeholders within the sector that need to be managed for the benefit of the sector. They include:

- Aligning the skills agenda to the needs of the sector and relevant policies
- skills development needs and priorities of rural communities (bridging the digital divide)
- Access and Equity: addressing issues related to equitable access to training opportunities, including geographic disparities, affordability, and inclusivity, and documenting strategies to promote access for underrepresented groups. Quality Assurance: improve on efforts to maintain and enhance the quality of training and education provided by accredited institutions.
- Supporting innovation and promoting creativity
- Acknowledge and address the broader political and economic challenges that may impact funding and policy decisions related to skills development.
- Promoting a more local based production, solutions, and increased exports
- Paying greater attention to development and support for small businesses as potential bedrocks for employment.

Mitigation Strategies

In mitigation of the afore-mentioned challenges, the SETA will ensure implementation of priority sector development initiatives that include:

- Recognizing, planning, and prioritizing occupations that are on the National List of Occupations in High Demand and linking occupations and specializations that address the above-mentioned change drivers; namely; AI, Cloud Computing, Big Data Analytics, 5G and IoT to that enable 4IR. In that way, the SETA will be fulfilling NSDP outcome 1 (identifying and increasing production of occupations in demand), and

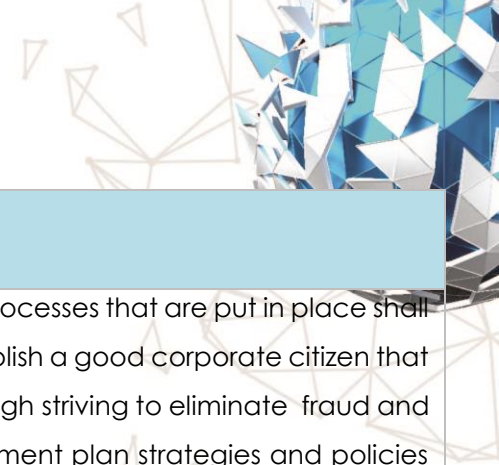
- outcome 2 (linking education and the workplace). Additionally, the ERRP intervention on embedding skills planning into sectoral processes will be responded to by the SETA.
- Expanding opportunities for Work Integrated Learning, responding to NSDP outcome 4 (Increase access to, and delivery of industry and occupationally directed priority programmes and work placements), and also aligning to the ERRP intervention on Increased access to programmes resulting in qualifications in priority sectors.
 - designing effective internships that serve as effective bridges into employment and collaborating with stakeholders on work-based training.
 - Implementing rigorous quality assurance processes and monitoring mechanisms.
 - Support innovation and commercialization of 4IR technologies in South Africa, further encouraging local production and increased exports.

5.4 RESEARCH FINDINGS

The priority actions below were unveiled through research and ensure alignment between the SSP and this Strategic Plan. They found expression into this Strategic Plan to ensure support for the eminent change and development within the sector, they set out the broad skills development agenda for the sector and are in order of priority:

Table 8: MICT SETA priorities

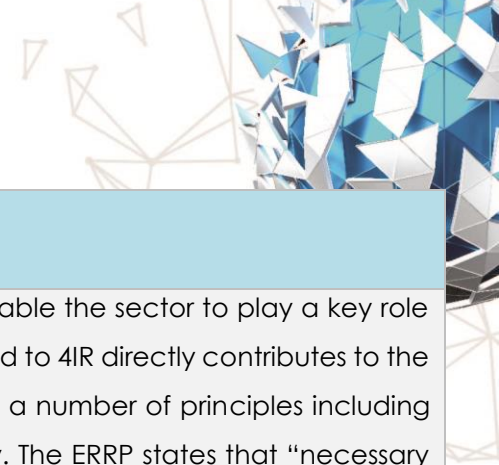
Outcome/Priority Area	Description
Priority 1 Support the sustainability and growth of SMMEs, Entrepreneurship, Cooperatives, and community-based organisations.	In developing interventions for SMMEs and community-based organisations, the SETA will make considerations such as: the ability of an SMME to obtain funding for skills development; whether or not it is a levy paying company; the flexibility and accessibility of programmes that recognises the difficulty that small companies have in releasing staff for long periods; the difficulties that small companies have in meeting requirements for learning programmes implementation; and the potential for established larger companies in the Sector to mentor and provide skills development incubator opportunities to smaller less well established businesses.



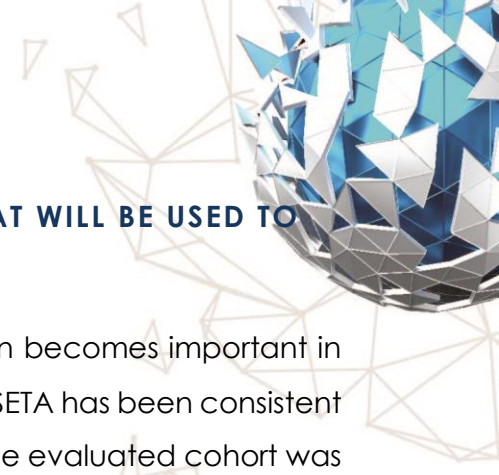
Outcome/Priority Area	Description
<p>Priority 2</p> <p>Ensure good corporate governance and a productive workforce.</p>	<p>The MICT SETA will ensure that the internal systems and processes that are put in place shall ensure effective corporate governance in order to establish a good corporate citizen that is accountable to its stakeholders. This will be done through striving to eliminate fraud and corruption by putting in place effective fraud management plan strategies and policies as part of Risk Management. Further organisational performance will be measured against compliance through the establishment of a Compliance Framework and Plan that will be monitored and reported on, on a quarterly basis.</p> <p>In terms of management organisational ethics, a rigorous Ethics Management Framework will be developed with milestones which will be measurable in terms of annual milestones. Lastly, to ensure that there is an approved Corporate Governance Framework and Operating Model that will measure the deliverables of the Board Secretariat as a support structure to the Accounting Authority,</p>
<p>Priority 3</p> <p>Increase and improve labour market information that accurately identifies occupations in high demand.</p>	<p>The MICT SETA will ensure that the labour market information signalling the demand and supply of skills is thoroughly triangulated in order to improve the trustworthiness of data used for skills planning purposes. Of equal importance will be the management and dissemination of research outcomes on occupations in high demand and incremental building of career guidance in partnership with industry and various learning institutions through a number of platforms.</p>
<p>Priority 4</p> <p>Ensure increased and focused skills development for rural and marginalised communities to ensure inclusivity</p>	<p>The MICT SETA's rural strategy, linked to NSDP outcome 8, 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 Service, which is known as the "YES initiative". It aims to address the most pressing socio-economic challenges in the country, particularly around poverty and unemployment among the youth.</p>



Outcome/Priority Area	Description
<p>Priority 5 Increase access to, and delivery of industry and occupationally directed priority programmes and work placements.</p>	<p>The SETA will set realistic targets in collaboration with industry, ensure implementation through the allocation of discretionary grants and monitor delivery of Service Level Agreement deliverables as a way of addressing sectoral occupational shortages and skills gaps. This will prioritise the development of skills that enable 4IR occupations and specialisations such as network and systems engineering and cybersecurity specialists. One of the key strategies the SETA will employ is the expansion of opportunities for Work Integrated Learning and Internship programmes as they provide effective bridges into employment and the general world of work.</p>
<p>Priority 6 Improve quality of education to address programmes in high demand within the MICT Sector.</p>	<p>The focus will be on the identification and development of occupational qualifications through the QCTO for occupations in high demand in consultation with the sector. These include occupations such as software tester, network engineer and ICT security specialist. Furthermore, the SETA will put in place mechanisms to prioritise 4IR related qualifications and increase the number of accredited skills development providers offering occupational qualifications in high demand on an annual basis. In the 2022/23 financial year, the SETA has been successful in addressing this strategic priority, the focus being on the identification and development of occupational qualifications through the QCTO for occupations in high demand in consultation with the sector. .</p>
<p>Priority 7 Enablement of the Fourth Industrial Revolution (4IR)</p>	<p>The MICT sector key skills change drivers articulated in Chapter 2 of the SSP are all centred on 4IR technologies. 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. This will be achieved through support by the SETA for the development of the skills required to research, develop, and commercialise 4IR technologies and products. In recognising and planning for occupations that are on the National List of Occupations in High Demand-and linked to 4IR-this priority action fulfils NSDP outcome 1, which calls for the identification and increase in the production of occupations in demand (examples of which include Cloud Architects in the Cloud Computing space and AI Specialists in the Artificial Intelligence space), and outcome 2, which speaks to linking education and the workplace.</p>



Outcome/Priority Area	Description
	<p>In addition, the SETA's strategy to provide support to enable the sector to play a key role in the development of technologies and products related to 4IR directly contributes to the principles and enablers of the ERRP. The ERRP highlights a number of principles including strengthening the productive capacity of the economy. The ERRP states that "necessary policy interventions will be put in place in order to ensure the building digital skills, digital capacity and competitiveness". Specifically, an Artificial Intelligence Institute will be established, necessary interventions will be made in order to increase broadband connectivity and creation of the virtual classroom to 152 schools and providing learners and workers with tools and training to be able to learn and work online.</p>
<p>Priority 8 Support the growth of the public college system through sectoral partnerships in the delivery of learning interventions.</p>	<p>The SETA will identify TVETs with the potential for meaningful collaboration and enter into partnerships with them. These partnerships will recognise some of the TVETs as Centres of Specialisation, linking them with industry and ensuring that programmes offered are aligned to identified skills gaps for ease of learner placement on programmes such as WIL. Furthermore, the SETA will award bursaries to college lecturers for their continuous development and for them to be adept with industry technological advancements.</p>
<p>Priority 9 Supported career development services within the MICT sector.</p>	<p>MICT SETA annually does labour market and skills needs research for the development of a sector skills plan (SSP), which includes the identification of hard-to-fill vacancies and sectoral priority occupations. Based on these identified occupations, the MICT SETA researches and develops a "scarce skills guide" in hardcopy and in digital format. This scarce skills guide describes what these identified occupations entail, and what the learning pathways are to obtain qualifications that will prepare people for entry into these occupations. The guide is distributed to young people at career exhibitions and shows and can also be accessed via the MICT SETA career portal.</p> <p>Career guidance councillors and life orientation teachers are also trained in the use of the guide to assist them with providing career guidance to young people.</p>

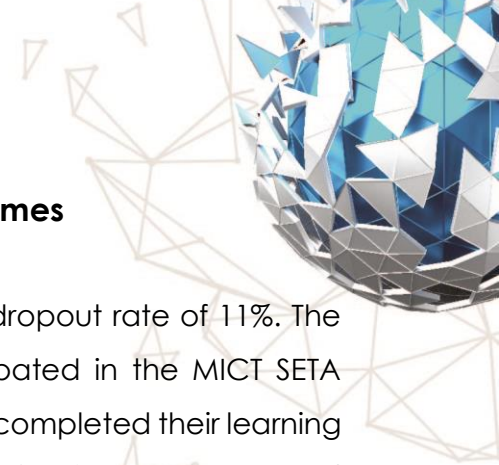


5.5 FINDINGS OF INTERNAL AND EXTERNAL EVALUATIONS THAT WILL BE USED TO INFORM THIS STRATEGIC PLAN

In achieving the NDP targets, the element of monitoring and evaluation becomes important in assessing progress made towards the achievement of targets. The MICT SETA has been consistent in conducting evaluation studies to measure its programmes' impact, the evaluated cohort was the 2020/21. The study sought to understand the effects of internships, learnerships, skills programmes, bursaries and short programmes on learners, employers, and training providers within the MICT sector. To understand the key features, trends, challenges and successes of learning programmes, the assessment frameworks adopted as points of reference were the Results Chain and DAC Evaluation Criteria. These enable the exploration of the relevance, programme governance and management, efficiency, effectiveness, impact, and sustainability of learning programmes.

Key findings emerging from the study include:

- About 7 in 10 learners (72%) indicated that they are currently unemployed. This is consistent with the current unemployment crisis in the country which stands at 32.7% in the general population. The expanded definition of youth unemployment sits at 71.1% amongst 15–24-year-olds and 49.5% amongst 25–34-year-olds (Stats SA, 2023).
- Only 4% of the learners have taken up entrepreneurship. This indicates that as an alternative to traditional employment, there is room for entrepreneurship to be grown.
- Over a quarter of employed learners (27%) attributed their current employment to having been a part of the MICT SETA learning programmes. Furthermore, 20% of the learners that are currently employed attributed their promotions at work to having been a part of the learning programmes.
- Learning programmes are largely relevant as they improve the status quo, however, securing sustainable employment after programme completion remains a challenge.

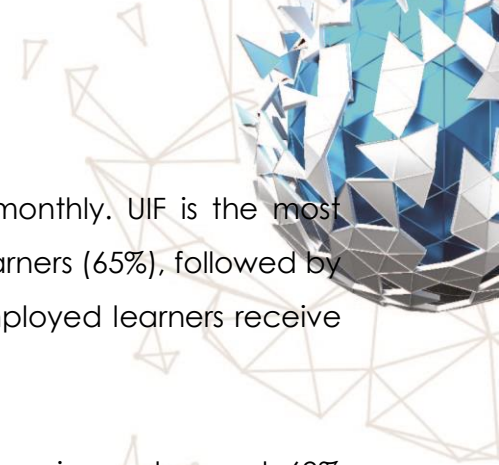


Most learners are unemployed after completing learning programmes

89% of learners completed their learning programmes, representing a dropout rate of 11%. The survey results indicated that the majority of learners that had participated in the MICT SETA funded learning programmes did not continue their studies after having completed their learning programmes. Results showed that only 8% continued their studies on a full-time basis and 14% continued on a part-time basis, while 77% did not continue their studies. The employment rates of the learners of 2020/21 echo the general unemployment crisis in South Africa, especially amongst youth, as 72% of learners are unemployed, 10% are in full-time employment and 14% are in part-time employment. Of those learners that are employed, 27% say they were employed as a result of MICT SETA learning programmes. Employers and training providers indicated that due to challenges in absorbing learners, it is important that entrepreneurship skills are included as part of the learning programmes, as only 4% of learners are self-employed. A concerning aspect of this study was that while 72% of the learners remain unemployed, 80% of the learners indicated that they have at least one dependent.

Despite this, MICT SETA's learning programmes have resulted in some learners getting employed. Of the employed learners, 27% indicated having obtained employment as a result of the MICT SETA learning programme and 20% of learners indicated having received a promotion at work after completing their learning programme. Employed learners mostly work in the formal economy, whilst entrepreneurship is higher in the informal economy. The top 4 sectors where learners are employed are Media, Advertising, and ICT (accounting for 31% of employed learners), followed by Wholesale and Retail (17%), Education (16%), and Local Government (9%). Other sectors where learners are employed include the services sector, mining, and construction, which employ 6% of learners each. A minority of 9% of learners work in other sectors, with each of these sectors accounting for less than 1% of employment.

When considering remuneration and company benefits, 4 out of 5 of employed learners (80%) earn less than R10 000 monthly, with the average salary being around R7 207. Approximately 3%



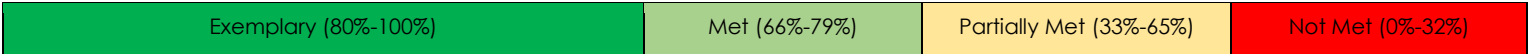
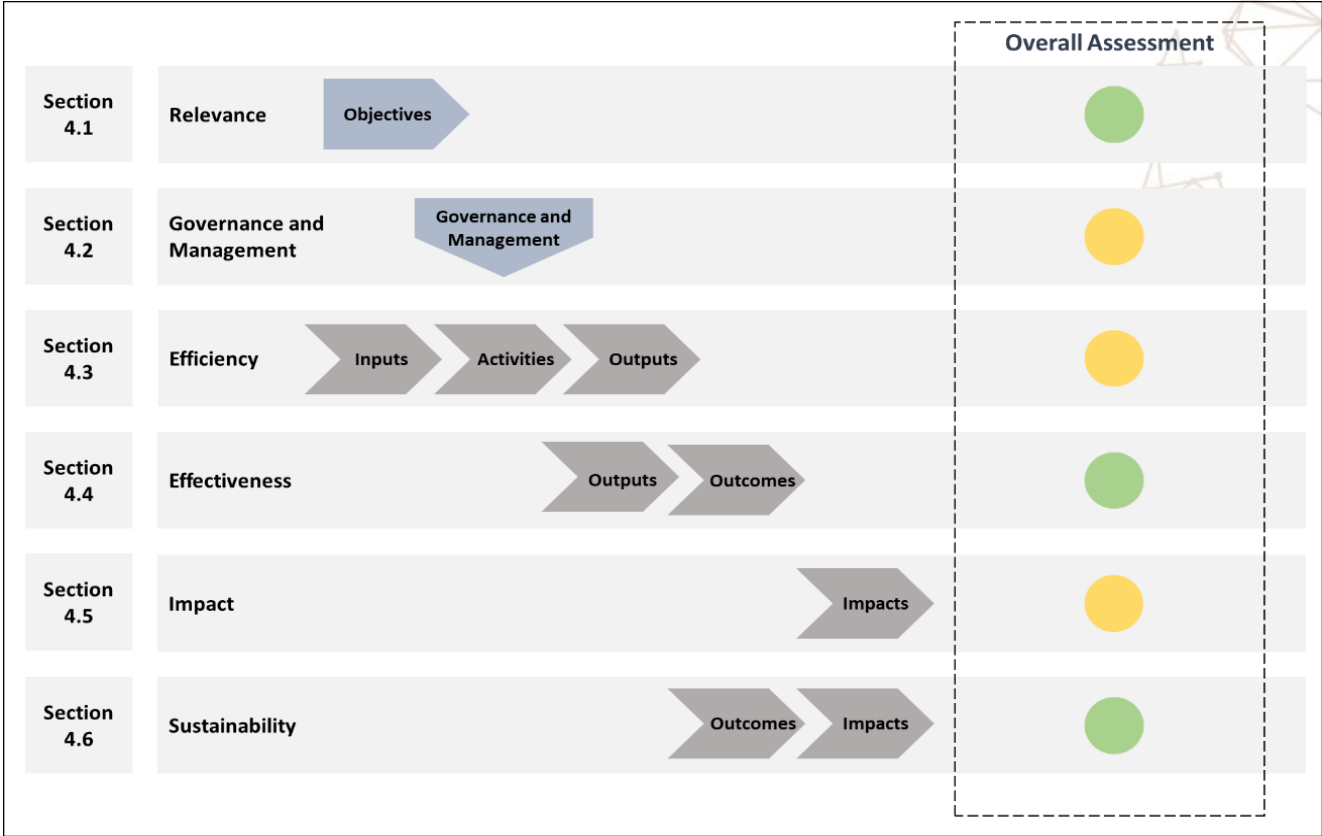
of the learners are currently earning as much as R30 000 or more monthly. UIF is the most common company benefit, enjoyed by around 2 out of 3 employed learners (65%), followed by other benefits such as cell phone allowance. Only 19% and 15% of employed learners receive medical aid and pension/provident fund, respectively.

The 4% of learners who started businesses did not fare any better than those in employment. 69% of these businesses have only the learner themselves as the employee, and 85% have an annual turnover of less than R50 000. 31% of the businesses of self-employed learners operate in the Wholesale and Retail Sector, followed by Education and the MICT sector at 15% each.

Below is a representation of the summary profile of the learners that participated in the MICT SETA learning programmes (to simplify interpretation, some percentages have been rounded and may not add up to 100% as decimals are not shown).



Figure 8: Overall Evaluation Assessment Summary



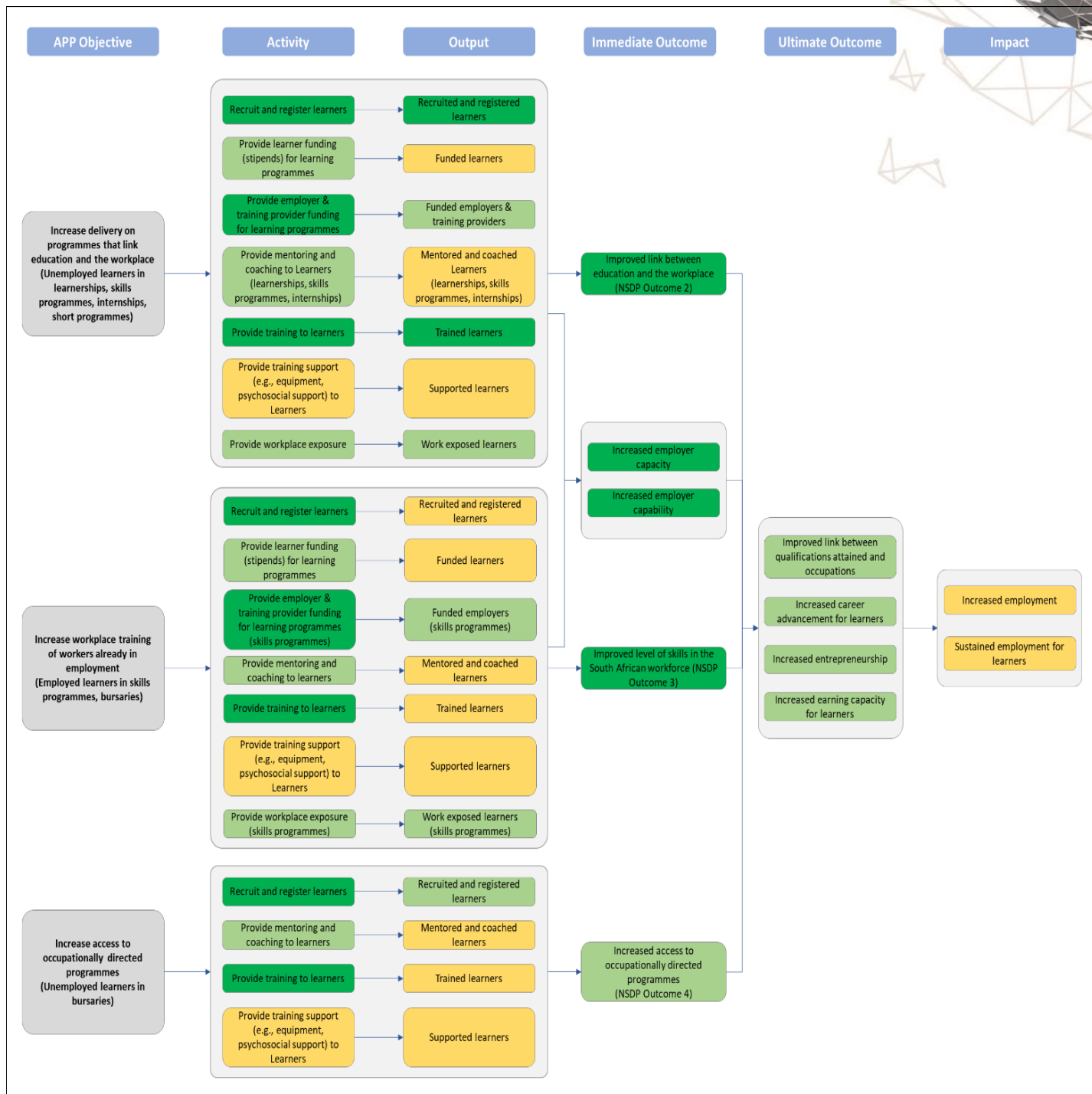
Most employers and learners were in agreement on the relevance of MICT SETA programmes to their needs. The governance and management of the programmes was partially met; with issues relating to poor communication and collaboration, as well as overspending by the SETA, amongst others, being observed. The efficiency of the programmes was also partially met. Whilst the activities were mostly done efficiently timewise (for instance, employers noted improvement in payment turnaround times), the cost – benefit analysis shows poor cost efficiency. The programmes were effective in achieving the objectives set out in the NSDP but can only be seen as partially successful in terms of creating the impacts of increasing employment and sustainable impacts after programme completion. Although the benefits that emanated from participating



in programmes (including obtaining a relevant qualification and receiving workplace exposure and training) are likely to persist, these may be reduced in future by lengthy periods of unemployment and missed opportunities in terms of creating strategic partnerships with stakeholders.

The following diagram depicts the summary findings for the Evaluation. The heat-mapped version of the results chain included below indicates the extent to which components of the results chain have been delivered.

Figure 9: Heat Mapped Results Chain

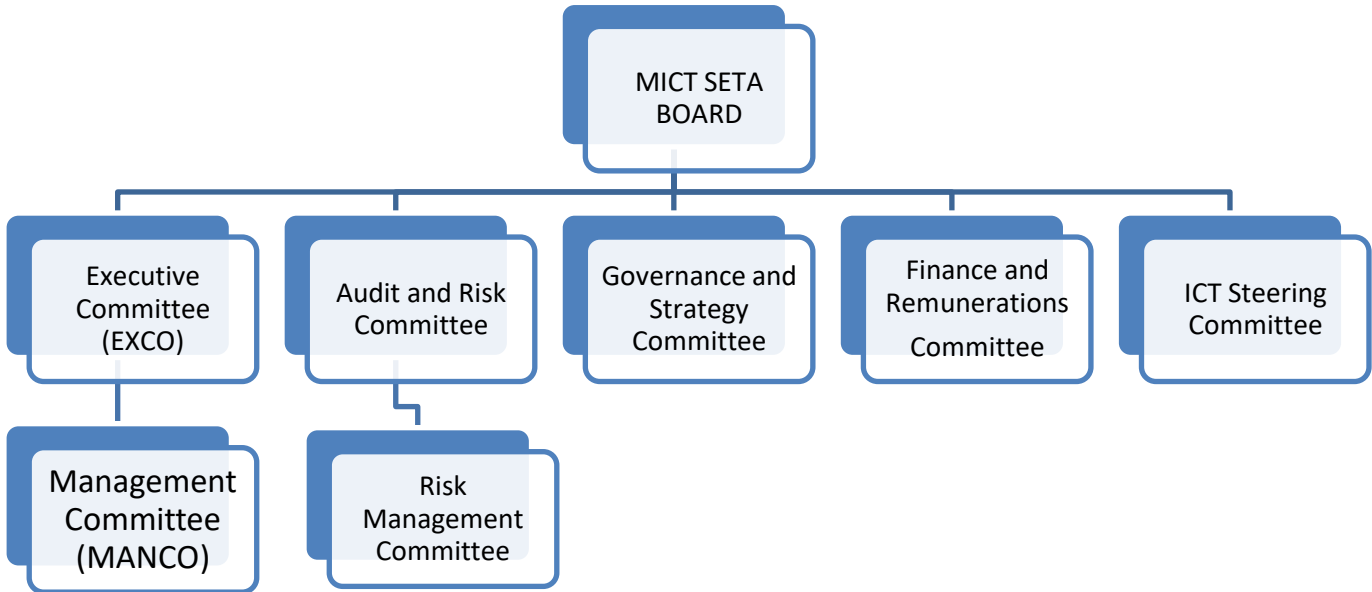




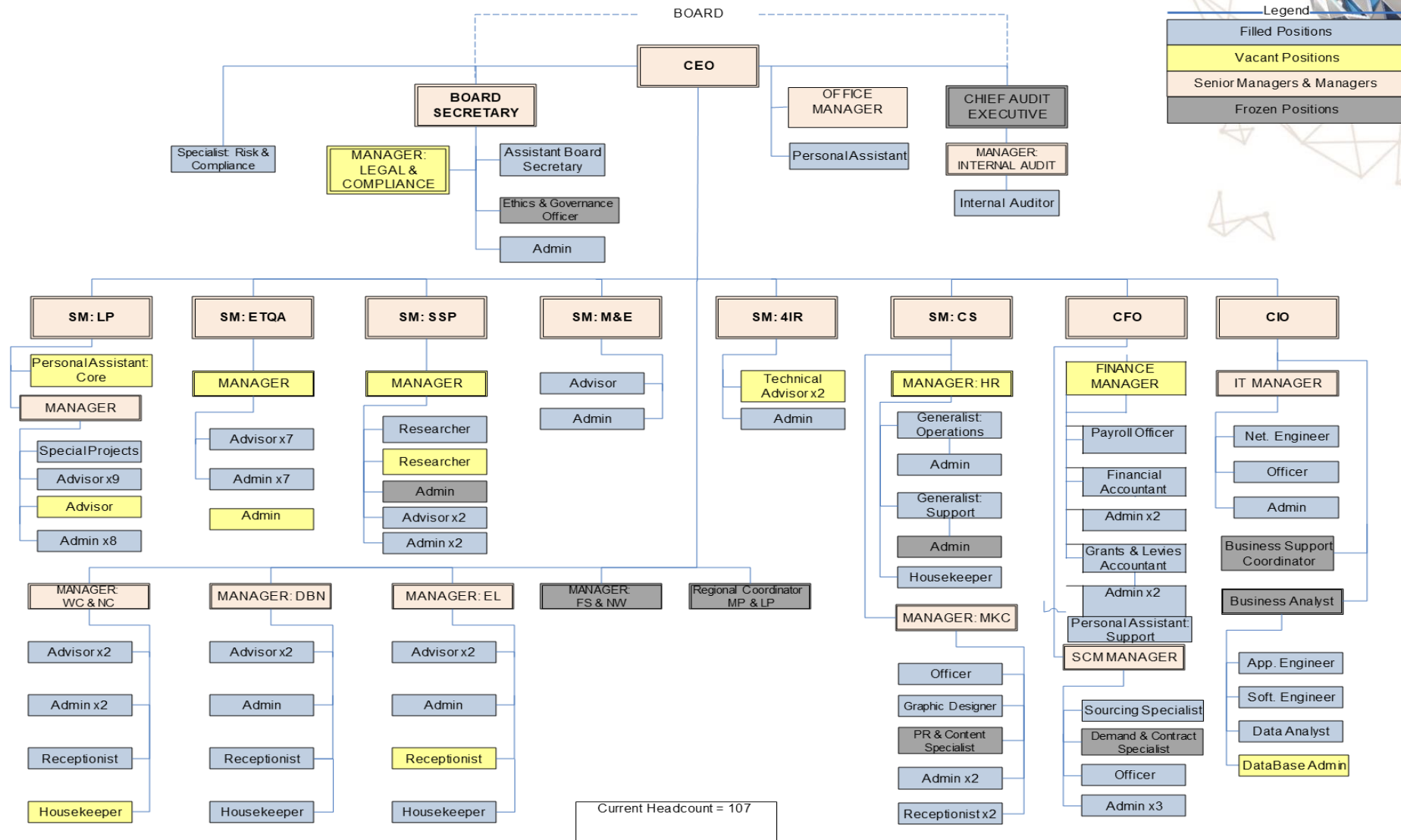
6 INTERNAL ENVIRONMENT ANALYSIS

6.1 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:



MICT SETA ORGANOGRAM





5.1.1 CORPORATE SERVICES

The Corporate Services Division plays a key role within MICT SETA by providing support functions in the form of Human Resources and Marketing and Communications.

It is through these functions that Corporate Services Division supports the MICT SETA Management, employees, social partners, and stakeholders in the process of fulfilling its legislative mandate.

The purpose of the HR function is to deliver HR support that enables MICT SETA employees to meet all stakeholder needs as timeously as possible.

HR Objectives

- Driving HR excellence and innovation that leads to successful outcomes and moves MICT SETA forward while leveraging on its human resource capabilities.
- Deploying recruitment and retention strategies to attract and retain qualified and diverse individuals for the organisation
- Investing in employee development and expanding on our succession management programme that reinforces the principle of growing our own.

The MICT SETA comprises of 107 employees, the disaggregation is as follows:

Table 9: MICT SETA employment by function

Title	Number of Employees
Administrators	35
Advisors	25
CEO	1
CFO	1
CIO	1
Board Secretary	1
Assistant Board Secretary	1
Personal Assistant	2
Senior Managers	6
Receptionist	4
Interns	0
Managers	9
Housekeepers	3
Officers	4
Data Analyst	1
Applications Engineer	1
Software Engineer	1
Network Engineer	1
Graphic Designer	1
Accountants	2
Internal Auditor	1
Sourcing Specialist	1
Special Projects	1
Researcher	1
HR Generalist	2
Specialist: Risk & Compliance	1
Total	107

Regular customer satisfaction surveys will be conducted to evaluate and ensure continuous improvement and to strengthen customer relations. A detailed organogram is illustrated on page 55 of this plan.

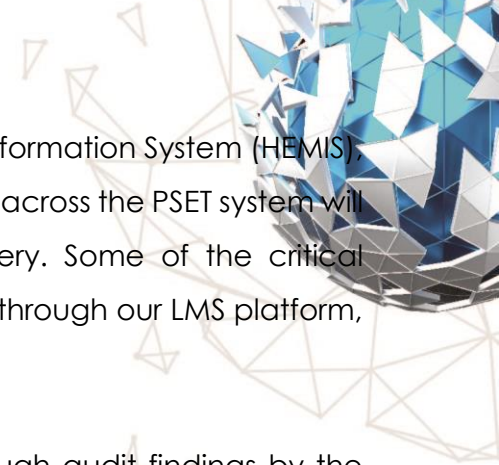
5.1.2 INFORMATION TECHNOLOGY

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. Our focus for the 2023/24 Financial Year will be on conclusion of the entire Customer Relationship Management (CRM) stack during.

The SETA's move to source ICT applications through Research Chairs with form universities is so strategic that such a structure will ensure that we implement the adopted Triple-Helix of innovation while achieving and positioning the MICT SETA to lead the PSET system / sector with adoption of ICT and the 4th Industrial Revolution (4IR). Amongst others, this model has positioned the MICT SETA to achieve the following:

- Cost-effectiveness as solutions are developed and implemented through a fraction of what it would normally cost if implemented through normal SCM processes.
- Seamless processes in the administration of Discretionary Grants (DG), Mandatory Grants (MG) and Workplace-skills Plan (WSP), the Quality Assurance functions, and the related reporting on SETMIS, NLRD, and quarterly and annual reporting.
- Improved Stakeholder interface due to automated processes and accurate information processed and available through our reliable systems.

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 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 while 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. All these initiatives should be concluded by 2024/25 FY.

The SETA ICT Forum resolved on the following key priorities for the 2023/24 and 2024/25 Financial Years, in a shared platform:

1. Conclusion of **a licensing model with OEMs** such as Microsoft and migration of all members into the licensing model. Focus should also be on longer-term commitments on licensing subscriptions.
2. Implementation of **one shared system and database** to maintain learner records to eliminate the risk of double-dipping and audit findings.
3. Implementation of **a Security Operations Centre (SOC)** on a full-time basis for proactive approach towards Cybersecurity.
4. **Cloud migration** for improved security.

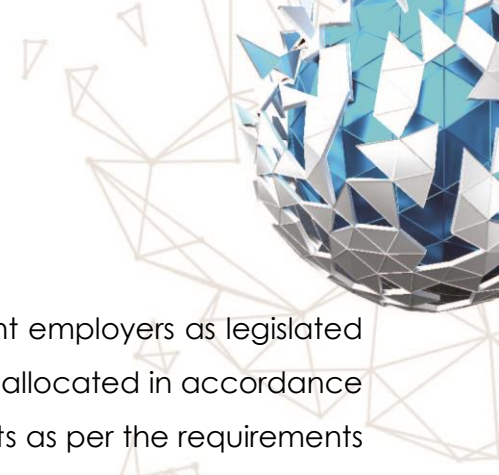


5. **Risk Management** as a collective to determine adequate mitigation strategies for implementation and development of a Roadmap.

Ultimately, the Forum seeks to achieve the following key objectives:

- Reduction in financial and organizational costs.
- Streamlined processes across the landscape.
- Seamless integrated up-to-date systems and unified data.
- Common data structures.
- Improved audit outcomes.
- Elimination of duplication.
- Improved information management and security.
- Data reliability and reporting with Dashboards.

Engagements have commenced with the DHET to ensure that the Shared Services programme is realised. This programme will benefit, in the main the SETAs, TVET and CET colleges, and all other entities of the department. The MICT SETA's plan for the 2024/25 FY will be to ensure that the Shared Services programme is realised.



5.2 BUDGET FOR STRATEGIC PLAN

5.2.1 FINANCIAL RESOURCES

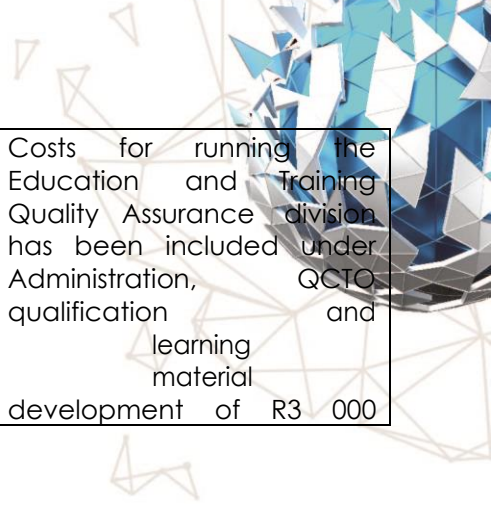
The SETA obtains its revenue from levies collected from its constituent employers as legislated through the Skills Development Levies (SDL) Act. Levies received are allocated in accordance with Mandatory Grants, Discretionary Grants and Administration costs as per the requirements of the SDL Act and 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 program on its website wherein seamless communication between SETA and its stakeholders is enabled. The budget summary is as follows:

OVERVIEW OF 2023/24 TO 2027/28 BUDGET FOR THE MTEF ESTIMATES

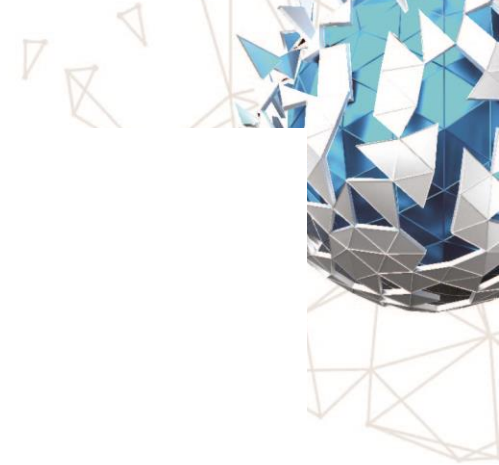
Description	AUDITED OUTCOMES				CURRENT	REVISED	MEDIUM TERM EXPENDITURE ESTIMATE			
	2019/20	2020/21	2021/22	2022/23	2023/24	2023/24	2024/25	2025/26	2026/27	2027/28
	Actual	Actual	Actual	Actual	Approved Budget	Proposed Revised Budget	Proposed Revised Budget	Estimate	Estimate	Estimate
Revenue	982 717 000	763 012 000	1 025 312 000	1 139 435 000	1 101 955 232	1 261 548 252	1 281 372 715	1 326 383 851	1 392 703 043	1 462 338 195
Levy Income	938 277 000	622 257 000	973 990 000	1 086 906 000	1 079 481 452	1 154 975 502	1 212 724 277	1 273 360 491	1 337 028 516	1 403 879 942
• Administration Income	10.50%	123 154 000	81 750 000	127 307 000	143 455 000	141 681 941	151 590 535	159 170 061	167 128 564	175 484 993
• Mandatory Income	20.00%	234 052 000	155 139 000	246 298 000	267 034 000	269 870 363	288 743 876	303 181 069	318 340 123	334 257 129
• Discretionary Income	49.50%	581 071 000	385 368 000	600 385 000	676 417 000	667 929 149	714 641 092	750 373 147	787 891 804	827 286 394
Interest and Penalties	17 596 000	12 663 000	13 946 000	8 808 000	-	7 800 000	-	-	-	-
Other Income	190 000	116 413 000	22 598 000	9 632 000	-	50 679 000	18 150 000	-	-	-
Investment/Interest Income	26 654 000	11 679 000	14 778 000	34 089 000	22 473 780	48 093 750	50 498 438	53 023 359	55 674 527	58 458 254
Expenditure	1 021 349 000	819 477 000	758 389 000	1 116 487 000	1 101 955 232	1 261 548 252	1 281 372 715	1 326 383 851	1 392 703 043	1 462 338 195
Administration Costs	96 360 000	101 842 000	122 461 000	147 465 000	141 681 941	151 590 535	159 170 061	167 128 564	175 484 993	184 259 242
Mandatory Grants	175 082 000	120 888 000	175 978 000	188 352 000	229 389 809	245 432 294	257 703 909	270 589 104	284 118 560	298 324 488
Discretionary Costs	749 907 000	596 747 000	437 677 000	771 573 000	680 883 483	763 846 423	796 348 744	838 666 182	883 099 491	979 754 465
Other Expenses	-	-	22 273 000	9 097 000	-	50 679 000	18 150 000	-	-	-
4IR and ICT Digitization	-	-	-	-	50 000 000	50 000 000	50 000 000	50 000 000	50 000 000	-
Surplus (Deficit)	(38 632 000)	(56 465 000)	266 923 000	22 948 000	-	-	-	-	-	-
Mandatory Grants Payout ratio	74.8%	77.9%	71.4%	70.5%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%
Administration Ratio	8.2%	13.1%	10.1%	10.9%	10.5%	10.5%	10.5%	10.5%	10.5%	10.5%
Administration Ratio (with special projects)					14.2%	14.0%	13.8%	13.6%	13.5%	
Average growth rates:										
Revenue	8%	-18%	34%	11%	-3%	14%	2%	4%	5%	5%
Levy Income	8%	-31%	57%	12%	-1%	7%	5%	5%	5%	5%
• Administration Income	8%	-31%	56%	13%	-1%	7%	5%	5%	5%	5%
• Mandatory Income	8%	-32%	59%	8%	1%	7%	5%	5%	5%	5%
• Discretionary Income	8%	-31%	56%	13%	-1%	7%	5%	5%	5%	5%
Interest and Penalties	34% ↑	-28%	10%	-37%	-100%	100%	-100%	0%	0%	0%
Other Income	-50% ↑	61170%	-81%	-57%	-100% ↑	100%	-64%	-100%	0%	0%
Investment/Interest Income	0% ↑	-56%	27%	131%	-34%	114%	5%	5%	5%	5%
Expenditure	25% ↑	-20%	-7%	47%	-1%	14%	2%	4%	5%	5%
Administration Costs	4% ↑	6%	20%	20%	-4%	7%	5%	5%	5%	5%
Mandatory Grants	5% ↑	-31%	46%	7%	22%	7%	5%	5%	5%	5%
Discretionary Costs	34% ↑	-20%	-27%	76%	-12%	12%	4%	5%	5%	11%
Other Expenses	0%	0%	100%	-59%	-100%	100%	-64%	0%	0%	0%
Special Projects	0%	0%	0%	0%	100%	0%	0%	0%	0%	-100%

Budget and Programmes Reconciliation

Programme	Outcomes	Discretionary	Administration
Programme 1: Administration	Efficient Management, Services, ICT performance and evaluation to ensure effective governance. Financial Corporate Support and monitoring to ensure effective governance.	N/A	R159 170 061
Programme 2: Sector Skills Planning	Increased and improved labour market information that accurately identifies occupations in high demand.	N/A	Costs for running the Sector Skills Planning division which includes research agenda costs of R2 000 000, has been incorporated within
	Supported career development services within the MICT sector.	N/A	
Programme 3: Learning Programmes	Supported growth of the public college system.	R736 622 589	R59 726 156
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 requirements of the MICT sector.		



Programme 4: Education and Training Quality Assurance	Improved quality of education to address programmes in high demand within the MICT sector.	N/A	Costs for running the Education and Training Quality Assurance division has been included under Administration, QCTO qualification and learning material development of R3 000
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2024/25 Levies Budget Calculation

MICT SETA estimated levy income - 80%	1 212 724 277
NSF Allocation - 20%	303 181 069
Estimated levy income - 100%	<u>1 515 905 347</u>
	1 212 724 277
Administration income (10.5%)	159 170 061
Mandatory Income (20%)	303 181 069
Discretionary Income (49.5%)	750 373 147
Interest and Penalties: SDL	-
Other Income - NSF & Fasset Project	18 150 000
Investment Income	50 498 438
Total Income	<u>1 281 372 715</u>

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. Interest income and unused surplus on Mandatory grants is transferred to Discretionary at year end.
4. Last disbursements on NSF project will be realised in 2024/25

UTILISATION:

Administration expenditure	159 170 061
Mandatory expenditure	257 703 909
Discretionary expenditure	796 348 744
4IR and ICT Digitization	50 000 000
Other Expenses - UIF Project	18 150 000
	<u>1 281 372 715</u>
Discretionary grant split	
- Pivotal	589 298 071
- Non Pivotal	147 324 518
	736 622 589
- Discretionary Admin Expenditure (7.5%)	59 726 156
	<u>796 348 744</u>

2024/25 BUDGET SUMMARY - Level 1

Description	2023/24	2023/24	2024/25
	Approved Budget	Proposed Revised Budget	Proposed Budget
Total Revenue	1 101 955 232	1 261 548 252	1 281 372 715
Levy Income	1 079 481 452	1 154 975 502	1 212 724 277
• Administration Income	10.50% 141 681 941	151 590 535	159 170 061
• Mandatory Income	20.00% 269 870 363	288 743 876	303 181 069
• Discretionary Income	49.50% 667 929 149	714 641 092	750 373 147
Interest and Penalties	-	7 800 000	-
Other Income - NSF & Fasset Project	-	50 679 000	18 150 000
Investment/Interest Income	22 473 780	48 093 750	50 498 438
Total Expenditure	1 101 955 232	1 261 548 252	1 281 372 715
Administration Costs	141 681 941	151 590 535	159 170 061
Mandatory Grants	229 389 809	245 432 294	257 703 909
Discretionary Grants	680 883 483	763 846 423	796 348 744
Other Expenses	-	50 679 000	18 150 000
4IR and ICT Digitization	50 000 000	50 000 000	50 000 000
Surplus (Deficit)	-	-	-

2024/25 BUDGET SUMMARY - Level 2

Description	2022/23	2023/24	2023/24	2024/25	Variance: Approved Budget vs		Variance: Proposed Budget vs		Commentary on Proposed Budget vs 2022/23 Financial Year Actuals (AC) vs 2023/24 Approved Budget (BU)
	Financial Year	Financial Year	Financial Year	Financial Year	2022/23 Financial Year Actuals	2023/24 Financial Year Actuals	2023/24 Financial Year Approved Budget	2023/24 Financial Year Approved Budget	
	Actuals	Approved Budget	Proposed Revised Budget	Proposed Budget	R	%	R	%	
Revenue	1 139 435 200	1 101 955 232	1 261 548 252	1 281 372 715	141 937 515	12%	179 417 483	14%	
<i>Levy Income</i>	1 087 199 000	1 079 481 452	1 154 975 502	1 212 724 277	125 525 277	12%	133 242 825	11%	AC: Proposed budget based on forecast data adjusted for inflation. BU: Adjusted for inflation.
• Administration Income	10.50% 143 549 000	141 681 941	151 590 535	159 170 061	15 621 061	11%	17 488 121	11%	
• Mandatory Income	20.00% 267 150 000	269 870 363	288 743 876	303 181 069	36 031 069	13%	33 310 706	11%	
• Discretionary Income	49.50% 676 500 000	667 929 149	714 641 092	750 373 147	73 873 147	11%	82 443 998	11%	
Other Income, Interest on Bank and investments	52 236 200	22 473 780	106 572 750	68 648 438	16 412 238	31%	46 174 658	67%	AC: Increase due to partnerships project with NSF & FASSET on short skills and digital skills programmes respectively. BU: increase due to UIF programmes omitted for BU because project completed in 2022/23 financial year whilst the proposed budget includes new projects with NSF & Fasset, increase investment income relates to increase in the repo rate.
<i>Interest and Penalties</i>	8 808 000	-	7 800 000	-	(8 808 000)	-100%	-	0%	AC: SDL interest and penalties not budgeted for due to uncertainty of income. BU: On Par
<i>Other Income - Special Projects</i>	9 339 200	-	50 679 000	18 150 000	8 810 800	94%	18 150 000	100%	AC: Increase due to new partnerships project with NSF & FASSET on short skills and digital skills programmes respectively, BU: UIF project came to an end in 2022/23 financial year, hence no BU value included, agreements on new projects were concluded post the budget submission deadline.
<i>Investment/Interest Income</i>	34 089 000	22 473 780	48 093 750	50 498 438	16 409 438	48%	28 024 658	55%	AC: Variance due to increased cash balances in line with increased SDL revenues as well as the increase in the repo rate. BU: Adjusted for increase % as a result of increase repo rates.
Expenditure	1 116 487 200	1 101 955 233	1 261 548 253	1 281 372 714	164 885 514	15%	179 417 483	14%	
Administration Costs	140 373 000	141 681 941	151 590 535	159 170 061	18 797 061	13%	17 488 120	11%	Based on 10.5% allocation.
<i>Audit Fees</i>	4 053 000	4 236 827	4 236 827	4 448 668	395 668	10%	211 841	5%	AC: Savings due to reliance and utilisation of IA services in 2022/23 external audit circle. Proposed BU figure was adjusted for inflation. BU: adjusted for inflation.
<i>Board and Subcommittees Expenses</i>	7 066 000	6 896 925	10 396 925	8 465 157	1 399 157	20%	1 568 232	19%	AC/BU: Increase due to inclusion of board indemnity cover and board recruitment, vetting and induction of new board, current board terms expires in 2025.
<i>Building Expenses</i>	8 228 000	10 331 751	10 331 751	10 848 339	2 620 339	32%	516 588	5%	AC: Proposed budget adjusted for the procurement of new regional offices Capetwon and KZN, expected to come with a slightly increased costs due to location. Increased space at HO resulting from additional employees. -Electricity costs were factored in at an increase of an average of 20% per annum inline with eskom tariffs charges. BU: adjusted for inflation.
<i>Communication Costs (Office)</i>	-	687 166	50 000	50 000	50 000	100%	(637 166)	-1274%	AC/BU: Lower communication costs expected as a result of a new telephone system that linked calls to MS Teams using the internet.

Depreciation / Amortisation	6 969 000	8 637 962	8 637 962	8 637 962	1 668 962	24%	0	0%	AC/BU: Increased linked to acquisition of new tools of trade. System development is underway for a new Learner Management System set to fully go live at within 2023/24 financial year. BU: Amortisation is offset by effect of impairment of old Learner Manager Systems.
Information Technology Expenses	5 660 000	15 114 963	15 114 963	14 086 361	8 426 361	149%	(1 028 602)	-7%	AC/BU: ICT projects channelled through research chairs, hence lower costs in actuals, Proposed BU include current ICT running costs and those projects channelled through research chairs.
Legal, Investigations & Consulting Fees	7 303 000	3 000 000	3 000 000	4 500 000	(2 803 000)	-38%	1 500 000	33%	AC: Proposed budget adjusted to excluded legal matters already covered in the prior year, Legal matters relating to LPD projects will be funded through DG admin funding. BU: Increased relates to additional Internal Audit services scheduled through panel of Internal Audit services.
Marketing Costs	2 477 000	5 450 000	5 450 000	3 500 000	1 023 000	41%	(1 950 000)	-56%	AC: Proposed budget includes rebranding for new regional offices and increased marketing campaign through mobile campaigns. BU: Reduced costs, due to marketing activities scheduled through research chairs.
Other Costs	3 598 000	2 931 247	2 931 247	3 777 900	179 900	5%	846 653	22%	AC/BU: 'Other costs include Provision for bad debt, stationery, printing, interest paid, operating leases and Equipment rentals for staff. Increased costs linked to inflation and operating lease costs linked to new offices.
QCTO and Qualification Development	8 422 000	6 507 600	7 233 702	8 210 294	(211 706)	-3%	1 702 694	21%	AC/BU: Proposed budget based on the approved QCTO calculation from DHET. Qualification development budgeted for as part of DG admin costs.
Repairs and Maintenance	50 000	787 500	787 500	300 000	250 000	500%	(487 500)	-163%	Proposed budget include any additional adhoc repairs and maintenance costs.
Research	324 000	2 000 000	3 000 000	3 000 000	2 676 000	826%	1 000 000	33%	AC/BU: Comprises of impact or tracer study project on MICT SETA's rural strategy planned to be undertaken in the budget. Additional research expected for projects included in the MICT SETA Research Agenda. AC relates to tracer study costs only.
Staff Costs	82 270 000	74 000 000	78 319 658	88 345 380	6 075 380	7%	14 345 380	16%	AC/BU: Increased costs includes additional cost of temporary staff, performance based increase as well as long service awards, planned new positions. 2024/25 financial year: Salary bill adjusted for 7% inflation plus 3% performance related increases plus Training and Staff Development . Learning programme salary bill will be funded through DG admin costs.
Travel Costs	3 953 000	1 100 000	2 100 000	1 000 000	(2 953 000)	-75%	(99 999)	-10%	AC: 2022/23 travel costs include non recurring costs of international travel to China and USA. BU: Proposed budget include normal travel in the office of the CEO and ETQA, Marketing local travel.
Mandatory Grants	188 352 000	229 389 809	245 432 294	257 703 909	69 351 909	37%	28 314 100	11%	Based on 20% allocation, with a 85% payout rate.
Discretionary Grants	771 573 000	680 883 483	763 846 423	796 348 744	24 775 744	3%	115 465 262	14%	AC/BU: Based on 49.5% allocation adjusted for special projects plus other income swept to DG as per SDLA BU: Based on 49.5% including Discretionary Grant admin cost of 7.5%
Other expense - Special Projects	9 097 200	-	50 679 000	18 150 000	9 052 800	100%	18 150 000	100%	AC: MICT SETA/ UIF learnership contract ended in the 2022/23 financial year. BU: Increase due to partnerships project with NSF & FASSET on short skills and digital skills programmes respectively.
Special/ Strategic Projects (4IR IT Capital)	7 092 000	50 000 000	50 000 000	50 000 000	42 908 000	605%	-	0%	4IR IT capital costs + 4IR Qualification Development included as part of approved Digital Strategy projects. Lower costs in actuals due to some projects being implemented through research chairs.
Surplus/(Deficit)	22 948 000	(0)	(0)	0	(22 948 000)	(0)	(0)		

7 INSTITUTIONAL PERFORMANCE INFORMATION

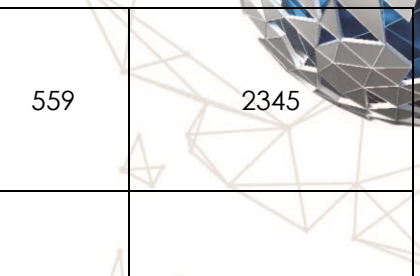
MICT SETA's performance information shows the extent to which the institution is meeting its strategic intent and realise its intended impact. This information enables the SETA to determine which policies and processes are working. This information also plays a pivotal role to inform budgeting and will therefore be used to monitor service delivery.

7.1 TREND ANALYSIS BASED ON ANNUAL REPORTS AND END TERM REPORTS THAT WILL INFORM THE STRATEGY GOING FORWARD.

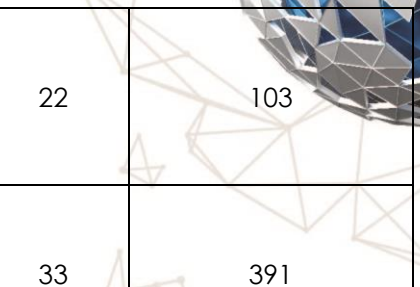
The MICT SETA will continue to strive towards the continuous improvement of planning and implementation efforts, as well as the constant monitoring of sector-related changes and developments. The MICT SETA will continue to support the implementation of demand-led learning programmes that afford beneficiaries opportunities for sustainable growth, mobility, and progression. The table below presents performance for the previous five-year period of the Annual Performance Plan (2018/19 to 2022/23).

PART C: MEASURING MICT SETA PERFORMANCE

Programme Performance Indicator	Audited Actual Performance					
	2018-19	2019-20	2020/21	2021/22	2022/23	Totals
Number of qualifying unemployed/employed learners entering Learnerships on an annual basis.	3593	3612	3782	3835	4799	19621



Number of qualifying unemployed/employed learners receiving Bursaries on an annual basis. [new enrollments]	443	421	505	417	559	2345
Number of qualifying TVET/University students placed at workplaces on an annual basis.	1461	878	1192	1361	2352	7244
Number of TVET/University students completed workplace experience on an annual basis.	434	501	576	1219	368	3098
Number of qualifying unemployed learners entering Internship programmes on an annual basis.	1567	1453	1015	909	1163	6107
Number of qualifying unemployed learners entering Skills/Short programmes on an annual basis.	3562	4408	2718	1774	2194	14656
Number of unemployed/employed learners completing Learnership programmes on an annual basis.	1596	2548	2630	814	3524	11112
Number of unemployed/employed learners completing Bursary programmes on an annual basis.	175	404	229	146	132	1086
Number of unemployed learners completing Internship programmes on an annual basis.	887	1021	812	739	1017	4476



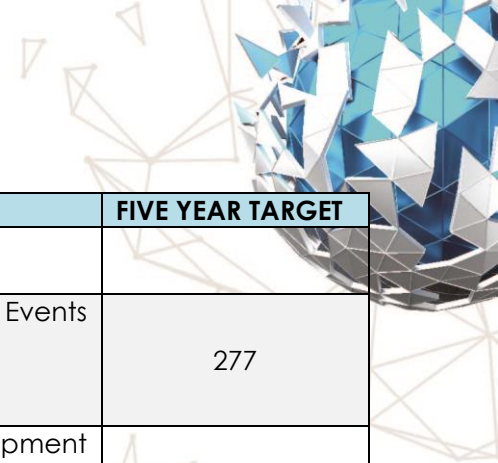
SETA/TVET College Partnerships established on an annual basis.	8	7	19	47	22	103
Number of Collaborative Agreements signed with Universities and Stakeholders on an annual basis	14	6	62	276	33	391
Number of qualifying Lecturers entering Development Programmes on an annual basis	104	107	32	90	70	403
Number of Lecturers completed Development Programmes on an annual basis	104	91	0	0	0	195
Number of Rural development programmes implemented on an annual basis	9	20	34	190	1163	1416

7.2 MEASURING IMPACT

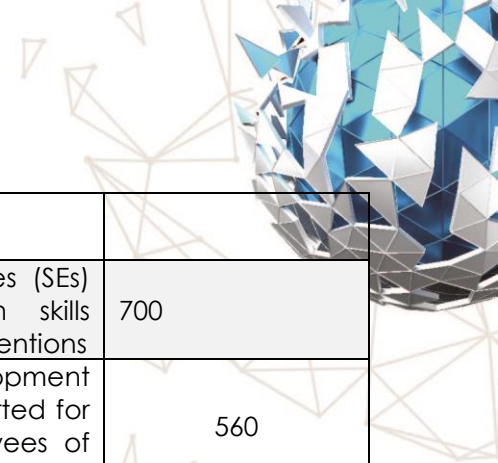
IMPACT STATEMENT	An agile organisation that supports the development of cutting-edge, creative, and innovative skills for sustainable employment and entrepreneurship by 2025.
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7.3 MEASURING OUTCOMES

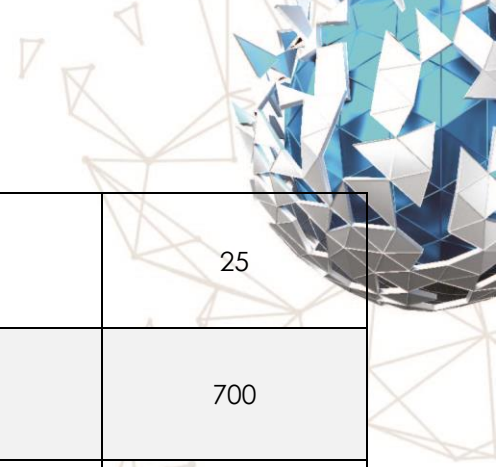
OUTCOME	OUTCOME INDICATOR	BASELINE	FIVE YEAR TARGET
Outcome 2 Good corporate governance and a productive workforce	Obtaining an unqualified AG audit opinion	2014/15 – 2016/17 Clean Audit. 2017/18–2019/20 Unqualified Audit. 2020/21 Clean Audit.	5
	Percentage vacancy rate at the end of each financial year	15%	15% per year
	Percentage implementation of approved training plan	New target	70% in 2023/24, 75% in 2024/25, 80% in 2025/26
	Number of business processes digitized in line with the Business Processes Automation Plan	8 business processes	38
	Number of monitoring reports submitted.	New Target	24
	Percentage implementation of internal audit plan	New target	100%
	Percentage of activities completed on the risk management plan	New target	100%
	Number of governance charter reports submitted to DHET	New target	8
Outcome 3: Increase and improve labour market information that accurately identifies occupations in high demand.	Percentage of WSP / ATR applications evaluated	New target	100%
	Accounting Authority (AA) approved Sector Skills Plan submitted to DHET	1 SSP submitted	5
	Number of evaluation studies conducted.	1 Evaluation study	5
Outcome 9:	Number of career opportunities guides with	3000 distributed.	19 500



OUTCOME	OUTCOME INDICATOR	BASELINE	FIVE YEAR TARGET
Supported career development services within the MICT sector.	labour market information distributed		
	Number of Career Development events on occupations in high demand attended.	50 Strategic Career Events attended	277
	Number of Career development practitioners trained	30 Career development practitioners trained	240
	Number of capacity building workshops on career development services hosted.	2 capacity building workshops hosted	16
Outcome 5: Increased access to, and delivery of industry and occupationally directed priority programmes and work placements.	Unemployed learners entering and completing learning programmes	7 004 unemployed learners entering learning programmes	41 768
		6 704 unemployed learners completing learning programmes	20 605
Outcome 5: Increased access to, and delivery of industry and occupationally directed priority programmes and work placements.	Employed learners entering and completing learning programmes	549 employed learners entering learning programmes	1 673
		222 employed learners completing learning programmes	1 027
	Employed learners entering and completing Recognition of Prior Learning (RPL) programmes	60 Employed learners entering Recognition of Prior Learning (RPL) programmes	370
		40 Employed learners completing Recognition of Prior Learning (RPL) programmes	137
	Worker-initiated skills development (federations/trade unions) interventions supported	200 worker-initiated skills development (federations/trade unions) interventions supported	750
	Outcome 4: Increase focused skills development interventions for rural and marginalised	Rural skills development projects approved and implemented	40 rural skills development projects approved and implemented



communities to ensure inclusivity			
Outcome 1: Support the sustainability and growth of SMMEs, Entrepreneurship, Cooperatives and community-based organisations	Small Enterprises (SEs) supported through skills development interventions	150 Small Enterprises (SEs) supported through skills development interventions	700
	Skills development interventions supported for members / employees of Co-operatives	150 Skills development interventions supported for members / employees of Co-operatives	560
	People trained on entrepreneurship programmes	100 people trained on entrepreneurship programmes	600
	Skills development interventions supported for members / employees of NGOs/NPOs/CBOs	150 skills development interventions supported for members / employees of NGOs/NPOs/CBOs	600
Outcome 6: Enable the growth of the public college system through sectoral partnerships in the delivery of learning interventions	Centres of Specialization supported	Ten Centres of Specialization supported	47
	TVET lecturers exposed to the industry through skills programmes	120 TVET lecturers exposed to the industry through skills programmes	401
	TVET lecturers awarded bursaries	New target	295
	CET college lecturers exposed to skills development programmes	New target	335
	Partnerships established with universities	26 partnerships with HETs	110
	Partnerships with TVET colleges established	New target	328
	CET partnerships established	New Target	81
Outcome 6: Enablement of the Fourth Industrial Revolution (4IR)	New 4IR partnerships established to implement 4IR initiatives in the MICT sector	- New target	130
	Students funded under established 4IR Research Chairs	- New target	317
	4IR occupational qualifications developed	- New target	45
	Learning laboratories supported in collaboration with industry partners	- New target	45



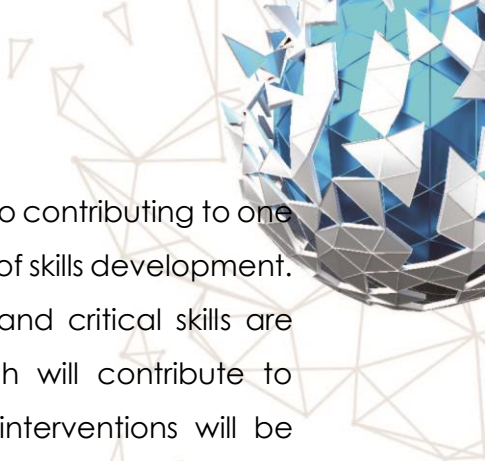
	Skills competitions conducted in partnership with stakeholders	- New target	25
Outcome 8: Improve the quality of education to address programmes in high demand within the MICT Sector.	Exit verifications conducted to ensure completion of historical and occupational programmes	New Target	700
	Training providers accredited for historical and occupational programmes	573 Accredited Training Providers	2 470
	Qualified Subject Matter Experts conducting assessment of occupational programmes	New target	315
	Constituent moderators moderating quality of programmes	1 007	1 836
	Realigned and developed MICT SETA relevant qualifications submitted to the QCTO	8	34
	Registered assessment Centres for the implementation of the External Integrated Summative Assessment (EISA)	New target	27

7.4 Explanations of planned performance over a five-year planning period

The MICT SETA with the planned outcomes as outlined above seeks to contribute to the NDP in terms of skills development programmes, allocating limited resources with the purpose to ensure efficiency in the delivery of outcomes. The element of monitoring these resources will be through a sound financial and supply chain management systems and processes, meaning that there will be continuous timeous management accounts on annual basis, alignment to operational and procurement plans. 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 on corrupt and fraudulent activities.

Furthermore, the vision and mission of the MICT SETA can only manifest through having an agile organization through efficient processes, human capital whilst maintaining good governance and effective stakeholder relations. Simply, this means that the SETA will need to continue recruiting a talented and capable workforce to implement the organizational mandate. This will also depend entirely on raising awareness to increase stakeholder participation in MICT initiatives.

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. By doing this as a consistent effort, the SETA will enable resource allocation to be directed in the right areas through learning programmes. Career guides used by the SETA contribute to a wider system in which the SETA can have a wider reach even in rural areas and disadvantaged people such as people with disabilities, making them aware of possible opportunities that exist.



In understanding that efforts or outcomes by the SETA are linked to contributing to one common goal, which is achieving the targets of the NDP in terms of skills development. The SETA through its research division will ensure 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. The interventions will be through respective learnerships, internships, skills programmes, bursaries, short programmes, etc. The aim is to Increase delivery on programmes that link education and the workplace and the aforementioned can create a path for that to happen. 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 will not be side-lined, they will remain key to programmes implementation.

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, this will be done on an annual basis. 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 and produce products like cell phone sim cards for exportation. The SETA understands this as a gap and will continue to align its strategies to respond to 4IR pulling factors that root the MICT environment to be in a constant state of flux.

7.5 UPDATED KEY RISKS AND MITIGATION FROM THE SP

Outcomes	Key risks	Risk mitigations
<p>Outcome 5: Increase access to, and delivery of industry and occupationally directed priority programmes and work placements.</p>	<p>Inability of the Skills Development Providers (SDPs) to record the required categories of data as mandated by SAQA and DHET</p>	<ul style="list-style-type: none"> ➤ Learner enrolment spreadsheet developed and issued to SDP's for import into the LMS ➤ Tracking of all accreditation updates and ETD Practitioner updates and submission to the LMS provider for updating of the system. ➤ Recording on the learner certification on a Master Spreadsheet which includes certificate number and issuing to LMS Provider for update in the system.
<p>Outcome 2: Good corporate governance and a productive workforce.</p>	<p>ICT Failure</p>	<ul style="list-style-type: none"> ➤ Digital Strategy approved ➤ Digital Strategy Implementation Plan approved ➤ Digital Strategy budget approved for implementation ➤ ICT Policy Review Plan in place ➤ ICT Policies approved by the CEO ➤ ICT Governance Policy developed
<p>Outcome 2: Good corporate governance and a productive workforce.</p>	<p>Inability to retain key staff</p>	<ul style="list-style-type: none"> ➤ Benchmark of salaries ➤ Exit Interviews ➤ Trend analysis by Divisions ➤ Formal and informal engagements with staff
<p>Outcome 2: Good corporate governance and a productive workforce.</p>	<p>Inability to continue business operations due to disasters, business disruptions at the normal site of operations</p>	<ul style="list-style-type: none"> ➤ Draft ICT Service Continuity / DR Plan in place ➤ Users allocated laptops, LTE dongles and SIM cards ➤ Sage ERP system hosted offsite ➤ IMS Skills system hosted offsite ➤ Office 365 (O365) hosted on the cloud ➤ Website hosted offsite ➤ Approved Business Continuity Plan in place ➤ Establishment and training of the OHS Committee to manage emergencies in the workplace
<p>Outcome 1: Support the sustainability and growth of SMMEs, Entrepreneurship, Cooperatives and community-based organisations;</p> <p>Outcome 4: Increase focused skills development interventions for rural and marginalised</p>	<p>Failure by stakeholders to implement programmes in accordance with the Service Level Agreement stipulations</p>	<ul style="list-style-type: none"> ➤ Signed MICT SETA and Employers SLA's in place. ➤ No approval of any program without onsite vetting process by LPD Advisor. ➤ Effective programme management, monitoring and evaluation processes in place. ➤ Programme rollout plan submitted to LPD department prior to the implementation of programme. ➤ Policy and procedures in place to determine suitability of participating workplaces.

Outcomes	Key risks	Risk mitigations
<p>communities to ensure inclusivity;</p> <p>Outcome 5: Increase access to, and delivery of industry and occupationally directed priority programmes and work placements.</p> <p>Outcome 6: Enablement of the Fourth Industrial Revolution (4IR)</p> <p>Outcome 7: Enable the growth of the public college system through sectoral partnerships in the delivery of learning interventions.</p>		<ul style="list-style-type: none"> ➤ Strong partnerships established between the SETA, MICT employers, TVET colleges and Universities. ➤ Entrepreneurship development strategy in place.
<p>Outcome 2: Good corporate governance and a productive workforce.</p>	<p>Failure to eliminate fraud and corruption</p>	<ul style="list-style-type: none"> ➤ Annual Declaration of interest by all MICT SETA staff ➤ Declarations on every sitting where decisions are made ➤ Fraud Prevention Policy and Plan in place ➤ Whistle Blowing Policy in place ➤ Functional whistleblowing hotline, for reporting of allegations of fraud and corruption

TECHNICAL INDICATOR DESCRIPTORS (TIDs)

PROGRAMME 1: ADMINISTRATION

SUB-PROGRAMME FINANCE: 1.1

Indicator Title	Obtain an unqualified audit opinion
Definition	Ensure financial prudence through the attainment of an audit opinion that is free of material findings from the Auditor General (AG).
Source of data	<ul style="list-style-type: none"> - Audit report from the AGSA - Management report from the AGSA - Audited Annual Financial Statements
Method of Calculation/Assessment	Simple count: each audit opinion is counted once
Means of verification	<ul style="list-style-type: none"> - Audit report from the AGSA - management report
Assumptions	Financial information available for audit Performance information available for audit Robust system of financial control -
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation Type	Non-Cumulative
Reporting Cycle	Annually
Desired Performance	Unqualified audit opinion.
Indicator Responsibility	Chief Financial Officer

SUB-PROGRAMME MARKETING AND COMMUNICATIONS: 1.2

Indicator Title	Number of career opportunity guides distributed
Definition	Distribution of career opportunity guides to communicate career opportunities with labour market information, within the MICT sector,
Source of data	<ul style="list-style-type: none"> - Approved Sector Skills Plan with Sectoral Priority Occupations
Method of Calculation/Assessment	<ul style="list-style-type: none"> - Simple Count; one career opportunity guide distributed counted once.
Means of verification	<ul style="list-style-type: none"> - Career Guide Acknowledgement of receipt or attendance lists
Assumptions	<ul style="list-style-type: none"> - Approved Budget
Calculation type	<ul style="list-style-type: none"> - Cumulative
Disaggregation of beneficiaries (where applicable)	N/A Youth 90%
Spatial transformation (where applicable)	Rural and urban
Reporting Cycle	Quarterly
Desired Performance	4500 career opportunities guides distributed
Indicator Responsibility	Senior Manager: Corporate Services

Indicator Title	Number of Career Development events attended on occupations in high demand
Definition	Attendance of career events by the MICT SETA, driven by its sector, DHET and other government departments to communicate career opportunities on occupations in high demand within the MICT sector.
Source of data	Invitations
Method of Calculation/Assessment	– Simple Count: each career event is counted once.
Means of verification	Attendance Registers
Assumptions	Availability of Career Opportunities Guide Annual calendar of career events Approved budget HR capacity
Disaggregation of beneficiaries	N/A
Spatial transformation	Rural and urban
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	60 Career Events are attended: 30 urban areas and 30 in Rural areas
Indicator Responsibility	Senior Manager: Corporate Services

Indicator Title	Number of Career Development Practitioners trained
Definition	Training of Career Development Practitioners to capacitate learners to make informed choices about the MICT sectoral occupations and to showcase career opportunities within the MICT sector.
Source of data	<ul style="list-style-type: none"> - Career Opportunities Guide - Invitations Programme of events - Training manual
Method of Calculation/Assessment	- Simple Count; each career development practitioner trained is counted once.
Means of verification	Attendance Registers Training summary report
Disaggregation	- N/A -
Spatial transformation	Rural and urban
Assumptions	<ul style="list-style-type: none"> - Availability of Career Opportunities Guide - Availability of Career Development Practitioners - Approved budget - HR capacity
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	50 career development practitioners trained.
Indicator Responsibility	- Senior Manager: Corporate Services.

Indicator Title	Number of capacity building workshops on Career Development Services initiated
Definition	Capacity building workshops on career development services initiated on post-school education and training opportunities.
Source of data	Career Opportunities Guide Invitations Workshop programmes
Method of Calculation/Assessment	- Simple Count: each career development workshop is counted once.
Means of verification	Attendance Registers
Assumptions	Availability of Career Opportunities Guide Approved budget HR capacity
Disaggregation	N/A
Spatial transformation	N/A
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	04 capacity building workshops hosted
Indicator Responsibility	Senior Manager: Corporate Services

SUB-PROGRAMME HUMAN RESOURCES: 1.3

Indicator Title	Percentage vacancy rate maintained
Definition	Maintain vacancy rate of below 15% to make sure that the SETA has adequate staff to implement its mandate.
Source of data	<ul style="list-style-type: none"> – Payroll report – HR administration files
Method of Calculation/Assessment	Vacancy rate equals total number of approved positions minus of filled positions, divide by total number of approved positions.
	Where: $A = \text{total number of approved positions, minus}$ $B = \text{number of filled positions, divide by}$ $A = \text{total number of approved positions, multiplied by } 100$
Means of verification	Payroll report
Assumptions	<ul style="list-style-type: none"> – Explicit Retention Strategies, Policies and Processes – Approved Staffing Budget for all funded posts
Disaggregation (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	A vacancy rate of 15% or less.
Indicator Responsibility	Corporate Services Senior Manager

Indicator Title	Percentage implementation of approved training plan
Definition	Measures the implementation of the training and development plan of the SETA in line with personal development plans and any other training identified as a need by the organisation. Training includes full qualifications, part qualifications, skills programmes, short courses, conferences, seminars / webinars, workshops, coaching and mentoring meant to upskills and reskills staff and all continuous development programmes.
Source of data	Workplace Skills Plans Annual Training Reports
Method of Calculation/Assessment	Number of training interventions implemented, divided by the total number of training interventions planned, and expressed as a percentage. $A \text{ divided by } B, \text{ multiplied by } 100.$ Where: <ul style="list-style-type: none"> – A = total number of training interventions implemented – B = total number of planned training interventions on the training plan

	<ul style="list-style-type: none"> - Multiplied by 100
Means of verification	<ul style="list-style-type: none"> - Annual training report - Finance training journal
Assumptions	<ul style="list-style-type: none"> - Approved budget - Approved training plan - Availability of people to attend training
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-cumulative
Reporting Cycle	Annually
Desired Performance	75% implementation of training plan
Indicator Responsibility	Corporate Services Senior Manager

SUB-PROGRAMME 1.4: INFORMATION AND COMMUNICATION TECHNOLOGY

INDICATOR TITLE	Number of business processes digitized
DEFINITION	Achievement of business process digitization in line with business process automation plan. The indicator measures the realisation of the MICT SETA goal of a digitised organisation to redress the legacy manual processes.
SOURCE OF DATA	<ul style="list-style-type: none"> - Organizational needs analysis report on digitization of processes - Business automation plan
METHOD OF CALCULATION/ASSESSMENT	Simple count. One digitization process is counted once.
MEANS OF VERIFICATION	<ul style="list-style-type: none"> - User Acceptance Testing (UAT) report and - Closeout Reports
ASSUMPTIONS	<ul style="list-style-type: none"> - Approved Digital Strategy - Digital Strategy Implementation Plan with costing - Allocation of funding
DISAGGREGATION OF BENEFICIARIES (WHERE APPLICABLE)	N/A
SPATIAL TRANSFORMATION	N/A
CALCULATION TYPE	Cumulative
REPORTING CYCLE	Quarterly
DESIRED PERFORMANCE	16 business processes digitized
INDICATOR RESPONSIBILITY	Chief Information Officer

SUB-PROGRAMME 1.5: MONITORING AND EVALUATION

Indicator Title	Number of monitoring reports submitted.
Definition	It reports the performance on implementation of APP including DHET SLA targets, consolidated into a quarterly report, as approved by the Accounting Authority (AA), and submitted to DPME
Source of data	<ul style="list-style-type: none"> - MANCO monthly reports - QMR - Departmental quarterly reports - M&E performance information files
Method of Calculation/Assessment	Simple Count: count the number of quarterly reports submitted
Means of verification	<ul style="list-style-type: none"> - Proof of submission to DPME
Assumptions	<ul style="list-style-type: none"> - Approved APP - Cooperation from other departments - Planned performance is reported timeously
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> - N/A
Spatial transformation (where applicable)	<ul style="list-style-type: none"> - N/A
Calculation Type	<ul style="list-style-type: none"> - Cumulative
Reporting Cycle	<ul style="list-style-type: none"> - Quarterly
Desired Performance	8 Performance monitoring reports on the implementation of APP targets
Indicator Responsibility	Senior Manager Monitoring and Evaluation

Indicator Title	Number of evaluation studies conducted.
Definition	Assessment of the relevance and impact of learning programmes funded by the SETA in line with the DHET evaluation guidelines
Source of data	<ul style="list-style-type: none"> - Survey Reports - QMRs - LPD administration files - ETQA administration files - M&E administration files
Method of Calculation/Assessment	Simple Count: each evaluation study is counted once.
Means of verification	<ul style="list-style-type: none"> - Final evaluation Study Report

Assumptions	<ul style="list-style-type: none"> – Up-to-date learner information. – Approved budget – Availability of relevant stakeholders
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Non-Cumulative
Reporting Cycle	Annually
Desired Performance	one evaluation study report
Indicator Responsibility	Senior Manager Monitoring and Evaluation

SUB-PROGRAMME 1.6: GOVERNANCE

Indicator title	Number of approved governance charter reports submitted
Definition	<p>It measures the number of governance reports submitted in terms of the DHET Governance charter.</p> <p>It measures compliance with the PFMA and National Treasury Regulations.</p>
Source of data	<ul style="list-style-type: none"> – Board secretariat administration files – Audit action plan report – Risk management plan
Method of Calculation/Assessment	Simple count
Means of verification	Approved governance charter reports submitted to DHET
Assumptions	<ul style="list-style-type: none"> • Approved governance charter • Approved policies • Annual governance calendar • DHET compliance calendar
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired performance	4 approved governance charter reports
Indicator responsibility	Board secretary

SUB-PROGRAMME 1.7: INTERNAL AUDIT

Indicator title	Percentage implementation of internal audit plan
Definition	This indicator measures the extent of implementation of the internal audit plan activities.
Source of data	- Approved internal audit plan
Method of Calculation/Assessment	Count the number of actual audit interventions implemented during the year, divide by the total number of planned audit interventions, multiplies by 100. A divided by B, multiplied by 100Where: A = number of actual audit interventions implemented, divide by B = total number of planned audit interventions Multiplied by 100
Means of verification	- Internal audit reports
Assumptions	- Approved internal audit plan - Collaboration of MICT SETA managers - HR capacity
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation Type	Cumulative
Reporting Cycle	Annually
Desired performance	100% of audit plan implemented
Indicator responsibility	Chief Executive Officer

SUB-PROGRAMME 1.8: RISK MANAGEMENT

Indicator title	Percentage implementation of the risk management plan
Definition	It assesses the percentage implementation of the risk management plan towardsensuring an improved risk management culture within the organisation.
Source of data	<ul style="list-style-type: none"> - Progress reports - Approved risk management governance reports - Approved risk management plan - Approved risk management governance policies - Approved fraud prevention governance policies - Approved whistle blowing policy - Attendance registers for risk management training interventions - Updated risk registers
Method of Calculation/Assessment	A divided by B, multiplied by 100 A = completed activities, divided by B + total number of activities in the risks management plan multiplied by 100
Means of verification	<ul style="list-style-type: none"> - - Quarterly Risk Management Report

Assumptions	<ul style="list-style-type: none"> – Approved risk management plan – Co-operation from management
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Annual
Desired performance	100% of risk management activities implemented
Indicator responsibility	Chief Executive Officer

PROGRAMME 2: SKILLS PLANNING

Indicator Title	Percentage of WSP and ATR applications evaluated
Definition	It measures the extent of evaluation of all WSP / ATR applications received.
Source of data	Management Information 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
Means of verification	WSPs and ATRs submission report, which reflects the number of WSPs and ATRs that have been received by MICT SETA as well as those that have been evaluated
Assumptions	Functional and efficient Management Information System for submission purposes
Calculation type	Cumulative
Reporting Cycle	Annually
Desired performance	100%
Indicator Responsibility	Senior Manager: Sector Skills Planning

INDICATOR TITLE	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.
MEANS OF VERIFICATION	– Approved Sector Skills Plan – notification of approval by DHET
ASSUMPTIONS	– Adequate and proficient internal research capacity – Functional Management Information Systems – Approved Research Budget – Stakeholder Cooperation
CALCULATION TYPE	Non-Cumulative
REPORTING CYCLE	Annually
DESIRED PERFORMANCE	1 SSP submitted
INDICATOR RESPONSIBILITY	Senior Manager: Sector Skills Planning

PROGRAMME 3: LEARNING IMPLEMENTATIONS

Indicator Title	Percentage of discretionary grant budget allocated at developing high skills on an annual basis
Definition	Budget that is allocated to support eligible individuals to access subsidised training in selected certificate qualifications, and priority skill sets. These are classified as pivotal programmes at NQF level 6 and above referred to as high level skills.
Source of data	Service level agreements and learning programmes administration files
Method of Calculation/Assessment	Formula for % of discretionary grant budget allocated = numerator is budget for pivotal programmes (NQF level 6 and above) divided by denominator is overall discretionary grant budget X 100.
Means of verification	Commitment Register Management Accounts
Assumptions	Approved SSP and approved budget
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • 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
Calculation type	Cumulative (year-end)
Reporting Cycle	Annually
Desired performance	When at least 6.4% of discretionary grant budget allocated at developing high skills (NQF level 6 and above) is committed.
Indicator Responsibility	Senior manager: Learning Programmes

Indicator Title	Percentage of discretionary grant budget allocated at developing intermediate level skills on an annual basis
Definition	Budget that is allocated to support eligible individuals to access subsidised training in selected certificate qualifications, and priority skill sets. These are classified as pivotal programmes at NQF level 4 – 5 referred to as intermediate level skills.
Source of data	Service level agreements and learning programmes administration files
Method of Calculation/Assessment	Formula for % of discretionary grant budget allocated = numerator is budget for pivotal programmes (NQF level 4 and 5) divided by denominator is overall discretionary grant budget X 100
Means of verification	Commitment Register • Management Accounts
Assumptions	Approved SSP and approved budget
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • 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
Calculation type	Cumulative (year-end)
Reporting Cycle	Annually
Desired performance	When at least 92.4% of discretionary grant budget allocated at developing intermediate skills (NQF level 4 and 5 is committed.
Indicator Responsibility	Senior manager: Learning Programmes

Indicator Title	Percentage of discretionary grant budget allocated at developing elementary skills on an annual basis
Definition	Budget that is allocated to support eligible individuals to access subsidised training in selected certificate qualifications, and priority skills sets. These are classified as pivotal programmes at NQF level 3 and below referred to as elementary skills.
Source of data	Service level agreements and learning programmes administration files
Method of Calculation/Assessment	Formula for % of discretionary grant budget allocated = numerator is budget for pivotal programmes (NQF level 3 and below) divided by denominator is overall discretionary grant budget X 100.
Means of verification	Commitment Register Management Accounts
Assumptions	Approved SSP and approved budget
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • 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
Calculation type	Cumulative (year-end)
Reporting Cycle	Annually
Desired performance	When at least 1% of discretionary grant budget allocated at developing elementary skills (NQF level 3 and below) is committed.
Indicator Responsibility	Senior manager: Learning Programmes

Indicator Title	Number of TVET students requiring Work Integrated Learning to complete their qualifications placed in workplaces
Definition	Measures the successful placement of students enrolled in Technical and Vocational Education and Training (TVET) programmes into workplaces or practical settings where they can apply theoretical knowledge in real-world scenarios, gaining hands-on experience and fulfilling the WIL component necessary for their educational qualification.
Source of data	MICT SETA online MIS / Learning Programmes administration files
Method of Calculation/Assessment	Simple count of the number of unemployed students enrolled in Technical and Vocational Education and Training (TVET) programmes captured in the MICT SETA online system or reflected in learner agreements, where there is verifiable evidence as listed in source/collection of data above
Means of verification	WIL (TVET placement) - duly signed (TVET Placement agreement) WBL programme agreement, certified ID copy of learner, certified copy of learner's highest qualifications. Confirmation letter from the institution.
Assumptions	Approved Discretionary Grant policy is in place
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • 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
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	Entering <ul style="list-style-type: none"> • TVET WIL 1864
Indicator Responsibility	Senior manager: Learning Programmes

Indicator Title	Number of TVET students completed their work integrated learning placements
Definition	Measures the count of unemployed learners within Technical and Vocational Education and Training (TVET) programs who have successfully finished or fulfilled the Work Integrated Learning (WIL) component as a part of their educational curriculum or qualification requirements.
Source of data	MICT SETA online MIS / Learning Programmes administration files
Method of Calculation/Assessment	Simple count of the number of unemployed learners completing WIL programmes captured in the MICT SETA online system or reflected in learner agreements and statements of results, where there is verifiable evidence as listed in source/collection of data above.
Means of verification	WIL (TVET placement) - duly signed (TVET Placement agreement) WBL programme agreement, certified ID copy of learner, certified copy of learner's highest qualifications. . Letter of completion from employer or TVET college

Assumptions	Approved Discretionary Grant policy is in place
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • 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
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	Completing <ul style="list-style-type: none"> • TVET WIL 932
Indicator Responsibility	Senior Manager: Learning Programmes

Indicator Title	Number of university students requiring work-integrated learning to complete their qualifications placed in workplaces
Definition	Measures the successful placement of students enrolled in universities who are mandated to fulfil work-integrated learning (WIL) as part of their academic curriculum or qualification requirements.
Source of data	MICT SETA online MIS / Learning Programmes administration files
Method of Calculation/Assessment	Simple count of the number of unemployed learners enrolled in universities requiring work-integrated learning to complete their qualifications placed in workplaces captured in the MICT SETA online system or reflected in learner agreements, where there is verifiable evidence as listed in source/collection of data above
Means of verification	WIL (University placement) - duly signed (University placement agreement) WBL programme agreement, certified ID copy of learner, certified copy of learner's highest qualifications. Confirmation letter from the institution.
Assumptions	Approved Discretionary Grant policy is in place
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • 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
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	Entering <ul style="list-style-type: none"> • HE WIL 700
Indicator Responsibility	Senior manager: Learning Programmes

Indicator Title	Number of university students completed their Work Integrated Learning placements
Definition	Measures the number of students who have successfully finished or fulfilled the requirements of their Work Integrated Learning component as part of their academic curriculum.
Source of data	MICT SETA online MIS / Learning Programmes administration files
Method of Calculation/Assessment	Simple count of the number of unemployed learners completing learning programmes captured in the MICT SETA online system or reflected in learner agreements and statements of results, where there is verifiable evidence as listed in source/collection of data above
Means of verification	WIL (University placement) - duly signed (University placement agreement)WBL programme agreement, certified ID copy of learner, certified copy of learner's highest qualifications. Letter of completion from employer or University
Assumptions	Approved Discretionary Grant policy is in place
Disaggregation of beneficiaries(where applicable)	<ul style="list-style-type: none"> • 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
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	Completing <ul style="list-style-type: none"> • HEI WIL 350
Indicator Responsibility	Senior Manager: Learning Programmes

Indicator Title	Number of unemployed learners enrolled in internships programmes
Definition	Measures the number of learners who are registered in internships programmes, specifically designed for unemployed individuals seeking practical work experience.
Source of data	MICT SETA online MIS / Learning Programmes administration files
Method of Calculation/Assessment	Simple count of the number of unemployed learners who are registered in internships programmes captured in the MICT SETA online system or reflected in learner agreements, where there is verifiable evidence as listed in source/collection of data above.
Means of verification	Internships- duly signed WBL (Intern) programme agreement; duly signed fixed term contract of employment; certified ID copy of learner; certified copy of learner's highest qualifications.
Assumptions	Approved Discretionary Grant policy is in place
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • 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
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	Entering <ul style="list-style-type: none"> • Internships 1650
Indicator Responsibility	Senior manager: Learning Programmes

Indicator Title	Number of unemployed learners completed Internship programmes
Definition	Measures the number of learners who have successfully finished or fulfilled the requirements of their internship programme.
Source of data	MICT SETA online MIS / Learning Programmes administration files
Method of Calculation/Assessment	Simple count of the number of learners who have successfully finished or fulfilled the requirements of their internship programme captured in the MICT SETA online system or reflected in learner agreements and statements of results, where there is verifiable evidence as listed in source/collection of data above
Means of verification	Internships- duly signed WBL (Intern) programme agreement; duly signed fixed term contract of employment; certified ID copy of learner; certified copy of learner's highest qualifications; letter of completion from employer
Assumptions	Approved Discretionary Grant policy is in place
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • 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
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	Completing <ul style="list-style-type: none"> • Internships 630
Indicator Responsibility	Senior Manager: Learning Programmes

Indicator Title	Number of unemployed learners enrolled in skills programmes
Definition	Measures learners who are participating in educational or training programmes (Skills programmes) to develop specific skills while being currently unemployed.
Source of data	MICT SETA online MIS / Learning Programmes administration files
Method of Calculation/Assessment	Simple count of the number of learners who are participating in educational, or training programmes (Skills programmes) captured on the MICT SETA online system or reflected in learner agreements, where there is verifiable evidence as listed in source/collection of data above
Means of verification	Skills programmes- skills programme agreement; duly signed fixed term contract of employment for Learners, certified ID copy of learner; and copy of certified highest qualification.
Assumptions	Approved Discretionary Grant policy is in place
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • 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
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	Entering <ul style="list-style-type: none"> • Skills programmes 1000
Indicator Responsibility	Senior manager: Learning Programmes

Indicator Title	Number of unemployed learners completed skills programmes
Definition	Measures the count or number of unemployed learners who have successfully completed and obtained certification or recognition from various skills development programmes.
Source of data	MICT SETA online MIS / Learning Programmes administration files
Method of Calculation/Assessment	Simple count of the number of unemployed learners who have successfully completed and obtained certification or recognition from various skills development programmes captured in the MICT SETA online system or reflected in learner agreements and statements of results, where there is verifiable evidence as listed in source/collection of data above.
Means of verification	Skills programmes- skills programme agreement; duly signed fixed term contract of employment for Learners, certified ID copy of learner; and copy of certified highest qualification, statement of results or certificate.
Assumptions	Approved Discretionary Grant policy is in place
Disaggregation of beneficiaries(where applicable)	<ul style="list-style-type: none"> • 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
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	Completing <ul style="list-style-type: none"> • Skills programmes 494
Indicator Responsibility	Senior Manager: Learning Programmes

Indicator Title	Number of unemployed learners enrolled in learnership programmes
Definition	Measures the count of learners participating in structured educational or training programmes known as learnerships while being currently unemployed.
Source of data	MICT SETA online MIS / Learning Programmes administration files
Method of Calculation/Assessment	Simple count of the number of unemployed learners participating in structured educational or training programmes captured in the MICT SETA online system or reflected in learner agreements, where there is verifiable evidence as listed in source/collection of data above
Means of verification	Learnerships- Learnership List; duly signed workplace-based learning (WBL) programme agreement; duly signed fixed term contract of employment; certified ID copy of learner; certified copy of learner's highest qualifications.
Assumptions	Approved Discretionary Grant policy is in place
Disaggregation of beneficiaries(where applicable)	<ul style="list-style-type: none"> • 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
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	Entering <ul style="list-style-type: none"> • Learnerships 4050
Indicator Responsibility	Senior Manager: Learning Programmes

Indicator Title	Number of unemployed learners completed learnership programmes
Definition	Measures the count of learners who were initially unemployed and successfully finished or graduated from structured learnership programmes.
Source of data	MICT SETA online MIS / Learning Programmes administration files
Method of Calculation/Assessment	Simple count of the number of unemployed learners completing learnership programmes captured in the MICT SETA online system or reflected in learner agreements and statements of results, where there is verifiable evidence as listed in source/collection of data above
Means of verification	Learnerships- Learner List; duly signed workplace-based learning (WBL) programme agreement; duly signed fixed term contract of employment; certified ID copy of learner; certified copy of learner's highest qualifications; statement of results or certificate/s
Assumptions	Approved Discretionary Grant policy is in place
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • 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
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	Completing <ul style="list-style-type: none"> • Learnerships 2025
Indicator Responsibility	Senior Manager: Learning Programmes

Indicator Title	Number of unemployed learners enrolled for candidacy programmes
Definition	Measures the count of learners who are unemployed and have enrolled for candidacy programmes.
Source of data	MICT SETA online MIS / Learning Programmes administration files
Method of Calculation/Assessment	Simple count of the number of unemployed learners enrolled for candidacy programmes captured in the MICT SETA online system or reflected in learner agreements, where there is verifiable evidence as listed in source/collection of data above
Means of verification	Candidacy: Candidacy programme agreement; certified ID copy of learner; and copy of certified highest qualification, letter confirming that learner is registered for a candidacy programme; and duly signed fixed term contract of employment.
Assumptions	Approved Discretionary Grant policy is in place
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • 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
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	Entering <ul style="list-style-type: none"> • Candidacy 90
Indicator Responsibility	Senior manager: Learning Programmes

Indicator Title	Number of unemployed learners completed candidacy programmes
Definition	Measures the count of unemployed learners who successfully finished or graduated from candidacy programmes.
Source of data	MICT SETA online MIS / Learning Programmes administration files
Method of Calculation/Assessment	Simple count of the number of unemployed learners who successfully finished or graduated from candidacy programmes captured in the MICT SETA online system or reflected in learner agreements and statements of results, where there is verifiable evidence as listed in source/collection of data above.
Means of verification	Candidacy: Candidacy programme agreement; certified ID copy of learner; and copy of certified highest qualification, letter confirming that learner is registered for a candidacy programme; and duly signed fixed term contract of employment. Completion letter from employer, higher institution of learning or professional body.
Assumptions	Approved Discretionary Grant policy is in place
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • 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
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	Completing <ul style="list-style-type: none"> • Candidacy 53
Indicator Responsibility	Senior Manager: Learning Programmes

Indicator Title	Number of unemployed learners enrolled for short programmes
Definition	Measures the count of unemployed learners who have enrolled for short-duration educational or training programmes (short programmes).
Source of data	MICT SETA online MIS / Learning Programmes administration files
Method of Calculation/Assessment	Simple count of the number of unemployed learners who have enrolled for short-duration educational, or training programmes (short programmes) captured in the MICT SETA online system or reflected in learner agreements, where there is verifiable evidence as listed in source/collection of data above
Means of verification	Short Programmes: - Short Programme agreement; duly signed fixed term contract of employment; certified ID copy of learner; and copy of certified highest qualification.
Assumptions	Approved Discretionary Grant policy is in place
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • 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
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	Entering <ul style="list-style-type: none"> • Short programmes 950
Indicator Responsibility	Senior manager: Learning Programmes

Indicator Title	Number of unemployed learners completed short programmes
Definition	Measures the count of unemployed learners who have successfully finished or graduated from short-duration educational or training programmes (short programmes).
Source of data	MICT SETA online MIS / Learning Programmes administration files
Method of Calculation/Assessment	Simple count of the number of unemployed learners who have successfully finished or graduated from short-duration educational, or training programmes (short programmes) captured in the MICT SETA online system or reflected in learner agreements and statements of results, where there is verifiable evidence as listed in source/collection of data above
Means of verification	Short Programmes: - Short Programme agreement; duly signed fixed term contract of employment; certified ID copy of learner; and copy of certified highest qualification, statement of results or certificate
Assumptions	Approved Discretionary Grant policy is in place
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • 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
Calculation type	Cumulative
Reporting Cycle	Quarterly

Desired performance	Completing <ul style="list-style-type: none"> Short programmes 499
Indicator Responsibility	Senior Manager: Learning Programmes

Indicator Title	Number of unemployed learners granted Bursaries (new enrolments)
Definition	Measures the count of unemployed learners who have been awarded financial support in the form of bursaries specifically aimed at aiding their education or training.
Source of data	MICT SETA online MIS / Learning Programmes administration files
Method of Calculation/Assessment	Simple count of the number of unemployed learners who have been awarded financial support in the form of bursaries captured in the MICT SETA online system or reflected in learner agreements, where there is verifiable evidence as listed in source/collection of data above
Means of verification	Bursary programmes – duly signed bursary agreement entered into between the learner and the SETA or its contracted agent; certified copy of Bursar's ID; continuation letter from the education institution or proof of payment or learner registration form with the education institution or confirmation of registration from the education institution
Assumptions	Approved Discretionary Grant policy is in place
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> 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
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	Entering <ul style="list-style-type: none"> New bursaries 310
Indicator Responsibility	Senior manager: Learning Programmes

Indicator Title	Number of unemployed learners granted Bursaries (Continuing)
Definition	Measures the count of unemployed learners who have been provided with ongoing or continuing financial support in the form of bursaries.
Source of data	MICT SETA online MIS / Learning Programmes administration files
Method of Calculation/Assessment	Simple count of the number of unemployed learners who have been awarded been provided with ongoing or continuing financial support in the form of bursaries captured in the MICT SETA online system or reflected in learner agreements, where there is verifiable evidence as listed in source/collection of data above
Means of verification	Bursary programmes – duly signed bursary agreement entered into between the learner and the SETA or its contracted agent; certified copy of Bursar's ID; continuation letter from the education institution or proof of payment or learner registration form with the education institution or confirmation of registration from the education institution
Assumptions	Approved Discretionary Grant policy is in place
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> Target for Women: 54% Target for Youth: 80% Target for People with Disabilities: 4%

applicable)	
Spatial transformation (where applicable)	Recruitment of learners will be done in any of the 9 provinces
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	Entering <ul style="list-style-type: none"> Continuing bursaries 210
Indicator Responsibility	Senior manager: Learning Programmes

Indicator Title	Number of unemployed bursary learners who completed their studies
Definition	Measures the count of unemployed bursary learners who received financial support in the form of bursaries to pursue their studies and now successfully completed their educational or training programmes.
Source of data	MICT SETA online MIS / Learning Programmes administration files
Method of Calculation/Assessment	Simple count of the number of unemployed learners who received financial support in the form of bursaries to pursue their studies and now successfully completed their educational or training programmes captured in the MICT SETA online system or reflected in learner agreements and statements of results, where there is verifiable evidence as listed in source/collection of data above
Means of verification	Bursary programmes – duly signed bursary agreement entered between the learner and the SETA or its contracted agent; certified copy of Bursar's ID; continuation letter from the education institution or proof of payment or learner registration form with the education institution or confirmation of registration from the education institution, statement of results
Assumptions	Approved Discretionary Grant policy is in place
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> 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
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	Completing <ul style="list-style-type: none"> Bursary completions 142
Indicator Responsibility	Senior Manager: Learning Programmes

Indicator Title	Number of CET learners Accessing AET programmes
Definition	Measures the total count or number of learners enrolled in Community Education and Training (CET) who are accessing Adult Education and Training (AET) programmes.
Source of data	MICT SETA online MIS / Learning Programmes administration files
Method of Calculation/Assessment	Simple count of the number of learners enrolled in Community Education and Training (CET) who are accessing Adult Education and Training (AET) programmes captured in the MICT SETA online system or reflected in learner agreements, where there is verifiable evidence as listed in source/collection of data above
Means of verification	Adult Education and Training (AET): AET Programme agreement; duly signed fixed term contract of employment; certified ID copy of learner; and copy of certified highest qualification.
Assumptions	Approved Discretionary Grant policy is in place
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • 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
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	Entering AET 70
Indicator Responsibility	Senior manager: Learning Programmes

Dimension	Description
Indicator Title	Number of workers enrolled for bursary programmes (new entries)
Definition	Measures the count or number of workers who have enrolled in bursary programmes.
Source of data	MICT SETA online MIS /Learning Programmes administration files
Method of Calculation/Assessment	Simple count of the number of employed learners entering bursary programmes captured in the MICT SETA online system or reflected in learner agreements, as listed in source/collection of data above.
Means of verification	Bursary programmes – duly signed bursary agreement entered into between the learner and the SETA or its contracted agent; certified copy of Bursar’s ID, copy of certified highest qualification; Proof of registration or continuation letter from education institution or proof of payment or learner registration form with the institution or confirmation of registration from the education institution; student financial statement and proof of employment.
Assumptions	Approved Discretionary Grant policy is in place
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • 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
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	Entered <ul style="list-style-type: none"> • New bursaries 77
Indicator Responsibility	Senior Manager: Learning Programmes

Dimension	Description
Indicator Title	Number of workers granted Bursaries (continuing)
Definition	Measures the count or number of workers who are already enrolled and continuing their participation in bursary programmes.
Source of data	MICT SETA online MIS /Learning Programmes administration files
Method of Calculation/Assessment	Simple count of the number of employed learners who are already enrolled and continuing their participation in bursary programmes captured in the MICT SETA online system or reflected in learner agreements, as listed in source/collection of data above.
Means of verification	Bursary programmes – duly signed bursary agreement entered into between the learner and the SETA or its contracted agent; certified copy of Bursar’s ID, copy of certified highest qualification; Proof of registration or continuation letter from education institution or proof of payment or learner registration form with the institution or confirmation of registration from the education institution; student financial statement and proof of employment.
Assumptions	Approved Discretionary Grant policy is in place

Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • 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
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	Entered <ul style="list-style-type: none"> • Continuing bursaries 33
Indicator Responsibility	Senior Manager: Learning Programmes

Dimension	Description
Indicator Title	Number of workers granted Bursaries completed their studies
Definition	Measures the count or number of workers who have successfully completed and graduated from bursary-funded educational programmes.
Source of data	MICT SETA online MIS /Learning Programmes administration files
Method of Calculation/Assessment	Simple count of the number of employed learners who have successfully completed and graduated from bursary-funded educational programmes as captured in the MICT SETA online system, or reflected in learner agreements, as listed in source/collection of data above.
Means of verification	Bursary programmes – duly signed bursary agreement entered between the learner and the SETA or its contracted agent; certified copy of Bursar's ID, copy of certified highest qualification; Proof of registration or continuation letter from education institution or proof of payment or learner registration form with the institution or confirmation of registration from the education institution; student financial statement and proof of employment, statement of results.
Assumptions	Approved Discretionary Grant policy is in place
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • 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
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	Completed <ul style="list-style-type: none"> • Bursary completions 21
Indicator Responsibility	Senior Manager: Learning Programmes

Dimension	Description
Indicator Title	Number of workers enrolled for skills programmes
Definition	Measures the count or number of workers currently participating or enrolling in various skills development programmes.
Source of data	MICT SETA online MIS /Learning Programmes administration files
Method of Calculation/Assessment	Simple count of the number of employed learners participating or enrolling in various skills development programmes in the MICT SETA online system or reflected in learner agreements, as listed in source/collection of data above.
Means of verification	Skills programmes- skills programme agreement; certified IDcopy of learner; and copy of certified highest qualification, letter confirming employment status or contract of employment
Assumptions	Approved Discretionary Grant policy is in place
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • 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
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	Entered <ul style="list-style-type: none"> • Skills programmes 198
Indicator Responsibility	Senior Manager: Learning Programmes

Dimension	Description
Indicator Title	Number of workers completed skills programmes
Definition	Measures the count or number of workers who have successfully finished and obtained certification or recognition from skills development programmes.
Source of data	MICT SETA online MIS /Learning Programmes administration files
Method of Calculation/Assessment	Simple count of the number of employed learners who have successfully finished and obtained certification or recognition from skills development programmes as captured in the MICT SETA online system, or reflected in learner agreements, as listed in source/collection of data above.
Means of verification	Skills programmes- skills programme agreement; certified IDcopy of learner; and copy of certified highest qualification, letter confirming employment status, statement of results.
Assumptions	Approved Discretionary Grant policy is in place
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • 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
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	Completed <ul style="list-style-type: none"> • Skills programmes 147
Indicator Responsibility	Senior Manager: Learning Programmes

Dimension	Description
Indicator title	Number of workers enrolled for AET programmes
Definition	Measures the count or number of workers currently enrolled or participating in Adult Education and Training (AET) programmes.
Source of data	MICT SETA online MIS /Learning Programmes administration files
Method of Calculation/Assessment	Simple count of the number of employed learners enrolled or participating in Adult Education and Training (AET) programmes captured in the MICT SETA online system or reflected in learner agreements, as listed in source/collection of data above.
Means of verification	Adult Education and Training (AET): AET Programme agreement; contract of employment or letter of confirmation of employment status; certified ID copy of learner and copy of certified highest qualification.
Assumptions	Approved Discretionary Grant policy is in place
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • 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
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	Entered <ul style="list-style-type: none"> • AET 72
Indicator Responsibility	Senior Manager: Learning Programmes

Dimension	Description
Indicator title	Number of workers completed AET programmes
Definition	Measures the count or number of workers who have successfully finished and obtained certification or recognition upon completion of Adult Education and Training (AET)
Source of data	MICT SETA online MIS /Learning Programmes administration files
Method of Calculation/Assessment	Simple count of the number of employed learners successfully finished and obtained certification or recognition upon completion of Adult Education and Training (AET) on the MICT SETA online system, or reflected in learner agreements, as listed in source/collection of data above.
Means of verification	Adult Education and Training (AET): AET Programme agreement; contract of employment or letter of confirmation of employment status; certified ID copy of learner and copy of certified highest qualification, statement of results or certificate.
Assumptions	Approved Discretionary Grant policy is in place
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • 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
Calculation type	Cumulative

Reporting Cycle	Quarterly
Desired performance	Completed <ul style="list-style-type: none"> AET 26
Indicator Responsibility	Senior Manager: Learning Programmes

Dimension	Description
Indicator Title	Number of learners enrolled RPL/ARPL
Definition	Number of employed and unemployed learners entering RPL programmes for assessment of competence against a qualifications or part qualification.
Source of data	MICT SETA online MIS /Learning Programmes administration files MICT SETA grant policy
Method Calculation/Assessment	of Simple count of the number of learners entering RPL assessment, recorded manually or captured on the MICT SETA online system where there is verifiable evidence as listed in source/collection of data above
Means of verification	Duly signed partnership agreements or registered RPL agreement; certified ID copy of learner; certified copy of highest qualification. employment confirmation.
Assumptions	Approved Discretionary Grant policy is in place
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> Target for Women: 54% Target for Youth: 80% Target for People with Disabilities: 4%
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	110 learners doing RPL programmes
Indicator Responsibility	Senior Manager: Learning Programmes

Dimension	Description
Indicator Title	Number of learners completed RPL/ARPL
Definition	Number of employed and unemployed learners completing RPL programme assessment as per ETQA approved assessment report and the MICSETA grant policy
Source of data	MICT SETA online MIS /Learning Programmes administration files MICT SETA grant policy ETQA approved assessment report
Method Calculation/Assessment	of Simple count of the number of employed learners completing RPL assessment, recorded manually or captured on the MICT SETA online system where there is verifiable evidence as listed in source/collection of data above
Means of verification	Duly signed partnership agreements or registered RPL agreement; certified ID copy of learner; certified copy of highest qualification; employment confirmation and certificate or statement of results.
Assumptions	Approved Discretionary Grant policy is in place

Dimension	Description
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • Target for Women: 54% • Target for Youth: 80% • Target for People with Disabilities: 4%
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	45 learners completing RPL programmes
Indicator Responsibility	Senior Manager: Learning Programmes

Dimension	Description
Indicator Title	Number of Rural Development Projects initiated
Definition	Measures the number rural skills development projects approved and implemented in rural areas as per SETA grant policy. Rural in this case refers to areas, settlements, or regions that are characterized by a lower population density and are situated outside urban centers and cities.
Source of data	MICT SETA online MIS /Learning Programmes administration files Project implementation reports and data
Method of Calculation/Assessment	Simple count of the number of approved projects implemented in Rural areas
Means of verification	<ul style="list-style-type: none"> - Service Level Agreements or MOUs. - GPS coordinates
Assumptions	SETA Rural strategy is in place
Disaggregation of beneficiaries (where applicable)	Not applicable
Spatial transformation (where applicable)	Rural areas across the nine provinces
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	60 rural projects are implemented
Indicator Responsibility	Senior Manager: Learning Programmes

Dimension	Description
Indicator Title	Number of small businesses funded for skills that enhance growth and development
Definition	Measures the number of small businesses where financial assistance, training, or resources have been provided to improve their skill sets, operational capabilities, or overall development, with the goal of fostering growth and success.
Source of data	Learning Programmes administration files
Method of Calculation/Assessment	Count the number of SEs supported financially in implementing pivotal and non-pivotal learning programmes
Means of verification	A duly signed Service Level Agreement (SLA) entered between the SE and MICT SETA; Program rollout plan Learner agreements, certified ID, certified highest qualification; learner list
Assumptions	SEs are operating within the MICT sector and there are guiding principles as per strategic projects and partnerships policy in place
Disaggregation of beneficiaries (where applicable)	Not applicable
Spatial transformation (where applicable)	Recruitment of SEs will be done in all MICTSETA regions
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	250 SEs are supported
Indicator Responsibility	Senior Manager: Learning Programmes

Dimension	Description
Indicator Title	Number of Co-operatives learners supported through the subsidizing of skills development interventions
Definition	Measures Co-ops learners within MICT SETA sub-sectors that are assisted through the roll-out of PIVOTAL and/or Non-PIVOTAL training interventions
Source of data	Learning Programmes administration files, learner IDs and learner induction attendance registers; learner IDs; highest qualification; MICT agreement. fixed term contract; learner lists
Method of Calculation/Assessment	Count the number of Co-operatives learners supported with verifiable evidence as listed in source/collection of data above.
Means of verification	A duly signed SLA entered between the Co-op and MICT SETA; Program rollout plan; learner IDs and learner induction attendance registers
Assumptions	Guiding principles as per DG Policy in place. Co-operatives are operating within MICT SETA sub-sectors.

Dimension	Description
Disaggregation of beneficiaries (where applicable)	Not applicable
Spatial transformation (where applicable)	Recruitment of Co-operatives' learners will be done in all provinces
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	150 Co-operatives' learners are supported
Indicator Responsibility	Senior manager: learning programmes

Dimension	Description
Indicator Title	Number of learners trained on entrepreneurship supported to start their business
Definition	Measures the number of learner trained on entrepreneurship programmes
Source of data	Learning Programmes administration files; Learner ID numbers
Method of Calculation/Assessment	Count the number of people trained on entrepreneurship programmes where there is verifiable evidence as listed in source/collection of data above
Means of verification	Signed Learner agreements Signed fixed term contract, ID copy and copy of Highest qualification
Assumptions	People to be trained on entrepreneurship and supported to start their businesses will enter and complete the programme within the set time frames
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • Target for Women: 54% • Target for Youth: 80% • Target for People with Disabilities: 4%
Spatial transformation (where applicable)	Recruitment of people to be trained on entrepreneurship programmes will be done in any of the 9 provinces
Calculation type	Non-cumulative
Reporting Cycle	Quarterly
Desired performance	150 learners trained on entrepreneurship
Indicator Responsibility	Senior Manager: Learning Programmes

Dimension	Description
Indicator Title	Number of NGOs/NPOs/CBOs learners supported through the subsidizing of skills development interventions
Definition	measures the count of learners from Non-Governmental Organizations (NGOs), Non-Profit Organizations (NPOs), or Community-Based Organizations (CBOs) who are being assisted or benefiting from subsidized skill development programmes ((short courses, skills programmes, PIVOTAL programmes, bursaries)
Source of data	Learning Programme administration files Signed MoUs with NGOs/NPOs/CPOs Signed SLAs / MOUs
Method of Calculation/Assessment	Count the number of learners NGOs/NPOs/CBOs supported through skills development interventions as reported, where there is verifiable evidence as listed in source/collection of data above
Means of verification	A duly signed SLA / contract entered into between the NGO/NPO/CBO and MICT SETA; Certified ID, Program rollout plan and learner list; learner agreements, fixed term contracts
Assumptions	Guiding principles as per the Discretionary Grant Policy in place; NGOs/NPOs/CBOs are operating within MICT SETA sub-sectors.
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> • Target for Women: 54% • Target for Youth: 80% • Target for People with Disabilities: 4%
Spatial transformation (where applicable)	Recruitment of entities will be done in all MICT SETA Regions
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	150 NGOs/NPOs/CBOs employees supported
Indicator Responsibility	Senior Manager: Learning Programmes

Dimension	Description
Indicator Title	Number of worker-initiated skills development (federations/trade unions)interventions supported
Definition	Number of federations/trade union members (of unions operating within MICT SETA sub-sectors) that complete skills development interventions
Source of data	Learning Programmes administration files Learner ID numbers Learner induction attendance registers
Method of Calculation/Assessment	Count the number of Federations/Trade Union members that attended skills development interventions, with verifiable evidence as listed in source/collection of data above
Means of verification	A duly signed agreement / SLA entered into between the federations/trade unions and MICT SETA; confirmation of employment letter, duly signed MICT agreement; Certificate of completion of programme by union members.

	Programme rollout plan and learner list.
Assumptions	Guiding principles as per the Discretionary Grants in place; Federations/Trade Unions are operating within MICT SETA sub-sectors.
Dimension	Description
Disaggregation of beneficiaries (where applicable)	Not applicable
Spatial transformation (where applicable)	Recruitment of Federations/Trade Unions will be done across all nine provinces
Calculation type	Cumulative
Reporting Cycle	Quarterly
desired performance	210 worker-initiated skills development (federation/trade unions) interventions supported
Indicator Responsibility	Senior Manager: Learning Programmes

Indicator Title	Number of Centres of Specialization supported on an annual basis.
Definition	Measures existing and established centers of specialization in partnership with industry to afford learners from these recognized centres the appropriate workplace experience, thereby increasing their prospects of employment on an annual basis. In this case Centres of specialization refer to a specialized training centres established to provide high-quality training and skills development in a particular field or occupation within the MICT sector. These centres can be within industry, universities, government and TVET colleges partnerships.
Source of data	<ul style="list-style-type: none"> - MICT SETA and Centres of Specialization SLAs - MICT SETA and employers MOUs
Method of Calculation/Assessment	Simple Count, each Centre of Specialization counted once for every year.
Means of verification	- Signed MOU between MICT SETA and Centre of Specialization
Assumptions	<ul style="list-style-type: none"> - Approved Discretionary Grants Budget - Explicit Policies, processes, and procedures - Approved SLAs - Adequate and proficient Human Capital to ensure project management and monitoring and evaluation
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	15 Centres of Specialization
Indicator Responsibility	Senior Manager: Learning Programmes

Indicator Title	Number of TVET colleges lecturers awarded bursaries
Definition	Provide Bursaries to TVET Lecturers studying in HET institutions to assist them to acquire academic qualifications.
Source of data	– MICT SETA, TVETs and HET Institutions SLAs
Method of Calculation/Assessment	Simple Count: each lecturer/learner is counted separately and once every year.
Means of verification	- Duly signed TVET Lecturer bursary agreement, certified ID Copies, certified highest qualification, learner list, fee statement and proof of registration / acceptance letter. - Learner year end results
Assumptions	Approved Discretionary Grants Budget Explicit Policies, processes, and procedures Approved SLAs HET Institution-TVETs Lecturer Agreements Adequate and proficient Human Capital to ensure project management and monitoring and evaluation
Disaggregation of beneficiaries (where applicable)	Cumulative
Spatial transformation (where applicable)	N/A
Calculation type	N/A
Reporting Cycle	Quarterly
Desired Performance	75 TVET lecturers awarded bursaries
Indicator Responsibility	Senior Manager Learning Programmes

Indicator Title	Number of TVET Lecturers exposed to the industry through skills programmes.
Definition	Establish partnerships with TVETs and employers to expose TVET lecturers to requisite workplace experience, thereby increasing their appreciation of demand for skills by employers and ensuring TVET programmes that are aligned to industry skills needs
Source of data	– MICT SETA, TVETs and employers SLAs – MICT SETA, TVETs and employers MOUs
Method of Calculation/Assessment	Simple Count: each lecturer is counted separately and once every year.
Means of verification	- Duly signed TVET Lecturer Agreement, certified ID copies, certified highest qualification, learner list, program rollout plan and confirmation of employment letter
Assumptions	– Approved Discretionary Grants Budget – Explicit Policies, processes, and procedures – Approved SLAs – Adequate and proficient Human Capital to ensure project management and monitoring and evaluation –
Disaggregation of beneficiaries (where applicable)	N/A
Spatial	N/A

transformation (where applicable)	
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	75 TVET Lecturers
Indicator Responsibility	Senior Manager Learning Programmes

Indicator Title	Number of CET colleges Lecturers exposed to skills development programmes
Definition	Expose CET colleges lecturers to skills development programmes
Source of data	– MICT SETA, CETs and HET Institutions SLAs
Method of Calculation/Assessment	Simple Count: each lecturer/learner is counted separately and once every year.
Means of verification	- Duly signed MICT SETA CET agreement, certified ID copies, certified highest qualification, Learner list, confirmation of employment letter, proof of registration / acceptance letter -
Assumptions	Approved Discretionary Grants Budget Explicit Policies, processes, and procedures Approved SLAs HET Institution-CETs Lecturer Agreements Adequate and proficient Human Capital to ensure project management and monitoring and evaluation
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	75 CET colleges Lecturers
Indicator Responsibility	Senior Manager: Learning Programmes

Indicator Title	Number of CET partnerships established.
Definition	Establish partnerships with CETs for the realization of skilled learners with appropriate workplace experience, on an annual basis.
Source of data	· MICT SETA and CETs · SLAs MICT SETA and CETs MOUs
Method of Calculation/Assessment	Simple Count, each partnerships counted once for every year.
Means of verification	- Approved MICT SETA and CETs MOUs
Assumptions	- Approved Discretionary Grants Budget Explicit Policies, processes, and procedures Approved SLAs. - Adequate and proficient Human Capital to ensure project management and monitoring and evaluation
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	09 CET partnerships are established
Indicator Responsibility	Senior Manager: Learning Programmes

Indicator Title	Number of TVET partnerships established
Definition	This is the number of partnership projects established with TVET colleges, as per the SETA grant policy
Source of data	MICT SETA online MIS / Learner programmes administration files
Method of Calculation/Assessment	Count the number of approved partnership projects with TVET colleges
Means of verification	Signed partnership agreements or MOUs with clearly defined deliverables and timelines, entered into between MICT SETA and TVET colleges
Assumptions	SETA partnership strategy in place
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	14 partnership projects established
Indicator Responsibility	Senior Manager: Learning Programmes

Indicator Title	Number of HEI partnerships established
Definition	This is the number of partnership projects established with universities, as per the SETA grant policy
Source of data	- MICT SETA online MIS / Learner programmes administration files

Method of Calculation/Assessment	Count the number of approved partnership projects with universities
Means of verification	- Signed partnership agreements or MOUs with clearly defined deliverables and timelines, entered into between MICT SETA and universities
Assumptions	- SETA partnership strategy in place
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	25 partnership projects established
Indicator Responsibility	Senior Manager: Learning Programmes

SUB-PROGRAMME 3.2: 4IR

Dimension	Description
Indicator Title	Number of new 4IR partnerships established to implement 4IR initiatives in the sector
Definition	This indicator measures the 4IR partnerships established with industry through MOUs and or Partnership Agreements to implement 4IR initiatives in the sector.
Source of data	4IR administration files. Partnerships agreements / MOUs
Method of Calculation/Assessment	Simple Count
Means of verification	Signed MOUs with deliverables
Assumptions	SETA partnership guidelines in place
Disaggregation of beneficiaries (where applicable)	Not applicable
spatial transformation (where applicable)	N/A
calculation type	Cumulative
Reporting Cycle	Quarterly
desired performance	45 4IR partnerships established
Indicator Responsibility	Senior Manager: 4IR

DIMENSION	Description
Indicator Title	Number of students funded under established 4IR Research Chairs
Definition	To form partnerships and research collaborations with Public HET institutions to conduct research on 4IR related themes in relation to the MICT SETA sub-sectors.
Source of data	4IR Administration files SLAs signed with universities Student lists
Method of Calculation/Assessment	Simple Count, each student funded under the Research Chairs is counted once
Means of verification	- Signed SLAs with public Universities
Assumptions	Discretionary grant policy in place
Disaggregation of beneficiaries (where applicable)	Not applicable
spatial transformation (where applicable)	Not applicable
calculation type	Cumulative
Reporting Cycle	Quarterly
desired performance	110 students funded
Indicator Responsibility	Senior Manager: 4IR

DIMENSION	Description
Indicator Title	Number of new 4IR occupational qualifications developed
Definition	This indicator measures the number of 4IR occupational qualifications that have been developed and submitted to the QCTO
Source of data	Administration files Proof of submission of qualifications to the QCTO for registration
Method of Calculation/Assessment	Count the number of 4IR occupational qualifications that have been submitted to the QCTO
Means of verification	List of qualifications developed and submitted qualifications to the QCTO
Assumptions	4IR Integrated Digital Skills Strategy in place
Disaggregation of beneficiaries (where applicable)	Not applicable
spatial transformation (where applicable)	N/A
calculation type	Cumulative
Reporting Cycle	Quarterly
desired performance	5 4IR Occupational qualifications developed
Indicator Responsibility	Senior Manager: 4IR

DIMENSION	Description
Indicator Title	Number of learning laboratories supported in collaboration with industry partners
Definition	The learning laboratories initiated or supported in collaboration with industry partners aligned to emerging technologies
Source of data	Administration files MoUs
Method of Calculation/Assessment	Simple count: One learning laboratory counted once.
Means of verification	List of learning labs established Signed MoUs with stakeholders
Assumptions	4IR Integrated Digital Skills Strategy in place DG grant policy approved. Approved budget.
Disaggregation of beneficiaries (where applicable)	Not applicable
Spatial transformation (where applicable)	Rural / urban
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	25 learning laboratories supported
Indicator Responsibility	Senior Manager: 4IR

DIMENSION	Description
Indicator Title	Number of skills competitions supported in partnership with stakeholders
Definition	Skills competitions, in partnership with stakeholders, supported financially to create and prepare a pool of learners that can compete in the World Skills competitions.
Source of data	Administration files Invitations to skills competitions SLAs / MoUs with stakeholders
Method of Calculation/Assessment	Simple count: One skills competitions will be counted once.
Means of verification	List of competitions supported financially. Reports of competitions supported.

Assumptions	4IR Integrated Digital Skills Strategy in place Approved budget. Approved DG policy.
DIMENSION	Description
Disaggregation of beneficiaries (where applicable)	Not applicable
spatial transformation (where applicable)	Urban and rural.
calculation type	Cumulative
Reporting Cycle	Quarterly
desired performance	15 skills competitions
Indicator Responsibility	Senior Manager: 4IR

PROGRAMME 4: EDUCATION TRAINING AND QUALITY ASSURANCE

Dimension	Description
Indicator title	Number of exit verifications conducted
Definition	Ensure that the process of exit verification is conducted for funded and unfunded MICT SETA historical programmes for learner achievement.
Source of data	<ul style="list-style-type: none"> - Approved exit verification reports - ETQA administration files
Method of Calculation/Assessment	Simple count of the number of exit verifications conducted
Means of verification	<ul style="list-style-type: none"> - Approved exit verification reports
Assumptions	<ul style="list-style-type: none"> - An approved budget - Explicit policies, processes, and procedures - Sufficient capacity to conduct the exit verifications - Commitment register
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> - N/A
Spatial transformation	Rural and urban
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired performance	450 exit verifications conducted
Indicator responsibility	Senior Manager: Education, Training and Quality Assurance

Dimension	Description
Indicator title	Number of training providers accredited to offer occupational programmes
Definition	Total number of accredited training providers against historical and occupational qualifications.
Source of data	<ul style="list-style-type: none"> - Accreditation reports - Monthly EXCO reports - Quarterly Management Reports
Method of Calculation/Assessment	Simple count (Quantitative) of the number of providers recommended for accreditation
Means of verification	<ul style="list-style-type: none"> - List of recommended providers - Accreditation reports -
Assumptions	<p>Approved budget</p> <p>Occupational qualifications are registered to allow for accreditation of providers</p> <p>There is sufficient interest in obtaining accreditation against occupational qualifications</p> <p>Explicit QCTO policies, processes, and procedures</p> <ul style="list-style-type: none"> - Sufficient capacity
Disaggregation of beneficiaries (where applicable)	<ul style="list-style-type: none"> - Not applicable

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Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired performance	150 providers accredited
Indicator responsibility	Senior Manager: Education, Training and Quality Assurance

Dimension	Description
Indicator Title	Number of qualified Subject Matter Experts registered
Definition	Ensure that there are MICT SETA registered Assessors to conduct assessment on historical qualifications and QCTO approved Subject Matter Experts to conduct assessment on occupational programmes.
Source of data	– Accreditation reports
Method of Calculation/Assessment	– Each SME is counted separately and according to the programme(s) they are qualified to assess on.
Means of verification	- Database of Registered Assessors and Registration Letters
Assumptions	– Approved Budget – Explicit Policies, processes, and procedures – Sufficient applications.
Calculation type	Cumulative
Reporting Cycle	Quarterly
Disaggregation of beneficiaries (where applicable)	Women: 35% Youth: 25% Disability: 4%
Spatial transformation (where applicable)	N/A
Desired Performance	165 qualified registered subject matter experts
Indicator Responsibility	Senior Manager: Education and Training Quality Assurance

Dimension	Description
Indicator Title	Number of qualified registered moderators conducting moderation of the quality of programmes
Definition	Ensure that there are qualified registered moderators (including in TVETs and CETs) moderating on MICT SETA historical qualifications
Source of data	– Monthly Reports – QMRs
Method of Calculation/Assessment	– Each moderator is counted separately and according to the programme(s) they are registered to moderate.
Means of verification	- Database of Registered Moderators and Registration Letters
Assumptions	– Approved Budget – Explicit Policies, processes, and procedures – Adequate and proficient Human Capital to carry-out moderator registration

	and practices activities
	– Functional Management Information Systems
Disaggregation	Women: 35% Youth: 25% Disability: 7%
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	150 Registered Moderators
Indicator Responsibility	Senior Manager: Education and Training Quality Assurance

Dimension	Description
Indicator Title	Number of reviewed/ developed qualifications submitted to the QCTO
Definition	Measures the total count of qualifications that have been reviewed or developed by the organization and subsequently submitted to the Quality Council for Trades and Occupations (QCTO) for approval or accreditation within a specified reporting period.
Source of data	<ul style="list-style-type: none"> – Process reports per realignment phase – Monthly Reports
Method of Calculation/Assessment	– Each qualification is recorded separately and counted once.
Means of verification	<ul style="list-style-type: none"> – Proof of submissions of qualifications to the QCTO prior to verification – Acknowledgement letter from QCTO
Assumptions	<ul style="list-style-type: none"> – Approved Budget – Explicit Policies, processes, and procedures – Adequate and proficient Human Capital to qualifications development activities – Relevant stakeholders' cooperation
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	05 Developed Qualifications
Indicator Responsibility	Senior Manager: Education and Training Quality Assurance

Dimension	Description
Indicator Title	Number of registered assessment Centres for External Integrated Summative Assessment (EISA)
Definition	Ensure that there are registered EISA Centres to conduct the External Integrated Summative Assessment for learner achievement on Occupational Programmes.
Source of data	<ul style="list-style-type: none"> – Recommendation reports – ETQA Administration files

Method of Calculation/Assessment	– Simple count: Each assessment centre is counted once.
Means of verification	– – QCTO list of approved assessment centres.
Assumptions	<ul style="list-style-type: none"> · Approved Budget · Explicit policies, processes, and procedures · Adequate and proficient human capital – Sufficient applications
Calculation type	Cumulative
Disaggregation	N/A
Spatial transformation	Urban and rural
Reporting Cycle	Quarterly
Desired Performance	17 registered ESAs
Indicator Responsibility	Senior Manager: Education and Training Quality Assurance

ANNEXURE A: DISTRICT DEVELOPMENT MODEL FOR STRATEGIC PLAN

Five-year planning period						
Areas of intervention	Project description	Budget allocation	District municipality	Location: GPS coordinates	Project leader	Social partners
Learnership Skills Programme Internship	LEARNERSHIP-100 Learners Skills Programme-50 Learners Internships-150 Learners	5 352,000.00* 5years =26 760 000	Rustenburg	25°40'03" S Longitude: 27°14'31"	MICT SETA and TVET College	Employers, SMME, professional bodies
Learnership Skills Programme Internship	LEARNERSHIP-Learners 400 Skills Programme-100 Learners Internships-150 Learners	5 352,000.00* 5years =26 760 000	City of Johannesburg and Sedibeng District Municipality	26° 12' 14.7708" S and 28° 2' 50.298" E.	MICT SETA and TVET College	Employers, SMME, professional bodies

Learnership Skills Programme Internship	LEARNERSHIP-150 Learners Skills Programme-100 Learners Internships-150 Learners	5 352,000.00* 5years =26 760 000	Capricorn	24.64062 28.09770 - 22.44677 30.36622	MICT SETA and TVET College	Employers, SMME, professional bodies
Learnership Skills Programme Internship	LEARNERSHIP-200 Learners Skills Programme-100 Learners Internships-150 Learners	5 352,000.00* 5years =26 760 000	Nkangala	25.75,29.41667	T= MICT SETA and TVET College	Employers, SMME, professional bodies
Learnership Skills Programme Internship	LEARNERSHIP-200 Learners Skills Programme-150 Learners Internships-150 Learners	5 352,000.00* 5years =26 760 000	uMgungundlovu	29.6034437988, 30.3795719707	MICT SETA and TVET College	Employers, SMME, professional bodies

Learnership Skills Programme Internship	LEARNERSHIP-200 Learners Skills Programme-150 Learners Internships-120 Learners	5 352,000.00* 5years =26 760 000	Mangaung	29° 5' 6.77" S 26° 9' 34.474"	MICT SETA and TVET College	Employers, SMME, professional bodies
Learnership Skills Programme Internship	LEARNERSHIP-250 Learners Skills Programme-150 Learners Internships-150 Learners	5 352,000.00* 5years =26 760 000	Buffalo	33° 00' 55.04" S	MICT SETA and TVET College	Employers, SMME, professional bodies
Learnership Skills Programme Internship	LEARNERSHIP-200 Learners Skills Programme-160 Learners Internships-150 Learners	5 352,000.00* 5years =26 760 000	Saldanha Bay	33.0083 S, 17.9394 E	MICT SETA and TVET College	Employers, SMME, professional bodies

Learnership Skills Programme Internship	LEARNERSHIP- 150 Learners Skills Programme- 150 Learners Internships- 100 Learners	5 352,000.00* 5years =26 760 000	Springbok	9.6643: 17.8865	MICT SETA and TVET College	Employers, SMME, professional bodies
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