



# **Five Year Strategic plan For 2020/21 – 2024/25**

## Statement by the Board Chair

Technology is influencing the rapid changes in the world we live in, at a pace that a substantial number of human beings cannot adopt fast enough to remain relevant. These changes will continue to dominate all areas of our lives and impact societies both positively and negatively.

South Africa is not well considered around the world with regards to the quality of maths and science education, it was ranked last out of 148 countries according to the World Economic Forum (WEF). The WEF further ranked South Africa 146<sup>th</sup> for the overall quality of education out of 148 countries. The unemployment rate in 2019 reached an all-time high of 29,0%, with the majority of the unemployed being the youth. Data prices in South Africa remain one of the highest in the world, ranked at 143 out of 230 countries by Cable a United Kingdom (UK) mobile broadband comparison website. The public sector is the least innovative and adaptive to emerging technologies, mainly due to lack of technological resources, the fear factor of the unknown and the educational level of the public sector officials.

All these challenges present underlying opportunities, which need to be realized to create a better life for all citizenry. National Electronic Media Institute of South Africa's (NEMISA's) mandate is to deliver creative media and digital skills for the public and private sector. Therefore, our objective is to ensure that South Africa has the adequate skills to participate in the digital economy and drive innovation internally, to disrupt government operations. Also, to influence the private sector to be innovative in the solutions being offered to government and how these will be implemented. This will culminate in facilitating the creation of new technologies in South Africa that can compete with the rest of the world.

This strategic plan was developed with the determination to ensure a digitally skilled South African citizenry, which would stimulate economic development and create future jobs. Our intention is to make an impact that would ultimately change people's lives and boost the South African economy.

South Africa has the potential to be the innovation and technology hub of Africa, awareness and digital skilling will place the citizenry in a position of power to convert our current challenges into opportunities.

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Ms Molebogeng Leshabane  
Chairperson of the Board

## Accounting Officer Statement

We live in an increasingly technological changing world whilst a significant part of the population in South Africa remains digitally excluded. NEMISA's mandate is to deliver creative media training and basic-to-advanced digital skills training, the institution has a critical role to play in minimizing the digital divide whilst preparing government and labour to adapt and embrace future technological changes. NEMISA is as well positioned to support the Creative media including the Broadcasting industry with requisite skills

It is extremely crucial that all citizens acquire basic digital skills to fully participate in the digital economy. With a very limited budget, NEMISA must utilize digital technologies like the establishment of a Digital Skills Cloud platform to cost effectively and efficiently train its target audience. In this way, we will massify digital skilling to the populous of our country.

As a national catalyst for creative media and digital skills training and development, NEMISA must strive to provide value to all its stakeholders, use innovation to improve human capital development and create digital skills training that is responsive to its intended target audience. It is also imperative to move to a digital government, government personnel to be reskilled and upskilled to be able to deliver services through a variety of online channels.

In order to seize the opportunities presented by this 4IR digital evolution, NEMISA has established a Multi-Media Production House. As a result, NEMISA trainees will have the opportunity to gain experiential and on-field work as interns to make them more job marketable or to establish their own Small, Micro and Medium Enterprises (SMMEs).

With the current economic outlook, all Strategic and APP targets will be scaled-up in phases. In the process, NEMISA will itself become digitally transformed in order to better serve its stakeholders.

NEMISA strives to align with NDP 2030 and the National Skills Development Plan 2030 which aims to create an educated, skilled and capable workforce for South Africa. NEMISA continues on a journey to significantly scale up its skills development programme to create awareness, demystify technologies and extend the use of technology in order to promote the uptake and usage of ICTs in the country while taking advantage of what digital technologies bring for South Africa's economy and the unemployed.



Mr Trevor Rammitlwa  
Chief Executive Officer

## Official Sign-Off

It is hereby certified that this Strategic Plan:

- Was developed by the management of National Electronic Media Institute of South Africa (NEMISA) under the guidance of the Board of Directors.
- Takes into account all the relevant policies, legislation and other mandates for which NEMISA is responsible.
- Accurately reflects the Impact, Outcomes and Outputs, which the NEMISA will endeavour to achieve over the period 2020-2025.

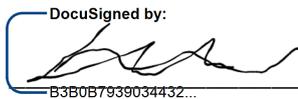
Ms. Kefiloe Ntsileng:  
Manager in the Office of CEO

Signature:  \_\_\_\_\_

Mr. Trevor Rammitlwa:  
Chief Executive Officer

Signature:  \_\_\_\_\_

Approved by:  
Ms. Molebogeng Leshabane:  
Board Chairperson

Signature:  \_\_\_\_\_  
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## Part A: Our Mandate

### 1. Constitutional mandate

The National Electronic Media Institute of South Africa was established as a non-profit institute for education in terms of the Companies Act (1973) and is listed as a schedule 3A public entity in terms of the Public Finance Management Act (1999). NEMISA's mandate is to deliver training programmes for the supply of needed skills to the creative media industry including the broadcasting sub-sector. NEMISA is also required to deliver training programmes in digital technologies to various sectors of the economy and South Africa's citizenry. By fulfilling its mandate NEMISA will contribute to the creation of a leading edge creative media industry and robust and inclusive digital economy. NEMISA's training programmes are required to contribute to reduced digital divide, equitable opportunities in the productive economy and improved global competitiveness for South Africa.

NEMISA derives its mandate from the Department of Communications and Digital Technologies (DCDT).

### 2. Legislative and policy mandates

The mandate is further embedded in the following national policies recognizing the need for development of Digital Skills in South Africa.

- 2012 National Development Plan 2030
- 2020 National Skills Development Plan 2030
- 2014 SA Connect Broadband Policy
- 2016 National Integrated ICT Policy White Paper
- 2013 White Paper on Post-School Education and Training
- 2017 National Digital and Future Skills Strategy
- 2009 National Human Resources Development Strategy
- 2019 -2024 Medium Term Strategic Framework

The National Development Plan has identified Growth and jobs, education and skills, and a capable and developmental state as a key area of delivery and the following are highlighted in the plan as priorities thus making NEMISA mandate as an enabler

- Raising employment through faster economic growth
- Improving the quality of education, skills development and innovation

The National Digital and Future Strategy aims is to address the need for mechanisms to foster digital skill development across South Africa, at early childhood development, schooling and post-school education and training levels, recognising that digital skills are necessary for economic growth, social development and cultural enrichment.

The Medium-Term Strategic Framework (MTSF) 2019-2024 is the five-year strategic plan of the NDP and gives effect to the government's mandate. The MTSF recognises that there is a lack of digital readiness in South Africa thus the framework among others stating the following priorities relevant to NEMISA's mandate:

- Priority 2: Economic transformation and job creation and
- Priority 3: Education, skills and health

### **3. Institutional policies and strategies governing the five-year planning period**

At the time of developing NEMISA's five-year strategic plan, a few key policies and strategies have been identified as essential for executing the strategy. The implementation of a Transformation and Change Strategy to accomplish a realigned organisational architecture that will transform the institution and create shared value to all NEMISA's stakeholders. As NEMISA embarks on accelerated delivery of creative media and digital skills attention is given to realigning the organizational structure, internal operating strategies, the operating model and policies. To be successful in fulfilling its mandate NEMISA will among other institutional strategies and policies execute the following:

- ICT strategy
- Transformation and Change Strategy
- Organizational structure re-alignment
- ICT Security Policy
- Risk Management Policy
- ICT Disaster Recovery Policy
- Business Continuity Policy
- Marketing and Communication strategy
- Human Resources Strategy
- Monitoring and Evaluation Framework

### **4. Relevant court rulings**

None identified during the development of this plan

## **Part B: Our Strategic Focus**

### **Vision**

Digitally transformed society

### **Mission**

Leader in the provision of cutting edge digital, innovation, and broadcasting skills

### **In order to fulfil our mission, the Institute will:**

- Create an enabling skilling environment for innovation in South Africa
- Be positioned as a national catalyst for digital skills and thought leader in digital skills development
- Provide Creative Media and Broadcasting skills to support in the transition to digital broadcasting and take advantage of new opportunities presented in the sector
- Provide SMMEs with skills to participate in ecommerce
- Establish strategic partnerships for collaboration

## Values

- Agility
- Collaboration
- Integrity
- Professionalism
- Commitment to excellence

Values	Value statements
<b>Agility</b>	NEMISA upholds a principle of flexibility, adapting to accelerating changes without losing our identity.
<b>Collaboration</b>	We believe in the power of working across multiple organisations, individuals and constituencies in order to co-create ideas and innovations that will improve our human capital through partnerships that work. We espouse values of inter programme collaboration so that we create a united workforce that will sustain the organisation throughout communication as a strong vehicle.
<b>Integrity</b>	NEMISA strives to be the epitome of honesty through sound, moral and ethical principles which all employees will uphold in our dealings with a variety of stakeholders.
<b>Professionalism</b>	In everything we do we strive to maintain a professional etiquette when dealing with our stakeholders.
<b>Commitment to excellence</b>	We are committed to excellence, to always providing value to our customers, partners and stakeholders. We set and achieve ambitious goals, we pursue high expectations, innovate by trying new ways of doing things and model a positive example.

## Situational Analysis

In line with its mandate, NEMISA operates in the Creative media, and Digital Technologies industries and the overarching thrust in these industries is communications. In order to be strategically positioned to succeed in the delivery of its mandate it is pertinent that a situation analysis be undertaken.

The Creative Media industry is central to the rapidly evolving interconnected world as it enables various mediums and channels to reach audiences. Audio and visual mediums of communication remain to be key drivers of the industry and what has rapidly changed is the improvement in the quality, speed and access to content produced by the industry and the democratisation of content development itself. Technology, globalisation and increasing social diversity have played a major role in advancing the industry. Through technological advancements such as the game changing introduction of the internet the creative media industry has evolved rapidly including introduction of multiplicity of channels such as social media and streaming services in the recent years. The creative media industry therefore requires new skills as it evolves.

The ICT industry is as well rapidly changing and disrupting not only itself but other industries. Digital technologies particular, continue to advance and bring with these changes economic

opportunities and challenges that force many countries to adapt and position themselves to take advantages of the said technological developments. With South Africa's policy firmly recognising the need to position the country in the advent of the technological changes and be among the leading countries in innovation and preparing the citizens to be part of the evolution provision of digital skills at different levels of competencies is critical. The convergence of digital technologies makes it even more urgent to focus on the development of appropriate digital skills and ensure that these skills are continually developed.

The external environment analysis of NEMISA took the form of desktop research, presentations by industry experts largely from academia, and the facilitated discussions that took place during the Board Strategic Planning Session. In line with its mandate. The environmental analysis confirms that NEMISA operates in a futuristic environment at the centre of which is the fast passed change in the Creative Media and Digital Technologies Industries. The analysis further observes that the frequency of change in these industries will require an innovative and agile NEMISA to keep up with the demand for knowledge and skills.

#### **4.1 External Environment Analysis**

##### **Evolution of the Creative Media Industry and new trends in Broadcasting**

Creative industries offer a vehicle for South African stories, entertainment, and cultures to be told in multichannel digital broadcasting, contributing to building national identity and social cohesion, and offering insight into South Africa's place on the continent of Africa over time. Creative media industry plays an important role of informing, educating and entertaining the population on both in-country and international developments and stories. Availability of digital tools have transformed the industry by giving rise to sophisticated ways of content generation and real time sharing of the content leading to excessive generation of data and insights in the process including the ever-increasing availability of information and choices. The world of broadcasting has changed dramatically since the dawn of the internet. Radio and television are no longer the only options. More options include podcasts, online video channels including Over The Top (OTT) channels virtually bring limitless possibilities for content production on social media—there are so many new ways to tell stories and share news. What this means is that today's broadcasters need different kind of skills sets to succeed in this industry. Broadcasters still need those core skills, broadcasting fundamentals but they will also need a new range of digital skills that barely existed 10 years ago. For example, the success of the new broadcasting is in delivering accurate and in-date updates via Artificial Intelligence (AI), Machine Learning, eCommerce, and data analysis. The broadcasting worker or professional required in such an environment is different.

Some of the key trends observed in the creative media industry include:

- Accelerated use of digital platforms and social networking sites as a means to broadcast or to share information. This has exponentially increased the speed with which news and information travel, calling for broadcasters and those working in news agencies to operate in a fast-paced environment.
- Streaming services have also increased and create opportunities for consumers or information users to access productions anytime and anywhere. People can choose when and what information they want to consume, and this is challenging the traditional

ways of production. A good example of this is the increasing use of OTT Platforms to broadcast information.

- Massive increase in podcasting creating many opportunities for people who can produce content at a personal/organisational level.
- User generated content has also disrupted the traditional ways of producing content. The users generate content and use digital platforms to share it. This has not only increased content in an unprecedented way but has also shaken the old business models of broadcasters. Digital transformation has empowered the listeners and viewers to demand direct participation in what is curated and produced for them.

The end of analogue transmission will have a huge impact on broadcasters including community radio and television stations in South Africa as they will have to change some of their infrastructure. There will be a need training to keep up with the developments in the sector. The radio and TV frequency spectrum freed-up through the digital migration process, often referred to as 'digital dividend', has the potential not only to provide new and improved broadcasting, but also to enable additional ICT services traditionally not provided in the broadcasting radio frequency band, such as mobile telephony and wireless broadband as well as dedicated delivery of government information and services. This is done as a results of the International Telecommunications Union (ITU) resolution that countries in region 1 (including Europe, Russia, Africa, the Middle East, and the Islamic Republic of Iran) should migrate their broadcasting services from analogue to digital. The move from analogues transmission systems is expected to unlock increased quality of transmissions as well as lower barriers for new entrants to the industry. This is set to assist with reaching areas that were difficult to deliver radio and television.

Content generation and management in the creative media space is emerging as one of the key drivers of activities and is becoming a product that can be exchanged and be monetised. The reliance of advertising as the main driver of revenue is changing. PWC's 2018 -2022 media and entertainment industry outlook report states that companies in this industry have increasing pressure to diversify their offerings and increase revenue streams. It is within this context that media and entertainment institutions no longer target their regions but look for other ways to reach wider audiences. This results into a mix of both local and foreign entities competing in the same markets. According to the PWC report 2018 -2022 the lines are becoming blurred as non-traditional Broadcasting and non-Creative Media institutions are also entering the space. For example, radio stations are increasingly operating within non-media settings such as the retail industry.

The table below are brief descriptions of each of the stages in the Value Chain and Capability Map:

<b>Value Chain Stage</b>	<b>Required Capability</b>
Content Creation	Author content; produce & create content; market content
Media Preparation	Transform content from its original formats to distribution ready formats; ensure adequate content to the available communication links and target end-user devices; Protect content to mitigate illegitimate consumption; develop and secure content monetization; Enable different modes of viewing content

	such as in near real time (Live) or deferred in time; Store content in both its original and transformed forms
Content Discovery	Ingest, transform, and expose content metadata to facilitate content discovery by end users; Orchestrate media and metadata preparation for distribution to end users
Content Distribution	Distribute content to a very large number of users/consumers
Content Consumption	Develop software and possibly hardware that enable end users to consume the content
Monetization	Develop Value Proposition; Develop Financial Model, develop go-to-market strategy, obtain financial returns
User Management	Authenticate and authorize users to access the platforms and specific content
Operations	Continuously monitor and track systems and usage; ensure adequate availability and performance
Solution conception and engineering	Identify digital solution requirements and design, built, test and deploy the solution; improve the solution and/or in adding features without down-time to existing users.

The creative media industry analysis identified the following:

- High demand for content creation skills
- Need for the development of managers cadre in the broadcasting industry
- Focused training for Community Radio and Television stations
- Collaboration with industry towards promoting work integrated learning and input into the curriculum
- For NEMISA to participate in industry forums including the skills forum

### **Evolution of Digital Technologies in South Africa and the globe**

NEMISA seeks to achieve its vision and mission in an environment where:

**Technology affects all areas of life:** Digital technologies affect access and effective use related to business, education and government, socially as well as information pertaining to all aspects of one's life.

**Technology addresses national challenges:** Digital technologies have become fundamental to approaches for addressing socio-economic equity, development and sustainability. Dealing with the challenges of poverty and inequality, building an inclusive economy. Establishing a capable and developmental state has partly become dependent on society across the full socio-economic spectrum – appropriating modern ICTs.

**Digital skills are fundamental to ICT ecosystem:** ICTs do not stand alone. They exist in an ecosystem where the ability to use the technologies effectively is as important as the infrastructure and services. ICT infrastructure plays an integral part into technological advances. Therefore, the 4IR Commission is recommending that government should invest in making South Africa a hyper-scaled data owner.

**Digital skills enable inclusion:** By developing and enhancing digital skills, all South Africans will be able to participate more equitably in a societal environment increasingly dominated by modern ICTs. This is particularly relevant for groups at risk of socio-economic exclusion, including the previously disadvantaged, elderly, unemployed, people in rural areas youth and women.

Artificial Intelligence has become central to the ecosystem of new technologies that are fuelling adoption of new ways to deliver services and products. Artificial Intelligence is enabling technology to bring about performance of certain functions that would traditionally be performed by humans to be done by computer assisted machines and devices. This has changed the how the interface between humans and technology work thus bringing about implications for the future of work including changes in the type of skills required at an entry level, intermediate and advanced levels.

Data has also become a critical enabler of the new digital technologies as it serves as an input into the technologies with the capability to analyse the same data and produce actions or outputs that lead to performance of the targeted functions. The risks associated with data management have also added to the challenges of loss of data due to malicious or criminal activities. Regulation of data management including personal data have become critical. It is to this effect that DCDT published the Data and Cloud Policy in 2020 while the POPI Act was put into effect in July 2021. The need for general awareness and technical skills in data analysis is imperative in bringing about the opportunities that data can bring in the use of digital technologies

The Digital and Future Skills Strategy was published by the Department of Digital Technologies in August 2021 it highlights how vital are the digital skills are in South Africa's human capacity growth-path. The strategy identified 8 strategic levers in response to digital skills for the general citizenry, Digital skills for industry and high-end digital skills to drive innovations that can benefit the country's economy.

Digital skills for the general citizenry include foundational skills that citizens need for them to be prepared to use digital tools in their daily lives but also foundational digital skills that will help them to create a base from which to grow their capacity and eventually progress into entry level, intermediate and advanced skills. South Africa's economic recovery is as well dependent on the reskilling and upskilling of citizens and SMME's in particular with digital skills. In this way digital skills are an enabler of advancing the country's economy.

Digital technologies are more evident in the various industries of the economy in South Africa and globally. Both the private and public sectors are either being disrupted or take advantage of these technologies to become leaders in what they offer to their customers. Places of work and businesses are undertaking digital transformation to reposition themselves thus this leading to rapid changes in various industries. Relevant industry specific skills are therefore

highlighted in the Digital and Future Skills Strategy as important to develop including reskilling the workforce.

South Africa is facing many challenges such as high levels of unemployment especially among the youth and poverty. The digital divide evident in the country is a function of the many years of exclusion of most of the population from economic opportunities and provision of relevant skills. The existing digital divide is coupled with lack of infrastructure and connectivity in many parts of South Africa especially the rural areas and townships.

## Digital skills Divide and inclusion

According to the IMD 2021 World Digital Competitiveness Report South Africa ranks 60 out of 64 countries in terms of Digital Competitiveness. The IMD World Digital competitiveness ranking assesses the capacity and readiness of an economy to adopt and explore digital technologies as a key driver for economic transformation in business, government wider society. The rankings are calculated based on the 52 ranked criteria: 32 Hard and 20 Survey data. The countries are ranked from the most to the least digital competitive.

Best ranked countries are characterised by the following: a strong presence in future readiness; integration of digital and IT technologies in the daily walks of citizens' life; strong focus and performance in digital training and education; and they allocate capital towards research and development of new technologies. The top 5 best performing countries in terms of the World Digital Competitiveness rankings are United States of America, Hong Kong SAR, Sweden, Denmark, and Singapore. South African has been ranked low being at number 57 out of 60 countries ranked when it comes to digital skills.

The below diagram below depicts South Africa's 2021 IMD country ranking

### KNOWLEDGE

Subfactors	2017	2018	2019	2020	2021
Talent	52	54	49	59	58
Training & education	37	54	58	60	62
Scientific concentration	49	47	48	53	53

Talent	Rank	Training & education	Rank	Scientific concentration	Rank
Educational assessment PISA - Math	-	Employee training	52	Total expenditure on R&D (%)	44
International experience	56	Total public expenditure on education	2	Total R&D personnel per capita	51
Foreign highly-skilled personnel	50	Higher education achievement	60	Female researchers	16
Management of cities	63	Pupil-teacher ratio (tertiary education)	46	R&D productivity by publication	26
Digital/Technological skills	57	Graduates in Sciences	55	Scientific and technical employment	-
Net flow of international students	32	Women with degrees	55	High-tech patent grants	59
				Robots in Education and R&D	39

For South Africa to further improve its ranking in the digital economy, it is crucial that its citizens acquire the digital skills they need to fully participate in the digital economy. We live in an increasingly online world whilst a significant part of the population remains digitally excluded. A large number of adults have never used the Internet as such they are missing the opportunities the digital world offers, whether through lack of connectivity, digital skills or motivation. NEMISA has a critical role to play in minimizing the digital divide between those who have been able to embrace the digital world and those who have not.

For those lacking basic digital capability, the reasons for this exclusion are often complex. Research suggests that there are five key barriers, and more than one may affect individuals at any one time:

- Access - unavailability of access to Internet and cell phones networks.
- Skills - the ability to connect and use the Internet and online services.
- Confidence - a fear of crime, lack of trust or not knowing where to start online.
- Motivation - understanding why using the Internet is relevant and helpful.
- Affordability – the cost of data in South Africa is too high for most citizens.

In response to the above environment and challenges faced by the country, NEMISA as South Africa's key digital skills institute will endeavour to support as many citizens of this country as possible to develop the skills they need to participate in the digital economy and assist businesses in harnessing the productivity benefits of digital transformation. As jobs and whole industries are disrupted by digital transformation, we need to make sure those affected have the support they need to adapt. We must also enable people in every part of society - irrespective of age, gender, physical ability, ethnicity, health conditions, or socio-economic status - to access the opportunities of the internet. If we do not, our citizens, businesses and public services cannot take full advantage of the transformational benefits of the digital revolution. And if we manage, it will benefit society too.

NEMISA's approach to delivering these objectives focuses on three strands:

- Developing the full range of digital skills that individuals and companies across the country need in an increasingly digital economy and supporting people to up-skill and re-skill throughout their working lives.
- Strong collaboration between the public and private sector to tackle the digital skills gaps in a coordinated and coherent way, so that everyone and everywhere has better access to the training they want or need.
- Improved organisational efficiency and sustainability

In alignment with the NDP 2030, the National Skills Development Plan 2030 aims to create an educated, skilled and capable workforce for South Africa.

In addition, and as outlined in the National Integrated ICT policy white paper, the ICT Panel recognised the need for a new skills dispensation to drive heightened innovation in the ICT sector. In order to meet the goals, set out in this policy, South Africa needs to increase ICT skills across all spheres of society. This includes basic digital literacy (adult e-literacy) as well as youth development and sectoral programmes in ICT.

The fast pace and the continuous evolution of digital technologies present a very challenging environment for digital skilling. These challenges include the fragmented nature of the skills sector, making it difficult to maximise the value of the existing interventions to develop new digital skills across the ICT sector. NEMISA must strike a balance between providing basic digital skilling to the remote and rural populous of the country whilst delivering high end skills such as cloud computing, data science, artificial intelligence and Internet of things. Apart from providing digital skilling to the citizens, NEMISA, itself will have to be digitally transformed,

staff will have to be re-skilled or upskilled and ICT infrastructure will have to be continuously upgraded to keep up with the skills demand and global trends.

NEMISA needs to monitor the national digital skills gap, co-ordinate and facilitate opportunities for digital skilling, and find the niche to address the disconnect between the skills supply side (through universities and FET colleges) and the skills demand side, where the skills needed for economic growth are not supplied by the universities and TVET colleges. As part of the strategic plan, NEMISA will be developing and implementing a stakeholder and communication strategy. NEMISA will then collaborate with key government departments, Universities, TVET colleges, ICT Vendors and Industry partners, MICT SETA, SMME's and NGO's to fulfil its mandate.

Artificial Intelligence is increasingly becoming central in how the new technologies evolve. Most of these technologies are centred around their increasing ability to learn and carry out tasks that require human intelligence. It is expected that in the future (Industry 6.0) more complex and dynamic technologies of such nature will emerge. Also at the heart of these technologies is the important role that data plays. Most of the new technologies are driven by data and therefore how data is managed is becoming more important. Regulatory systems are in pursuance of putting controls to manage data including privacy issues in particular against recognisable threats such as ransomware and other data breaches. Organisations are prioritising data security. The analysis of the environment also points to the need for South Africa to invest in ICT infrastructure considering that many people are still affected by the digital divide and cannot access the opportunities that new technologies offer. South Africa's education system still requires more work to be done to promote Science, Technological, Environmental, Mathematical, Innovation and Economic studies (STEMIE). This includes preparing learners with critical thinking and problem solving. Considering that there are many learners who have exited the schooling system without ready to work skills there is a need to top up skills. Due to COVID-19 learning had to be delivered remotely and many struggled with this change. It is clear that South Africa needs to promote remote learning and informal learning as it will enable reach to a wider population and also make the education system resilient against disruptions. More research needs to be carried out to enable this change including support for learning for SMEs and working towards the introduction of rural friendly technologies to support education. Skills building learning activities also require collaboration with different stakeholders and linking these to industry, government and academic work. It must be noted though the speed with which technological changes happen calls for regular reviews of the curriculum while ensuring accreditation, articulation. TVET Colleges can be used to impactfully address the skills challenge that South Africa faces considering their footprint and their potential to be enhanced.

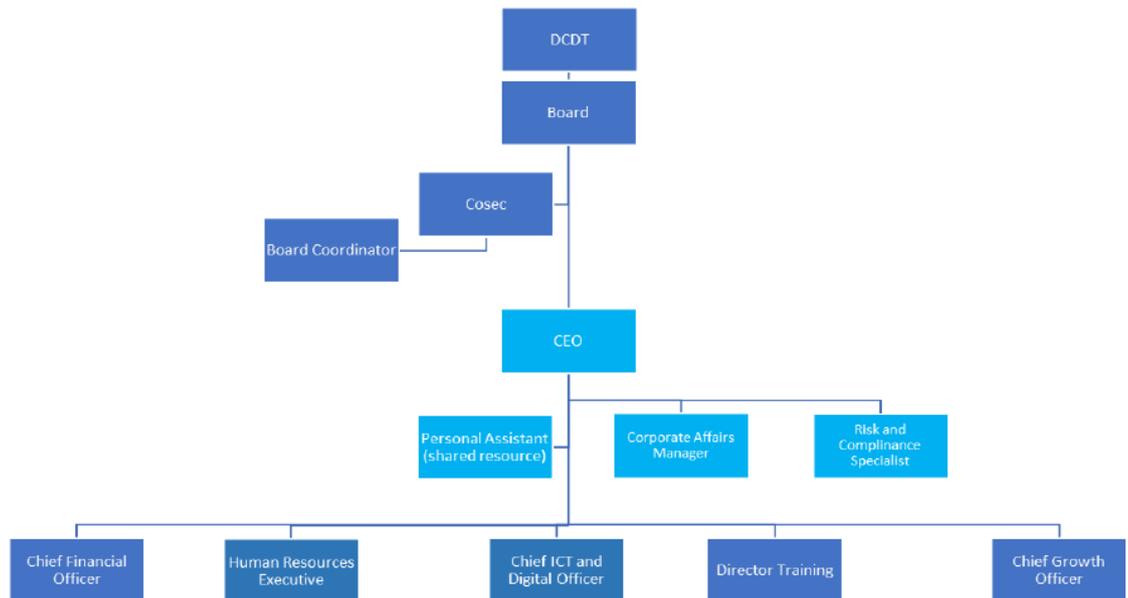
To further clarify its position and its readiness to deliver on its mandate NEMISA undertook a SWOT analysis as well as a PESTEL as follows:

Strengths	Weaknesses	Opportunities	Threats
Good management team	Inefficiencies in the business model	Recognition as leader of digital skills development	DCDT decisions turnaround time
Good operating systems	Lack of planning which results in operational decisions taking long	Demand for products and services impact on the lives of beneficiaries	NEMISA is not well known despite its critical role and good delivery
Strong governance system and a stable boarding	Vacant executive positions	Position in digital and broadcasting skills development ecosystem	Inability to take up opportunities due to lack of foresight
Available talent and the right staff attitude	Inadequate organisation structure	Centre for the possibilities for SA and Digitalisation	NEMISA not being recognised by partner organisations for the work it has done
Embracing of change	Inadequate human Capital skills	Provision of e-commerce skills for SMMEs	Lack of Brand Management capacity
Futuristic Mandate	Unquantifiable impact	Make an impact on national imperatives	Cyber Security threats
Consequence management	Lack of learning support devices	Digital collaborator of choice	High price of data
Organisational Agility and willingness to learn	Lack of enterprise-wide ICT system	Promoting literacy and use of new digital technologies	Inhibiting legislation
Accredited courses	Inadequate digitalization in the operating environment	Modernizing learning platforms	National disasters
National institute	Lack of presence in the provinces		New competitors
Enjoying the support of DCDT	Inadequate Risk Management		
	Lack of intellectual property		

Political	Economic	Social	Technological	Environmental	Legal
<p>Political Leadership commitment to enhance the role of NEMISA and the inter-ministerial collaboration on e-governanceIncreased political contestations</p> <p>Political will to fund Post Schooling programmes</p> <p>Lack of integrated planning amongst the three spheres if government for technological advancement</p>	<p>High rate of unemployment especially among the youth</p> <p>Slow economic growth &amp; recession</p> <p>High price of technology and data</p> <p>Curriculum inadequacy</p> <p>Insufficient entrepreneur development programmes</p> <p>Shortage of in demand skills</p>	<p>Rising inequality</p> <p>Slow pace of development &amp; transformation</p> <p>Lack of service delivery</p> <p>Health status and changing burden of diseases</p> <p>Demographic changes</p> <p>-</p>	<p>-Technological revolution impact on economy, labour market &amp; public sector</p> <p>Slow adoption of digitisation, Automation, AI &amp; Machine Learning</p> <p>Lack of basic and advanced digital Skills</p> <p>Need for investment in R&amp;D and innovation</p> <p>Lack Infrastructure (network)</p> <p>Instability of electricity supply</p>	<p>- Climate changes and impact on livelihoods Less than 25% of the Country's workforce are ready to work with new technologies and machinery</p> <p>Skills development focus must be shaped according to jobs of the future</p> <p>The changing world of work</p> <p>Changing geography of production</p> <p>(Source: WEF. Future of jobs report 2018)</p>	<p>The adaptability and agility to laws and regulations</p> <p>High level panel: ills of the past are being reproduced in post-apartheid society, despite extensive legislative reform</p> <p>Cybercrime and laws</p> <p>Expanding compliance universe</p> <p>Information security &amp; regulation of data</p> <p>Legislating planning</p>

## 4.2 Internal Environment Analysis

To execute this Strategic plan 2020-2025, NEMISA will require a revised organisational structure which is currently under development and to be submitted to DCDT. The diagram below represents the currently approved executive management structure of NEMISA:



As part of the planning process, management as well as the board has identified the need for the above organizational structure to be revised and aligned in line with the expansion of the mandate. NEMISA is currently reviewing its organisation structure and will be consulting with the Minister and request for approval once the submission is done to the DCDT.

To be recognized as a national catalytic organization for development of digital skills in South Africa for both government and the general public the following strategic enablers will be required:

- Adequate Technological Infrastructure
- Effective Organizational Structure and Capacity development
- Quality Training Curriculum and Course Content
- Research and Innovation
- An effective Learning Framework
- Effective marketing of NEMISA offerings
- Provision of access to learning
- Multi-Sector Collaborations and Partnership development
- Monitoring and Evaluation

With a very limited budget, the Digital Skills Cloud platform and the NEMISA OTT platform will be implemented in phases as the demand for digital skills training increases. A turnaround strategy will be conducted to transform the organization, its staff structure and ICT infrastructure. The most cost-effective solution will be for the cloud platform to be provided as a managed service from industry whilst NEMISA builds up its in-house capacity. These planned mechanisms of using digital technologies to skill people in digital technologies will assist NEMISA to deliver on its mandate.

### **Challenges facing NEMISA**

Drawing from the internal and external environment analysis NEMISA is faced with the following challenges:

- Lack of provincial footprint to service rural areas
- Inadequate marketing of NEMISA brand and the Institute's offerings
- Lack of learning devices to support creative media and digital skills training
- Inadequate organisation structure
- Future lack of financial resources given the need to increase skills delivery to South Africa's citizens
- Policy uncertainty
- High data costs
- Need for organisation culture change that includes a culture of innovation and futuristic orientation

### **NEMISA's strategic key focus areas**

**Human capital capacity:** NEMISA will prioritise the filling of vacant positions, upskilling the current staff and maintaining employee wellness

**Advancing NEMISA as an institution:** Marketing NEMISA brand and its offerings, reviewing of the value proposition, Digitalisation of NEMISA, strengthen research and development, establishment of new revenue generation sources and improving organisation's performance management system and the Monitoring and Evaluation system

**Organisational change:** Efficiently manage organisational change and Implement organisation culture change project.

**Partnerships:** Considering its limited resources NEMISA will forge strategic partnerships that will enable the advancement of its mandate

**Basic Education and Post schooling sector:** To realise its mandate NEMISA believes that the Basic Education and Post schooling sectors will yield the desired results in creating an information society.

**SMME Digital Entrepreneurship:** Noting that the SMME's are key in the economic recovery for South Africa NEMISA will focus on empowering small businesses to participate in the digital economy

**Creative Media and Broadcasting:** NEMISA will improve its focus on the Creative Media and Broadcasting industry noting that this is the original mandate of NEMISA and the need to renew NEMISA's contribution to the industry

## **Positioning NEMISA for the future**

### **A NEMISA aligned with the DCDT priorities and the Digital and Future Skills Strategy**

Amongst the endeavours to implement the prosperous information society and knowledge economy as articulated in the NDP is development and implementation of the National Digital and Future Skills Strategy. The strategy presents a vision of a South Africa in which all its people can benefit from enhanced digital skills, thereby contributing to a significantly enhanced quality of life, improved education, and higher economic growth. The mission of the Digital and Future Skills Strategy is to address the need for mechanisms to foster digital skill development across South Africa, at early childhood development, schooling and post-school education and training levels, recognising that digital skills are necessary for economic growth, social development and cultural enrichment across all sectors of the South African society and economy. NEMISA learning architecture and learning programmes must align with the National Digital and Future Skills Strategy and even position its offerings for future developments. NEMISA will align with the following strategic elements in the strategy

- Strategy element 1: Digital foundations
- Strategy element 2: Digital futures and mastery
- Strategy element 3: Skills for Industry (Transition from industry 4.0 to 6.0),
- Strategy element 4: Creating a society that can transition from industry 4.0 to 6.0 and addressing the digital skills divide
- Strategy element 5: Building digital skills awareness,
- Strategy element 6: Research and monitoring on digital skills,
- Strategy element 7: Co-ordination across government, industry, labour and other stakeholder groups

## **A transformed NEMISA**

The changing operating conditions including the changing industry and learner needs requires regular assessment of the value that NEMISA delivers to its customers being learners and value for stakeholders. The emergence of new technologies demand of NEMISA to offer training that meets the emerging skills demands calls for the institute to strategically position itself for success and impactful economic contribution. Accredited learning remains to be in demand by both learners and employers including the stakeholders within the communities for which training is delivered and for this reason NEMISA will prioritise accredited training in line with national and industry standards. In doing so NEMISA will be futuristic in its posture and position itself to be at the forefront of delivering new and emerging skills. This will be supported by targeted research in line with developments in the business environment.

The scale that NEMISA is expected to deliver is vast thus requiring it to exponentially expand its capacity including deploying enabling resources to meet its expected delivery. The requirement to expand capacity and delivery is espoused in the five-year Strategic Plan 2020 -2025 including the MTEF targets. NEMISA's Transformation and Change Strategy offers a clear strategic direction for NEMISA to transform into a digital organisation in preparation to become the digital institute of choice in Africa that can deliver at an expanded scale. By the end of the MTEF period the NEMISA aims to have Improved ICT infrastructure and an effective organisation structure to enable massified, quality skills delivery. The envisaged infrastructure will allow learners to access NEMISA programmes from anywhere and anytime through digital learning platforms. NEMISA will also make provision for the traditional face to face training to cater learners that cannot access digital learning. The following organisational core capabilities will be developed for NEMISA to become a leading digital skills institute:

- Organisational agility and adaptiveness to change
- Digitised and automated organisation
- Data driven organisation
- Stakeholder engaged organisation
- Virtual and Online training Institute
- Project Management Excellence
- A secured organisation
- Resilient organisation
- Compliant organisation
- Administrative excellence

## **Delivery through Partnerships**

The analysis of the environment points to a vast demand for the skills development programmes offered by NEMISA in South Africa. It is also recognised that there are many interested stakeholders including but not limited to communities, government entities, industry and SMEs. In addition, the analysis recognised that there a variety of training interventions offered by different training providers and industry led training through organisations such as Microsoft, Google and Amazon Web Services. In the Digital Skills space various ICT companies have developed online learning platforms with free of charge learning content albeit that they use intermediaries as delivery partners. In the Creative Media Space most of the training delivery is done through universities, private higher education institutions thus making it challenging for students who cannot afford to access such learning opportunities.

NEMISA is therefore strategically positioned to shape the development of a collaborative training ecosystem that can reach as many people as possible and offer the support required by students instead of positioning itself as a competitor to existing training providers. NEMISA will as well identify government departments and in particular in the education sector, public entities, NPOs, SMEs and private sector entities that will enable access to targeted audiences, resources and expertise to advance its reach and to deliver impactful training programmes. The strategic partnerships will also assist NEMISA to leverage on partners' footprint and capabilities such as facilities to scale up training interventions.

### **Quality and dynamic Learning Programmes**

NEMISA will utilise a dynamic and futuristic research approach to continuously review its curriculum and learning programmes to quickly respond to emerging and new skills required in its areas of focus. The learning curriculum will therefore continuously be reviewed to keep up with changes in the creative media, broadcasting and ICT industries. The analysis of the changes in the operating environment indicate to more developments being expected including the looming industry 6.0 which promises to bring about more advanced interplay between humans and technology. A dynamic curriculum will position NEMISA to be in the forefront of the skills demanded by the economy including providing leadership in positioning South Africa to benefit from the digital economy. The curriculum will be positioned not only to develop students technically but also for them to be capacitated in critical thinking, problem solving, innovation, creativity, collaborating with others and social skills. NEMISA's curriculum will recognise that skills that cannot be replaced by technological advancements are critical for its learners. To enable a dynamic curriculum NEMISA will offer a mix of full qualifications and short courses. While the curriculum for full qualifications will be regularly reviewed fit for purpose short courses will be developed from time to time to top up existing skills or to develop new skills. As part of the offerings NEMISA will work closely with industry.

NEMISA will implement a learning framework to ensure alignment with the National Qualifications Framework requirements and provide for learning articulation. The framework provides a structure within which all the Institute's learning activities will be grounded. It clearly spells out the levels of learning, learning pathways and how each of the learning offerings articulates into the other. Most importantly the learning framework will build a bridge to ensure workplace exposure as well as exposure to the world of work in entrepreneurial settings. The Learning programmes will therefore be designed to link learning to work or entrepreneurial opportunities.

### **Learning Philosophy**

NEMISA will be guided by a learning philosophy it has identified given the context within which it operates. A learning philosophy is the statement that specifies the Institute's underpinning philosophy of learning that effectively guides learning activities, what orientation they should take and eventually emerging with the desired type of products produced at the end of every learning experience

NEMISA's Learning Philosophy Statement: NEMISA education develops and connects learners to grow their competencies, to become self-reliant and effective in the global economy thus advancing communities and the country's capacity to lead digital transformations.

## Learning Principles

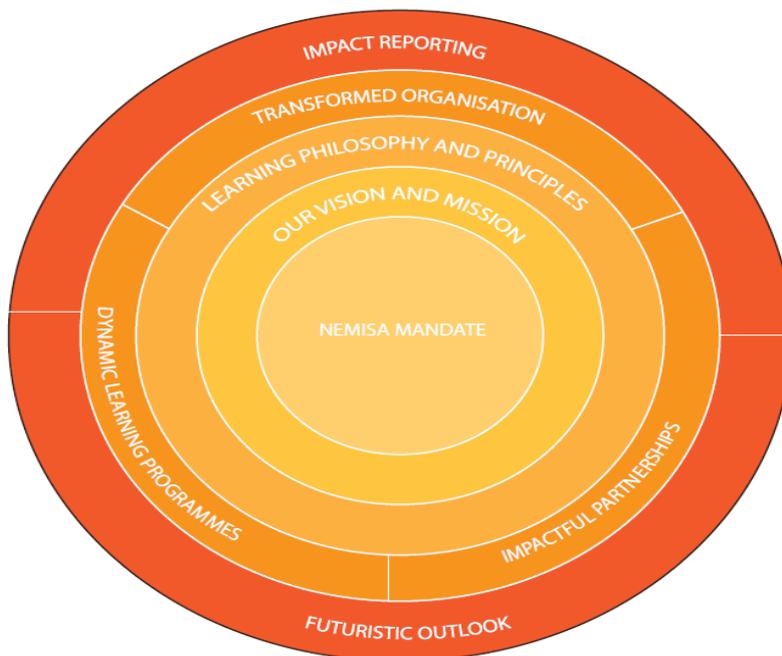
These are statements that are aligned with the learning philosophy and the Institute's values and will guide all Institute's role-players in the delivery of learning:

1. Learners are provided education that offers learning pathways that lead to careers of choice and articulation into nationally recognised further learning.
2. Every learner's potential is recognised and developed for participation in the economy.
3. Quality of learning is continuously enhanced for sustainability and improved impact.
4. Learning offerings are standardised across the various delivery channels.
5. Learning is provided to develop the total wellbeing of the learner.
6. Learning offerings lead to industry ready talent, innovations and entrepreneurial opportunities.

## Learning Framework

The framework provides a structure within which all the Institute's learning activities are grounded. It clearly spells out the levels of learning, learning pathways and the each of the learning offerings articulates into the other. Alignment with the NQF is critical where necessary including how international offerings are to be recognise and the development of an RPL system

The diagram below depicts NEMISA's strategic positioning for the future:



## Funding Mechanism

NEMISA's expanded mandate and the five-year Strategic Plan targets that are much expanded require the Institute to review its funding Model. The increasing unemployment and a slowly growing economy call for intensified measures to be taken to create entrepreneurial and employment opportunities especially for the youth. The introduction of new technologies and the approval of the Digital and Future Skills Strategy require NEMISA to do more in order to contribute to the strategy and related national goals. The scarcity of the new digital skills as demanded by the economy has led to increased demands on NEMISA to increase its capacity to deliver the much-needed interventions. The expansion plans mapped out in the revised strategic plan have financial implications for NEMISA and call for a review of the cost structure and possible new revenue streams. The proposed funding Model has been critically considered to enable NEMISA to deliver on its strategic goals.

Two elements of the funding model consisting of a cost structure and revenue structure are depicted below

### Cost Structure

Cost centre	Resource considerations
Research and Innovation	Relevant personnel in line with the approved structure.
Learning Management System	Technical upgrades to the LMS and relevant personnel
Support Functions	Relevant personnel, licences, ICT system infrastructure, Cloud services, OHS system, Risk Management system, Enterprise ICT system, Improved business processes, Office accommodation and other incidentals
Quality Assurance	Effective Quality Management System with regular maintenance and relevant personnel
Digital Skills delivery operations	CoLabs that include TVET Colleges, relevant personnel, Training equipment, Data and other relevant partnerships
Creative Media Skills delivery operations	CoLabs that include TVET Colleges, relevant personnel, Training equipment, Data and other relevant partnerships
Work Integrated Services	Production equipment, Intern costs and other relevant partnerships

## Revenue structure

Revenue centre	Revenue drivers
Research and Innovation	Research Projects that external entities enter into MoAs with NEMISA to fund. 2x Research Projects are estimated annually
Digital Skills delivery operations	DCDT annual allocation for the delivery of Digital Skills  Digital Skills delivery Projects that external entities are willing to enter into MoAs with NEMISA to fund. 3x Digital Skills Delivery Projects are expected to be funded annually
Creative Media Skills delivery operations	DCDT annual allocation for the delivery of Creative Media Skills  Creative Media Skills delivery Projects that external entities are willing to enter into MoAs with NEMISA to fund. 3x Digital Skills Delivery Projects are expected to be funded annually
Work Integrated Services	DCDT annual allocation for the delivery of Work Integrated services e.g. MMPH  Work Integrated Services Projects that external entities are willing to enter into MoAs with NEMISA to fund. 3x Digital Skills Delivery Projects are expected to be funded annually  Multi-Media Production House revenue

To catalyse digital skills development for meaningful use of digital technologies, NEMISA will focus on the following product offering through partnerships established with tertiary institutions, NGO's, Local and Provincial government, Small Micro and Medium Enterprises (SMME's) and industry partners.

Creative industries training (original mandate)	Skills for general citizenry (Digital literacy)	High end digital skills
<ul style="list-style-type: none"> <li>-Radio Production</li> <li>-Film and TV Production</li> <li>-2D/3D animation</li> <li>-Interactive media</li> <li>-Digital content production</li> <li>-Skills building ICT courses such as cell-phone and television repairs and Broadband installations</li> </ul>	<ul style="list-style-type: none"> <li>-Surfing, searching on the internet</li> <li>-How to obtain and utilize email</li> <li>-Setting up/using social media accounts</li> <li>-Online banking, cashless /mobile banking</li> <li>-Basic use of word editors and spreadsheets for budgeting,</li> <li>-Using e-Gov services</li> <li>-SMME support and e-commerce</li> </ul>	<ul style="list-style-type: none"> <li>Artificial Intelligence</li> <li>Data Science/Data Analytics</li> <li>Software Development</li> <li>Cybersecurity</li> <li>Cloud computing</li> <li>Web Development</li> <li>Robotics</li> <li>3D Printing</li> <li>Internet of Things</li> <li>Digital Marketing</li> </ul>

	-E-Leaders -Cyber security awareness	Coding
<p><b>Modes of delivery:</b> Face to face, Blended, online and virtual modes of delivery will be employed accompanied by learner support structured for each type of a learner</p> <p><b>Platforms/Facilities:</b> NEMISA will use the LMS for online learning and the OTT platform for streaming live classes. Facilities at schools, TVET Colleges, Universities and other venues availed by partners will be used for face to face learning</p>		

Taking cognisance of the above product offering, NEMISA has developed a business model to improve and effectively execute its mandate:

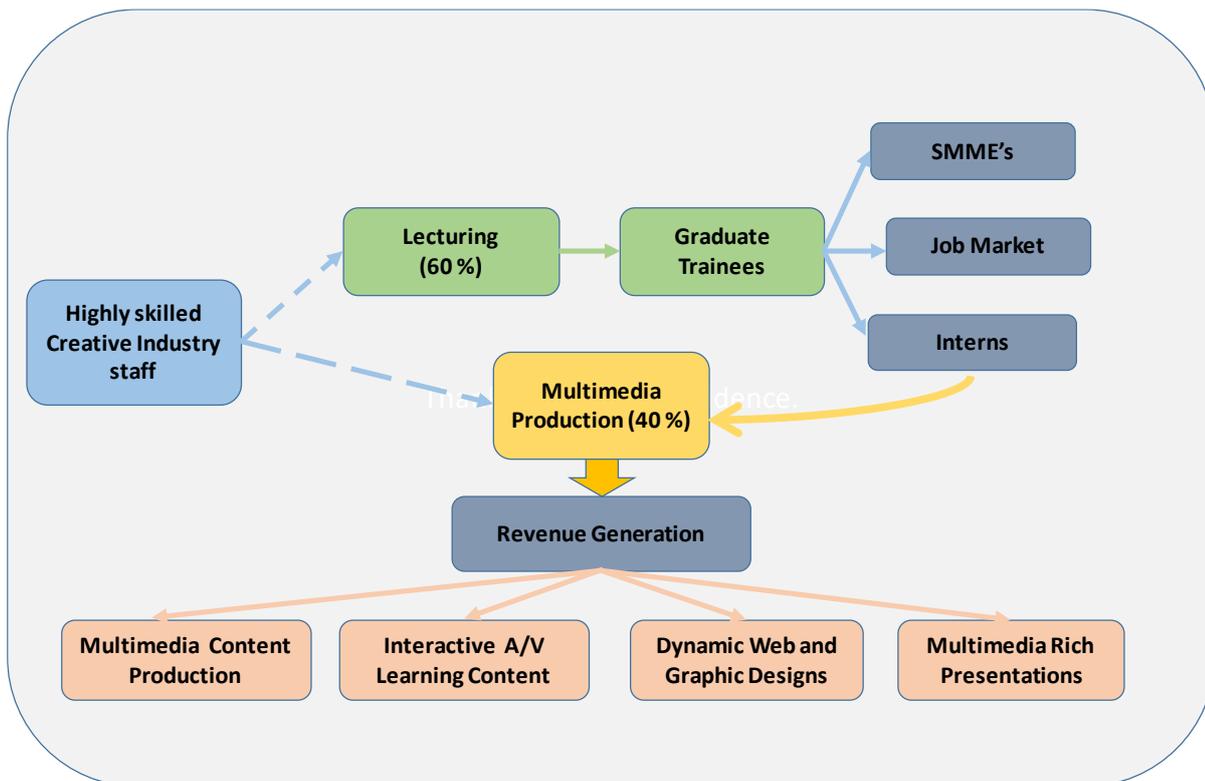
**Business Model:**

<p><b>Key Partners</b></p> <ul style="list-style-type: none"> <li>-DCDT and other Gov depts. SOE's</li> <li>-Academia (TVETs and universities)</li> <li>-ICT and creative industry business</li> <li>-SETAs and funding agencies</li> <li>-Financial and Banking sector</li> </ul>	<p><b>Key Activities</b></p> <ul style="list-style-type: none"> <li>-Creative industry training</li> <li>-Digital Skills Training (basic to advanced)</li> <li>-Advocacy and Awareness</li> <li>-Multimedia content and production</li> <li>-Provision of educational Cloud services</li> </ul>	<p><b>Value Propositions</b></p> <ul style="list-style-type: none"> <li>- Digital literacy (Use of email, surf and search Internet, online banking, word and spreadsheet, social media, using eGov apps) in order to use ICT tools in enhance daily lives (work, study, business.)</li> <li>-Provision of digital skills Cloud for faster more cost effective and efficient access to digital skills content and services</li> <li>-Scarce skills training in creative industry (animation, interactive multimedia, film and radio production)</li> <li>-Multimedia production for interactive online training and media rich marketing content for Govt and businesses</li> <li>-Targeted skills based ICT courses in areas such as cell-phone repairs, Broadband installations and TV repairs</li> <li>Research and innovation platforms</li> <li>SME capacitation programmes</li> <li>Enabling digital platforms</li> <li>Digital collaborator of choice</li> </ul>	<p><b>Customer Relationships</b></p> <ul style="list-style-type: none"> <li>-Online community</li> <li>-Social Networks</li> <li>-NEMISA Website</li> <li>-Partner venues: face-to-face</li> <li>-In-house studios</li> </ul>	<p><b>Customer Segments</b></p> <ul style="list-style-type: none"> <li>-Unskilled, peri-urban and rural population.</li> <li>-Skilled, professionals or business customers that require ICT tools to further knowledge.</li> <li>- People with disabilities</li> <li>-SMME's</li> <li>-Education sector</li> <li>-Media houses</li> <li>- Community radio and TV stations</li> </ul>
<p><b>Cost Structure</b></p> <p>Cloud Services, software and licenses, specialized studios Admin overhead, staff development, rental, student accommodation, Learning equipment, Data, travel and allowances</p>			<p><b>Revenue Streams</b></p> <p>SETAs, DCDT, ICT Industry, USAF, National Treasury, advertising on cloud and website, multimedia productions</p>	
<p>Support Functions (Strategy &amp; Planning, Finance, HR, SCM, Legal, Facilities, IT, Risk and Compliance, PMO)</p>				

## Learning Content Production

In order to seize the opportunities presented by this digital evolution and reducing the cost of content learning content production, NEMISA has established a Multi-Media Production House to develop the required content for learning purposes. The content will be aligned with the curriculum and be placed into the Learning Management System and relevant platforms which can be easily accessed by users. In this way NEMISA will build its own content development capability. NEMISA has initially invested CAPEX into the production house and it is perceived that within 4-6 years the production house will focus on developing interactive learning content, dynamic website and graphic designing

- The diagram below depicts the process flow of the Multi-Media Production House:



## Part C: Measuring Our Performance

### Institutional Performance Information

#### Impact Statement

<b>Impact statement</b>	Accelerated use of digital technologies to improve quality of life
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#### Measuring Outcomes

	Outcomes	Outcome Indicator	Baseline	Five-year targets
1	Transformed Organisation	Transformation and Change Strategy implemented	Draft Transformation and Change Strategy 3 goals	Completed implementation of the Transformation and Change Strategy goals
		Reskilling of the workforce	2021/22 Skills Audit	Workforce skills report (50% of staff upskilled)
		Audit findings reduced to achieve a clean audit	Unqualified audit opinion with no material findings	Clean audit status is maintained. New controls are implemented to prevent audit findings
2	Digitally skilled citizens	Number of citizens trained in digital literacy  Training of unemployed youth, women and people with disabilities Training of Teachers and Teacher assistants and in-school learners Training of TVET and Community College lecturers and TVET and Community College learners Training of SMMEs in digital entrepreneurship	16 018	460 000 (This target was revised from 1 000 000 after the Board reflected on driving numbers versus training for impact)
		Number of SMMEs trained in digital entrepreneurship	New	60 000
		Number of learners trained in creative media short courses  Training of unemployed youth, women and people with disabilities  Training of the employed beneficiaries in the creative media industry	144	14 950

		Number of unemployed learners trained in creative media learnerships  Training of unemployed youth, women and people with disabilities	New	500
		Number of citizens trained in Digital Technologies  Artificial Intelligence Data Science/Data Analytics Software Development Cybersecurity Cloud computing Web Development Robotics 3D Printing Internet of Things Digital Marketing Coding	337	10 000
		Technical skills-based courses in ICT  Cell-phone and computer hardware repairs and maintenance  Broadband installations and related services	New	500
		Number of new collaboration agreements signed	8	20 Signed MoA with technology organization and/or government institutions
		Number of products produced by MMPH to support the LMS	2	8
3	Improved applied research & innovation outcomes	Number of research and innovation events hosted	1 Digital skills summit hosted  1 Colloquium hosted  2 Hackathons	5 Hackathons  2 Digital Skills Summits  2 Colloquiums
		Number of research agenda implementation report	0	6
4	Aggregated digital skills programmes	Number of approved monitoring and evaluation impact reports	4 annually and 1 annual impact assessment	20 Monitoring and Evaluation and 5 impact reports

### **3.1 Explanation of Planned Performance over the Five-Year Planning period**

As stipulated in the National Development Plan (Vision 2030) of South Africa, “the country needs an economy that is more inclusive, more dynamic and in which the fruits of growth are shared more equitably”. Aligned to the 15 chapters of the NDP, the MTSF seeks to ensure that the medium-term and short-term planning of government is aligned to the NDP.

In his first state of the Nation of the 6th Administration, President Ramaphosa committed to the following amongst others: Scaling up skills development for young people in new technologies.

NEMISA with its mandate contributes to priority number 1 (Economic transformation and job creation) and 2 (Education Skills and health) of the seven Government priorities.

It is through this reason NEMISA is determined to enhance digital capabilities of the people of South Africa to ensure active citizenry.

## Key Risks

Outcomes	Key Risk	Risk Mitigations
Organizational Transformation	<p>1. Widening gap between technology developments and NEMISA's ability to keep-up</p> <p>2. Declining Brand awareness and poor brand positioning</p> <p>3. Employee, students /Learners health and wellness Health Risk</p> <p>4. Compliance and Legal Violations - POPI Act</p> <p>5. NEMISA exposed to unnecessary litigation</p>	<p>- Implement the approved Research Agenda</p> <p>- Upskilling of staff especially for 4IR (Upskill and reskill the NEMISA staff)</p> <p>- Review curriculum of training programmes to align with National Digital and Future Skills Strategy</p> <p>- Develop and maintain Training team/practitioners to meet ETQA requirements.</p> <p>- Develop Marketing and Communication Strategy, policy and action plan</p> <p>- Ongoing Advocacy and Brand awareness campaigns</p> <p>- Establish Employee Wellness Programme</p> <p>- Provide POPI training for Information Officer and to provide POPI training for NEMISA Staff</p> <p>- Source Panel of Legal Advisors for NEMISA</p>
Expanded digital skills delivery model	6. Unavailability of ICT infrastructure / connectivity failure and disruptions	Enhance Cybersecurity and Develop a mechanism to monitor user's accounts & Conduct Annual Cybersecurity Workshop
Digitally skilled citizens	<p>7. Unsuccessful collaborations with key partners/stakeholders for NEMISA</p> <p>8. CoLabs not performing up to expectations and negatively impacting NEMISA's service delivery objectives</p> <p>9. Failure to monitor the impact of technology uptake within the society. (measure impact on digital skills training provided)</p>	<p>- Develop and implement a Partnership framework and Formulate agreements with industry providers (Partnership performance reports of signed agreements)</p> <p>- The new signed MoA's to incorporate clear expectations regarding program performance.</p> <p>- implement and monitor the Monitoring &amp; Evaluation Plan and develop quarterly reports</p>
Improved applied research & innovation outcomes	10. Inadequate internal research capabilities to provide leadership with respect to 4IR developments	<p>- Implement the Approved Research Agenda</p> <p>- Expedite training partnerships in the same industry/active collaboration with government departments (DHE, DSI) for quality research and innovation</p> <p>-</p>

## Part D: Technical Indicator Description

Indicator Title	Transformation and Change Strategy implemented
Definition	Strategy that will guide NEMISA to respond accordingly in terms of delivering on its mandate. Determine functions, positions and infrastructure required to operate effectively.
Source of data	A Board approved report on the targeted phase of the Transformation and Change Strategy
Method of calculation/Assessment	Simple Count
Assumptions	NEMISA will be funded to execute the Transformation and Change Strategy
Disaggregation of Beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Non-Cumulative
Reporting Cycle	Annually
Desired Performance	Well-functioning organization
Indicator responsibility	Chief Executive Officer

Indicator Title	Reskilling of NEMISA workforce
Definition	Identified NEMISA employees are trained in areas identified as skills gaps
Source of data	Half year progress report and year end report showing attainment of the required skills by the identified staff.
Method of calculation/Assessment	Simple Count
Assumptions	Funding will be available towards the training of the identified staff. The identified staff agree to undertake the required training.
Disaggregation of Beneficiaries	N/A
Spatial Transformation	N/A
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Identified NEMISA workforce is reskilled
Indicator responsibility	HR Manager

<b>Indicator Title</b>	<b>Audit findings reduced to achieve a clean audit</b>
<b>Definition</b>	Audit findings refer to non-resolved audit findings as officially reported by both internal and external auditors in the respective financial year
<b>Source of data</b>	Management letters from internal and external auditors and audit action plans showing resolution of the
<b>Method of calculation/Assessment</b>	Simple Count of the resolved audit findings versus the initial total findings
<b>Means of verification</b>	Follow up audit reports from Internal auditors
<b>Assumptions</b>	N/A
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Spatial Transformation</b>	N/A
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Reduced audit findings towards a clean audit
<b>Indicator responsibility</b>	Chief Executive Officer

<b>Indicator Title</b>	<b>Number of new collaboration agreements signed</b>
<b>Definition</b>	Partnerships established with stakeholders to ensure sufficient training coverage achieved.
<b>Source of data</b>	Signed MoAs
<b>Method of calculation/Assessment</b>	Simple Count
<b>Assumptions</b>	Through the signed MoAs NEMISA partners support NEMISA mandate by making a contribution in the form of access to learners or funding or through other resources
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Spatial Transformation</b>	N/A
<b>Calculation Type</b>	Non-Cumulative
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	Establish an effective network in collaboration with key ICT stakeholders.
<b>Indicator responsibility</b>	Chief Executive Officer

Indicator Title 3.1	Number of citizens trained in digital literacy
<b>Definition</b>	<p>Basic digital literacy training refers to basic training on how to use digital tools.</p> <p>The training focuses on</p> <ul style="list-style-type: none"> <li>• Using a search engine to find information</li> <li>• Demonstrating knowledge of which websites to target/search for specific sources of information or services, and the ability to work with these web sources</li> <li>• Reading, viewing on digital devices</li> <li>• Storing/saving data on a device or in the cloud (e.g., Dropbox)</li> <li>• Moving things around on mobile devices / computers and saving them (files, folders, records, favourites)</li> <li>• Using the basic functionalities of mobile devices</li> <li>• Working with digital maps</li> </ul>
<b>Source of data</b>	Aggregated LMS reports with trainees obtaining certificates after successful completion of the course
<b>Method of calculation/Assessment</b>	Simple Count
<b>Means of verification</b>	Aggregated LMS reports with trainees obtaining certificates after successful completion of the course
<b>Assumptions</b>	Delivery of basic digital literacy course will be conducted both online via the LMS and face-to face training using locally trained facilitators (to drastically bring down the cost per trainee for this programme)
<b>Disaggregation of Beneficiaries</b>	<ul style="list-style-type: none"> <li>• Target for women: 500 000</li> <li>• Target for youth: 700 000</li> <li>• Target for people with disabilities: 50</li> </ul>
<b>Spatial Transformation</b>	Nation-Wide
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	For SA to improve readiness of its citizens to use digital technologies and
<b>Indicator responsibility</b>	Chief Executive Officer

<b>Indicator Title 3.2</b>	<b>Number of SMMEs trained in digital entrepreneurship</b>
<b>Definition</b>	The indicator measures number of SMMEs trained in digital entrepreneurship
<b>Source of data</b>	Learning Management System reports for online training or attendance registers for face-to-face training
<b>Method of calculation/Assessment</b>	Simple Count
<b>Means of verification</b>	Learning Management System reports for online training or attendance registers for face-to-face training
<b>Assumptions</b>	Increased training to create an enabling environment for SMMEs
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Spatial Transformation</b>	Nation-Wide
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Strengthen business owners with digital skills
<b>Indicator responsibility</b>	Head of Training

<b>Indicator Title</b>	<b>Number of learners trained in creative media short courses</b>
<b>Definition</b>	The indicator measures number of people trained in creative media courses
<b>Source of data</b>	Statement of results
<b>Method of calculation/Assessment</b>	Simple Count
<b>Assumptions</b>	Increased demand for in creative media
<b>Disaggregation of Beneficiaries</b>	Target for women: 1000 Target for youth: 1 450 Target for people with disabilities: 50
<b>Spatial Transformation</b>	Nation-Wide
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Increased creative media experts
<b>Indicator responsibility</b>	Head of Training

<b>Indicator Title</b>	<b>Number of learners trained in creative media Learnerships</b>
<b>Definition</b>	The indicator measures number of people trained in creative media learnerships
<b>Source of data</b>	Learner assessment and Moderation reports
<b>Method of calculation/Assessment</b>	Simple Count
<b>Assumptions</b>	Increased demand for creative media Learnerships
<b>Disaggregation of Beneficiaries</b>	Target for women: 1000 Target for youth: 1 450 Target for people with disabilities: 50
<b>Spatial Transformation</b>	Nation-Wide
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Increased creative media experts
<b>Indicator responsibility</b>	Head of Training

Indicator Title	Number of citizens trained in Digital Technologies
<b>Definition</b>	Digital Skills training with among others a focus on: Artificial Intelligence Machine learning Data Science/Data Analytics Software Development Cybersecurity Web Development Robotics 3D Printing Internet of Things Digital Marketing
<b>Source of data</b>	Aggregated LMS reports. Certificates (local or international industry certification)
<b>Method of calculation/Assessment</b>	Simple Count
<b>Assumptions</b>	The candidates already meet the basic prerequisites for the courses.
<b>Disaggregation of Beneficiaries</b>	Target for women: 5000 Target for youth: 7000 Target for people with disabilities: 10
<b>Spatial Transformation</b>	Nation-Wide
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Increased digital skills capacity in the country
<b>Indicator responsibility</b>	Project Manager and National CoLab Director

<b>Indicator Title</b>	<b>Number of citizens trained in ICT skills building courses</b>
<b>Definition</b>	ICT Skills skills building courses with a focus on among others: Cell phone repairs TV and Radio repairs TV connectivity installations Broadband installations and maintenance
<b>Source of data</b>	Aggregated LMS reports.or statement of results
<b>Method of calculation/Assessment</b>	Simple Count
<b>Assumptions</b>	The candidates already meet the basic prerequisites for the courses.
<b>Disaggregation of Beneficiaries</b>	Target for women: 200 Target for youth: 200 Target for people with disabilities: 15
<b>Spatial Transformation</b>	Nation-Wide
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly
<b>Desired Performance</b>	Increased digital skills capacity in the country
<b>Indicator responsibility</b>	Project Manager

<b>Indicator Title 3.9</b>	<b>Number of products produced by MMPH to support the LMS</b>
<b>Definition</b>	Learning content productions produced by MMPH in a form of audio or video or graphics
<b>Source of data</b>	Audio or Video or Graphic productions
<b>Method of calculation/Assessment</b>	Simple Count
<b>Means of verification</b>	Audio or Video or Graphic productions
<b>Assumptions</b>	Productions are compatible with requirements of the LMS
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Spatial Transformation</b>	N/A
<b>Calculation Type</b>	Cumulative
<b>Reporting Cycle</b>	Quarterly

<b>Desired Performance</b>	Increased content for the LMS
<b>Indicator responsibility</b>	Project Manager

<b>Indicator Title</b>	<b>Number of knowledge transfer events hosted</b>
<b>Definition</b>	National digital skills event with invitees from the broad field of ICT skills development industry.
<b>Source of data</b>	Report detailing the event Attendance Register Database of research papers /product concepts / event presentations
<b>Method of calculation/Assessment</b>	Simple Count
<b>Assumptions</b>	Industry leaders to engage at an innovative and strategical level
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Spatial Transformation</b>	N/A
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	Created a network for digital skills development
<b>Indicator responsibility</b>	Chief Executive Officer and Marketing Officer

<b>Indicator Title</b>	<b>Number of research agenda implementation reports</b>
<b>Definition</b>	A documented report against the research agenda
<b>Source of data</b>	Research Agenda Research Agenda Reports
<b>Method of calculation/Assessment</b>	Simple Count
<b>Means of Verification</b>	Research Agenda Research Agenda Reports
<b>Assumptions</b>	The reports are aligned with the research agenda
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Spatial Transformation</b>	N/A
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	2 Research Agenda implementation reports showing achievement of research agenda targets
<b>Indicator responsibility</b>	Chief Executive Officer

<b>Indicator Title</b>	<b>Number of approved monitoring and evaluation impact reports</b>
<b>Definition</b>	Evaluation report indicating the impacts of the programmes and areas of improvement.
<b>Source of data</b>	Evaluation report
<b>Method of calculation/Assessment</b>	Simple Count
<b>Assumptions</b>	The training provided by NEMISA is to impact and improve the lives of South African citizens
<b>Disaggregation of Beneficiaries</b>	N/A
<b>Spatial Transformation</b>	Nation-Wide
<b>Calculation Type</b>	Non-cumulative
<b>Reporting Cycle</b>	Annually
<b>Desired Performance</b>	Evaluation report
<b>Indicator responsibility</b>	Chief Executive Officer