



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

2025-2030

(2026/2027 UPDATE)

30 JANUARY 2026

FOREWORD BY THE MINISTER

The Department of Higher Education and Training plays a pivotal role in advancing the strategic priorities of the 2024–2029 Medium-Term Development Plan (MTDP). Education, training and skills development sit at the heart of South Africa's efforts to drive inclusive and sustainable economic growth, reducing poverty and hunger and building a capable and ethical state. The Department's interventions remain fundamental in ensuring that the country meets its developmental aspirations in alignment with the National Development Plan (NDP) 2030 as well as its regional and international commitments.

The 7th Administration has set priority actions to tackle unemployment, poverty and inequality, while driving economic growth. Guided by these national priorities, the Department aims to support inclusive growth by building a skilled workforce and widening learning opportunities, especially for women, youth and people with disabilities.

The Department's efforts are underpinned by a six-pillar vision for the Post-School Education and Training (PSET) sector that guides long-term system transformation. The vision aims to integrate the sector into a single, coherent and well-coordinated system that functions seamlessly across institutional types. It further seeks to expand equitable access for all individuals who stand to benefit from post-school opportunities, while ensuring that programmes and qualifications remain responsive to the evolving needs of the economy, labour market and broader society. Central to this vision is the commitment to raise the quality of provision and improve learning outcomes, alongside strengthening efficiency, governance and accountability across all PSET institutions and entities.

Achieving this vision requires addressing the structural and information-related barriers that constrain national development and hinder the performance of the PSET sector. Progress towards these objectives depends on the Department's ability to respond decisively to these structural and information bottlenecks that impede development outcomes and limit system effectiveness. Central to this effort is the resetting of the PSET

system through evidence-based, outcome-focused reforms that are closely aligned with national development priorities.

There are also persistent challenges related to energy insecurity that continue to disrupt teaching and learning, research and the overall operational continuity of institutions. In addition, logistics and infrastructure limitations impede access and constrain institutional effectiveness, while gaps in digital readiness hinder the sector's ability to fully leverage technology for enhanced learning, innovation, administrative efficiency and global competitiveness. Addressing these systemic barriers is important in building institutional resilience and ensuring that the sector is prepared to meet the changing national and global demands.

To this end, the Department is prioritising targeted interventions to improve energy stability, modernise institutional infrastructure, strengthen digital capabilities and enhance support systems across the PSET sector. These initiatives include collaborative planning with key stakeholders, investment in sustainable and resilient technologies and the development of sector-wide frameworks to advance coherence, operational efficiency and long-term sustainability.

Our determination is to pursue far-reaching and transformative outcomes aimed at enhancing the provision, equity and quality of post-school opportunities. We remain committed to exerting a meaningful impact on the lives of individuals and contributing to broader improvements in the labour market, economy and society at large. Through strategic interventions, strengthened institutional capacity and focused efforts to remove structural obstacles, the Department seeks to build a PSET sector that is responsive, future-oriented and capable of supporting South Africa's long-term developmental agenda.

The educational and socio-economic challenges unfold within a broader national context marked by the fragility of the state. Fragmentation across government institutions, persistent corruption, crime and a deepening trust deficit undermine policy coherence and weaken service delivery. However, the Department remains committed in addressing these interlinked challenges through targeted interventions, strengthened partnerships with municipalities and local stakeholders and a renewed focus on equity

and transformation.

Over the Medium-Term Expenditure Framework (MTEF) period, our focus is on improving access to and success in post-school education as a key driver of youth employability, poverty reduction and social equality. A central priority is advancing student success through targeted academic support, strengthened career guidance and improved learning environments that enable students to complete their studies within the anticipated timeframes. By improving student access and success, expanding alternative skills pathways and responding to the systemic barriers that constrain the PSET sector, the Department aims to contribute meaningfully to the country's broader developmental objectives and support a more inclusive, skilled and resilient society.

To support access, the Department continues to promote widespread awareness of NSFAS funding opportunities. Admission requirements, funding criteria and application procedures are communicated widely to prospective students across schools, universities, TVET and CET colleges and Sector Education and Training Authorities (SETAs). NSFAS is monitored on uptake and its impact on student access and success remains an ongoing priority, ensuring that financial aid continues to serve as a cornerstone of inclusive education and equitable participation.

There are also intensified efforts to support students from vulnerable households, including beneficiaries of the South African Social Security Agency (SASSA). These students are prioritised within NSFAS funding allocations and it is ensured that they are supported and guided throughout the funding application process. The approach directly promote equity within the PSET system, particularly for learners from historically disadvantaged communities.

Despite these ongoing efforts, many learners continue to face financial, academic, geographic and informational barriers that limit access to PSET institutions. To support their meaningful participation in the economy, alternative skills pathways are strengthened by SETAs in expanding artisanal training, workplace-based learning and other occupational programmes in partnership with industry.

In addition, opportunities presented by the Just Energy Transition are leveraged to equip learners with emerging green economy skills, including renewable energy technologies, energy efficiency and sustainable infrastructure development. Digital and foundational skills, entrepreneurship training and community-based learning initiatives are also promoted to ensure that both young people and adults are equipped with the capabilities needed for employment, livelihoods and lifelong learning.

To support these developments, robust governance frameworks to guide and regulate partnerships are established across the PSET sector. These frameworks strengthen coordination, accountability and oversight, ensuring that collaboration with external stakeholders is coherent, strategically aligned and contributes to national development priorities. Within this structured environment, partnerships with industry, academic institutions and civil society organisations are being expanded to enhance the responsiveness and relevance of the PSET system. These partnerships provide a foundation for interdisciplinary collaboration, promote innovation and facilitate the integration of academic and workplace-based learning.

The Department continues to deepen its engagement with industry to create structured opportunities for students to acquire practical, hands-on experience through apprenticeships, learnerships and workplace-based exposure. These initiatives support the alignment of qualifications with labour-market requirements and enhance the employability of graduates. Interdisciplinary approaches are similarly promoted to ensure that students develop the analytical, technical and problem-solving capabilities necessary to navigate complex socio-economic environments.

Parallel to these efforts, the Department is undertaking significant investments to strengthen internal capacity. This includes the construction of new facilities and refurbishment of existing infrastructure across universities, Technical and Vocational Education and Training (TVET) colleges and Community Education and Training (CET) colleges. These investments aim to create high-quality, sustainable and technologically enabled learning environments capable of supporting modern pedagogical approaches and expanding institutional reach.

As part of its broader strategic interventions, the Department is intensifying efforts to address the systemic challenges affecting its Information and Communication Technology (ICT) environment, including the SETA integrated learner management system to ensure improved functionality, reliability and regulatory compliance. The Department recognises that weaknesses in ICT infrastructure, data management and systems integration have far-reaching implications for operational efficiency, planning, reporting and service delivery. To reinforce its remediation efforts, the Media, Information and Communication Technologies Sector Education and Training Authority (MICTSETA) is providing targeted technical support and capacity-building assistance.

The Department is committed to enhancing governance and leadership across the PSET sector. Strong institutional governance is the foundation for academic excellence, financial sustainability and public trust. Over the next MTEF, the Department will focus on building leadership capacity, promoting ethical governance practices and ensuring that institutional councils and management structures are equipped to lead with integrity and accountability. This includes targeted leadership development programmes, improved oversight mechanisms and the enforcement of governance standards that reflect the values of transparency, responsiveness and service to the nation. A key priority is the timely filling of critical positions across the sector to strengthen institutional stability and ensure effective decision-making and service delivery.

Through these interventions, the Department ensures alignment with the NDP 2030 goals and international commitments, including Sustainable Development Goal 4 on quality education. By fostering inclusive education, skills development and ethical governance, the Department contributes significantly to South Africa's long-term vision of a prosperous, equitable and capable society.

I am confident that the Annual Performance Plan for 2026/27 will enable the Department to fulfil its commitments to transform the PSET sector. Under the leadership and support of Deputy Ministers, Dr M Gondwe, MP and Dr N Dube-Ncube, MP, along with the guidance of the Director-General, Dr N Sishi, the implementation of this plan will steer the Department in addressing the socio-economic challenges facing our country.

A handwritten signature in black ink, appearing to read 'Buti Manamela', with a small vertical mark above the 'i'.

Mr Buti Manamela, MP

Executive Authority of Higher Education and Training

STRATEGIC OVERVIEW BY THE DIRECTOR-GENERAL

In January 2025, the Department led a PSET Sector-Wide Planning Workshop that involved the executive leadership of the sector. Led by the Honourable Minister of Higher Education and Training; Mr B. K. Manamela, MP, the sector reflected on a set of strategic priorities aimed at strengthening a coherent, responsive and fit-for-purpose PSET system.

In line with its mandate to expand equitable access to quality post-school opportunities and its vision of an integrated, coordinated and articulated system that contributes to social justice and sustainable development, these priorities respond to rising learner demand, rapid technological change and growing labour-market pressures.

Contributions from the Planning Workshop deliberations, among others, confirmed the need to adopt adaptive leadership and a whole-system reform approach across the PSET sector. This approach recognises the interconnected nature of universities, TVET and CET colleges, skills development institutions and private providers and calls for coordinated planning, governance and implementation. Strengthening system responsiveness, institutional capability and inter-sectoral collaboration is essential to address structural constraints and ensure that the PSET sector is agile, resilient and aligned with national development priorities.

The deliberations further highlighted the imperative to expand hybrid, online, Open Distance and e-Learning (ODEL) and TVET/CET capacity in line with current and projected demographic trends. This includes responding to growing youth demand, regional access disparities and the changing needs of the labour market. Strategic investment in diversified delivery modes will enhance access, improve throughput and support inclusive participation, particularly for historically marginalised communities, while ensuring that provision is responsive to economic and skills demand.

The Planning Workshop also underscored the urgency of accelerating inclusive digital transformation, including the adoption of hybrid learning models and the development of robust artificial intelligence (AI) governance frameworks. These efforts must safeguard

academic integrity, quality assurance and data protection while enabling innovation and efficiency across the system. In this context, the role of private higher education institutions was affirmed as a complementary ecosystem partner, requiring a balanced regulatory approach that protects system integrity while leveraging private sector capacity to expand access, innovation and responsiveness within the PSET landscape.

The Department occupies a central position in South Africa's developmental agenda, tasked with transforming the PSET sector to meet the evolving needs of the society and economy. This transformation is guided by the National Development Plan (NDP) 2030, the 2024–2029 Medium-Term Development Plan (MTDP) and global frameworks such as the United Nations Sustainable Development Goals (SDGs). Together, these frameworks provide a roadmap for inclusive growth, poverty reduction and the creation of a capable, ethical and developmental state.

Central to this agenda is a strong commitment of expanding opportunities for women, youth and people living with disabilities. By prioritising their participation and success within the PSET sector, the Department reinforces its mandate to build a more inclusive, equitable and socially just society.

South Africa's hosting of the G20 Summit created an important platform of advancing inclusive global policies on economic growth, sustainable development and equitable access to education. For the Department, the Summit reinforced alignment between national priorities and global trends, particularly in areas such as youth employment, digital transformation and future-ready skills.

The Department will continue strengthening international cooperation through outcome-driven partnerships that directly support national development goals. This includes results-focused collaborations; aligning international partnerships with key priorities such as skills development, industrialisation, food security, innovation and employability; improving coordination of scholarships and mobility programmes; and leveraging global partnerships to promote technology transfer, applied research and job-creating innovation within South Africa.

Fragmentation within the PSET sector continues to impede the system's ability to function as an integrated and coherent whole. To address this systemic weakness, the Department is intensifying measures to strengthen coordination across all components of the sector. This includes establishing clearer governance mechanisms, improving institutional alignment and ensuring that sector-wide priorities are implemented through unified planning and oversight processes.

A key focus will be the development of an integrated information system accessible to all stakeholders, enabling consistent, accurate and timely data-driven decision-making across the sector. In addition, the Department will work to eliminate the persistent culture of working in silos, promoting collaboration and accountability across institutions and programmes.

Strengthened coordination, supported by reliable information management, will also contribute to improving negative audit outcomes by enhancing financial controls, reducing irregularities and supporting compliance with regulatory and reporting requirements.

A central focus of this approach is the clarification and reinforcement of differentiated institutional mandates. By sharpening the distinct roles of universities, TVET and CET colleges and skills development providers, the Department aims to minimise duplication and enhance the unique value that each sub-sector contributes to the national skills pipeline. Complementing this, the Department will strengthen articulation pathways to ensure that learners can transition more seamlessly across qualifications, institutions, and sub-sectors. The effectiveness of these pathways will rely heavily on the availability of credible, integrated, and timely data to inform planning, track learner mobility, and identify blockages across the sector.

Furthermore, system planning will be aligned to demographic trends, fiscal constraints and labour market needs to ensure that PSET expansion remains both sustainable and responsive. This entails adopting an evidence-based planning model that integrates population dynamics, available state resources, and emerging economic demands. Through this alignment, the Department seeks to optimise programme offerings, target

investments more effectively, and improve the relevance and employability outcomes of graduates, thereby enhancing the sector's overall contribution to national development.

Our priority is to secure sustainable funding that supports students in universities and TVET colleges, strengthening skills development initiatives and drives institutional growth across the PSET sector. Central to this commitment is the stabilisation of funding, governance and operational systems, including the strengthening of NSFAS to ensure predictable funding flows, efficient appeals processes and improved institutional coordination.

The Department will further enhance early registration and academic planning to minimise uncertainty for students, while improving oversight of student accommodation and related support services. Strengthened governance, accountability and operational readiness across all PSET institutions will form the foundation for long-term, sustainable system-wide development.

The 2026/27 financial year presents crucial opportunity to accelerate the transformation of the PSET sector and enhance its overall effectiveness within the broader PSET landscape. Central to this effort is the realignment of curriculum offerings to ensure full responsiveness to Occupations in High Demand, the Economic Reconstruction and Recovery Plan (ERRP) and the national Critical Skills List.

This includes a decisive shift from NATED programmes towards occupational qualifications that are fully aligned with the National Qualifications Framework (NQF) and designed to equip graduates with practical, industry-relevant competencies. Through the District Development Model (DDM), the Department will work collaboratively with local communities, industry, SETAs and institutions to ensure that programme offerings address real labour-market needs and support inclusive economic growth.

In addition, the Department is advancing a comprehensive legislative review across the PSET sector to modernise regulatory frameworks, eliminate systemic inefficiencies and ensure that legislation effectively supports institutional responsiveness, quality and agility. This strategic repositioning is essential to strengthen the overall impact of the PSET system

and ensure that graduates are well-prepared to contribute meaningfully to the economy.

This includes improving both physical and digital accessibility, expanding financial aid opportunities and promoting inclusive teaching and learning practices across institutions. By prioritising equity and redress, the Department seeks to build a post-school education system that reflects the diversity of South Africa and actively works to dismantle entrenched systemic inequalities.

Over the MTEF period, the Department will continue its strategic review of the size and shape of the PSET system, with a strong focus on repositioning the TVET and CET college sectors. Despite ongoing efforts, enrolment and performance targets for both CET and TVET colleges have not been met, underscoring the need for accelerated interventions and improved institutional capacity. Our long-term vision remains for the TVET sector to become the largest contributor to enrolments within the PSET system, while the CET sector grows to a size comparable to the public university sector. Achieving this vision requires curriculum modernisation, stronger industry partnerships and the creation of a system that is responsive, agile and capable of producing graduates whose skills align with labour-market demands.

A key priority moving forward is transforming the public perception of TVET colleges so that technical and vocational education becomes a first-choice pathway for young people seeking meaningful employment, entry into trades or entrepreneurial opportunities. This will include developing stronger, more visible TVET and CET institutional brands; expanding the provision of short skills programmes that are relevant to local community needs; and embedding soft skills development to support youth in creating and sustaining their own employment opportunities.

By strengthening employability, promoting entrepreneurship and ensuring programme relevance, the Department aims to build confidence in the TVET and CET sectors and position them as vital contributors to inclusive economic participation.

To achieve this transformation, the Department has embraced a culture of continuous professional development, recognising that lecturers are central to the success of the PSET system. Their ability to deliver high-quality programmes depends on both strong pedagogical grounding and relevant industry experience. We have therefore prioritised recruitment strategies that value real-world expertise, while expanding capacity-building initiatives that empower lecturers to thrive in an evolving educational landscape. This includes strengthening digital literacy programmes, establishing innovation hubs that support teaching excellence and integrating modern approaches to improve the quality of assessment across institutions. Ongoing debates on reforms such as the NASCA also highlight the importance of building a professional, motivated workforce capable of responding to new qualification frameworks and learner needs.

The support of stakeholders amongst others, government departments, industry partners and academic institutions remains instrumental in driving these initiatives. Working collaboratively, we are enhancing governance, accountability and institutional capability to ensure that professional development translates into improved learner outcomes and system-wide performance. Through this collective effort, the Department is fostering an agile, high-performing workforce that can lead curriculum renewal, strengthen industry relevance and contribute meaningfully to a PSET sector built on quality, integrity and innovation.

The Department remains committed to strengthening the TVET system through curriculum innovation, enhanced stakeholder engagement and sustained investment in institutional capacity. The 2026/27 financial year represents a critical phase in the ongoing transformation of the TVET sector, marking a decisive shift towards modernised, demand-driven qualifications that align with national skills priorities. During this period, the Department will continue implementing comprehensive curriculum reforms aimed at transitioning from the outdated National Technical Education (NATED) programmes to contemporary occupational qualifications that are responsive to industry needs. By equipping students with technical, vocational and professional skills that are directly applicable in workplaces, these programmes serve as critical pathways for employment, self-employment and entrepreneurial activity.

The appointment of Sector Education and Training Authority (SETA) Accounting Authorities serves as a key intervention to strengthen governance, accountability and oversight within the skills development system. These Authorities provide strategic leadership to ensure that SETA programmes are aligned with national priorities, including those arising from the Just Energy Transition (JET). The combined impact of JET Skills interventions is expected to contribute directly to MTDP targets by 2029. These include producing 7 000 graduates in JET-related skills, placing 500 000 students in WBL opportunities and enrolling 355 000 students in skills development programmes.

I wish to direct my deep appreciation to Mr B Manamela, MP, the Minister of Higher Education and Training and Deputy Ministers, Dr M Gondwe, MP and Dr N Dube-Ncube, MP, for their leadership. I further wish to extend a special word of appreciation to my senior management and all staff for their constant support and enthusiastic hard work in ensuring an improved PSET system.

Dr Nkosinathi Sishi

Director-General of Higher Education and Training

ACCOUNTING OFFICER STATEMENT

It is my privilege to present the Strategic Plan (SP) and Annual Performance Plan (APP) for the 2025–2030 planning period. This foreword reflects the Board's unwavering commitment to strategic oversight, ethical leadership, and accountability in advancing skills development within one of South Africa's most dynamic and transformative sectors.

Board Appointment and Governance Commitment

I am pleased to acknowledge the appointment of a new MICT SETA Board for this strategic period. This new Board brings continuity, stability, and renewed strategic focus to the organisation, strengthening governance and oversight at a critical juncture in the sector's evolution. We are collectively committed to upholding the highest standards of good corporate governance, effective oversight of executive management, and institutional sustainability. Our role as custodians of public trust demands nothing less than excellence in stewardship and accountability.

Reflection on the Previous Planning Period

The MICT sector has demonstrated remarkable resilience over the preceding planning period, navigating complex economic headwinds while continuing to drive digital transformation across South Africa. Key accomplishments include the development of robust labour market intelligence systems through our SETA Research Chair, effective processing of Workplace Skills Plans and Annual Training Reports that have informed evidence-based interventions, and strategic partnerships that have elevated sectoral growth and innovation.

Despite persistent challenges, including electricity supply disruptions, geographic concentration of opportunities, and evolving skills demands driven by the Fourth Industrial Revolution, the MICT SETA has maintained its focus on addressing hard-to-fill vacancies in critical occupations such as Software Developers, ICT Security Specialists, Cloud Engineers, and Data Scientists. Our support for industry-aligned training, work-integrated learning, and emerging occupation development has positioned the sector for

continued advancement.

Strategic Focus for 2025–2030

Looking ahead, this Strategic Plan articulates a clear and ambitious vision for the MICT SETA. Our strategic focus for the next five years centres on:

- **Strengthening responsiveness** to rapid technological change and emerging skills demands in areas including artificial intelligence, cybersecurity, cloud computing, and digital content creation
- **Expanding access and transformation** to address persistent inequalities in employment by race, gender, and geography, with particular emphasis on youth inclusion, persons with disabilities and rural development
- **Deepening industry partnerships** to ensure training programmes remain relevant, practical, and aligned with real-world workplace requirements
- **Enhancing impact evaluation** to better measure the outcomes of our skills development interventions and continuously improve programme effectiveness
- **Building institutional capacity** in critical areas including quality assurance, human capital management, and organisational performance

Strategic Alignment and Planning Assurance

The Board confirms that this Strategic Plan and Annual Performance Plan have been developed through credible, consultative, and evidence-based processes. Both documents are fully aligned with:

- The Skills Development Act and SETA Regulations
- The National Development Plan (NDP) 2030
- The National Skills Development Plan (NSDP) 2030
- The Medium-Term Development Plan (MTDP) 2024–2029
- The Economic Reconstruction and Recovery Plan (ERRP)
- Just Energy Transition imperatives

Our planning processes have incorporated comprehensive risk assessments, resource constraint considerations, and performance feasibility analyses. The Board is satisfied that

the targets set forth are realistic, measurable, and implementable, positioning the MICT SETA to deliver meaningful impact in addressing the sector's skills challenges.

Governance, Risk, and Financial Stewardship

The Board remains firmly committed to sound financial management, robust internal controls, and proactive risk management. We recognise our fiduciary responsibility to ensure compliance with Public Finance Management Act (PFMA) requirements and Department of Higher Education and Training (DHET) expectations. Through effective oversight of internal audit functions and governance structures, we are dedicated to supporting clean governance and sustainable performance that serves the public interest.

The SWOT analysis presented in this Strategic Plan reflects our honest assessment of both strengths and weaknesses. While we celebrate our robust capabilities in labour market intelligence, partnership development, and financial management, we acknowledge areas requiring improvement, particularly in impact evaluation, quality assurance, and human capital management. The Board is committed to addressing these challenges systematically throughout this planning period.

Confidence in Executive Management

The Board expresses its full confidence in the senior management team to implement this Strategic Plan and Annual Performance Plan effectively. We have established clear oversight, reporting, and accountability mechanisms to monitor progress, address challenges promptly, and ensure that strategic objectives translate into tangible outcomes for learners, employers, and the broader MICT sector.

Regular performance reviews, quarterly reporting, and transparent communication channels will enable the Board to discharge its oversight responsibilities while supporting senior management in navigating the complexities of skills development in a rapidly evolving technological landscape.

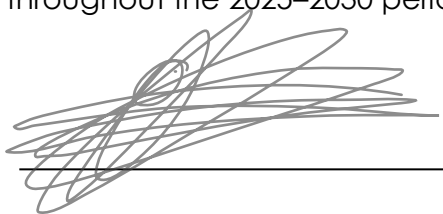
Acknowledgements and Commitment

I extend my gratitude to Board members for their dedication and strategic insight, to the senior management team and employees for their commitment to excellence, and to our stakeholders, including employers, training providers, learners, government departments, and sector partners, for their continued collaboration.

The MICT sector stands at the forefront of South Africa's economic transformation and digital future. The opportunities before us are immense: broadband expansion, digital content consumption, artificial intelligence integration, and cloud-based innovation are reshaping how we work, communicate, and create value. However, realising this potential requires a skilled, inclusive, and adaptable workforce.

This Strategic Plan represents our collective commitment to building that workforce, one that is technically proficient, professionally competent, and reflective of South Africa's diversity. Through strategic partnerships, innovative research, responsive curriculum development, and inclusive training opportunities, the MICT SETA will continue to play its vital role in unlocking the sector's full potential.

The Board hereby approves this Strategic Plan and Annual Performance Plan, confident in their strategic soundness and committed to ensuring their effective implementation throughout the 2025–2030 period.



Accounting Authority

Ms. Emma Mphahlele

CHIEF EXECUTIVE OFFICER STATEMENT

The 2026/27 Annual Performance Plan (APP) is tabled at a time of renewed governance focus and heightened complexity within South Africa's economic and skills development landscape. The appointment of a new MICT SETA Board marks an important turning point for the organisation, strengthening oversight, accountability, and strategic direction, while reinforcing continuity and institutional stability. This APP reflects Management's responsibility to translate the Board-approved strategy into disciplined, measurable, and impact-driven implementation.

Strategic Context and Policy Alignment

The MICT SETA operates within a constrained macroeconomic environment characterised by modest GDP growth, structural unemployment, energy insecurity, and uneven sectoral performance. Despite these challenges, the media and ICT sector remains a critical driver of digital transformation, economic participation, and productivity. Growth in Information Technology and Telecommunications, alongside the resilience of digital content and broadband expansion, underscores the sector's strategic importance to South Africa's development trajectory.

Accordingly, this APP is fully aligned with the National Development Plan (NDP) 2030, the National Skills Development Plan (NSDP) 2030, the Medium-Term Development Plan (MTDP) 2024–2029, and the Economic Reconstruction and Recovery Plan (ERRP). It further responds to the priorities of the Government of National Unity and the 7th democratic administration, particularly in relation to employment creation, institutional capability, and inclusive economic growth. Skills planning also takes account of the Just Energy Transition, recognising the growing demand for digital, green, and technology-enabled occupations.

Strategic Focus and Interventions

The APP prioritises innovation-led, demand-responsive skills development aligned to rapid technological change. Key interventions include the expansion of Fourth Industrial

Revolution (4IR) focused occupational qualifications, targeted responses to hard-to-fill vacancies in ICT, cybersecurity, data science, cloud computing, and digital media, and the strengthening of work-integrated learning pathways.

Investment in Centres of Specialisation and sector-aligned learning laboratories will continue to bridge the gap between training and workplace readiness. These efforts are supported by the progressive rollout of digital and AI-enabled systems to strengthen learner management, grant administration, labour market intelligence, and performance monitoring, enabling faster decision-making and improved impact assessment.

Partnerships and Sector Collaboration

Partnerships remain central to mandate delivery. The MICT SETA's approach is structured, accountable, and aligned to national priorities, leveraging co-investment models with employers, training institutions, government, and social partners. These collaborations are essential to improving programme relevance, scaling impact, and responding effectively to emerging skills demands within a highly competitive and digitally driven sector.

Transformation, Inclusion, and Employment Outcomes

Transformation is embedded across all planned interventions. The APP places focused emphasis on youth, women, and persons with disabilities, with deliberate targeting of rural and township communities where access to digital skills and employment opportunities remains limited. Programmes prioritise employment-linked outcomes, including internships, work-integrated learning, and occupational pathways that enhance labour market absorption and support inclusive sector growth.

Performance, Accountability, and Financial Governance

This APP is grounded in results-based planning, supported by robust monitoring and evaluation systems to track performance, outcomes, and value for money. Clean governance, ethical leadership, and sound financial management remain central commitments. The organisation will continue to strengthen internal controls, risk management, and compliance to maintain an unqualified audit opinion and safeguard

public resources.

Conclusion

The 2026/27 Annual Performance Plan reflects the MICT SETA's strategic resolve to remain responsive, credible, and impact-focused in a rapidly evolving environment. Guided by a strengthened Board, aligned to national development priorities, and supported by innovation and partnerships, the organisation is positioned to deliver skills development outcomes that contribute meaningfully to economic recovery, transformation, and a future-ready workforce.

As the Chief Executive Officer, I remain committed to providing decisive leadership, ensuring effective implementation, and upholding the highest standards of governance and accountability in advancing South Africa's skills development agenda.



Chief Executive Officer

Mr. Matome Madibana

OFFICIAL SIGN-OFF

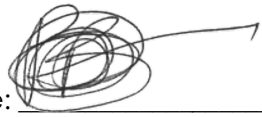
It is hereby certified that this Strategic Plan:

- Was developed by the management of the MICT SETA under the guidance of the Accounting Authority 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 outcomes and outputs which the MICT SETA will endeavour to achieve over the 2025-2030 period.

Mr. Mthenjwa Mseleku **Chief Financial Officer**

Signature: 

Ms. Bontle Mokoena **Senior Manager: Sector Skills Planning**

Signature: 

Mr. Matome Madibana **Chief Executive Officer**

Signature: 

Approved By:

Ms. Emma Mphahlele **Accounting Authority**

Signature: 

ABBREVIATIONS AND ACRONYMS

Abbreviation/ Acronym	Definition
4IR	Fourth Industrial Revolution
AA	Accounting Authority
AET	Adult Education and Training
AGSA	Auditor General South Africa
AI	Artificial Intelligence
APP	Annual Performance Plan
ARPL	Artisan Recognition Prior Learning
ATR	Annual Training Report
B-BBEE	Broad Based Black Economic Empowerment
BUSA	Business Unity South Africa
CAGR	Compound Annual Growth Rate
CBO	Community Based Organisation
CEO	Chief Executive Officer
CET	Community Education Training
CFO	Chief Financial Officer
CPUT	Cape Peninsula University of Technology
DDM	District Development Model
DG	Discretionary Grant
DHET	Department of Higher Education Training
DPME	Department of Planning Monitoring and Evaluation
DUT	Durban University of Technology
EISA	External Integrated Summative Assessment
ENE	Estimates of National Expenditure
EPRE	Estimates of Provincial Revenue and Expenditure
ERRPSS	Economic Reconstruction and Recover Plan Skills Strategy
ETD	Education, Training and Development
ETQA	Education and Training Quality Assurance
EXCO	Executive Committee
FY	Financial Year
GDP	Gross Domestic Product
GNU	Government of National Unity
HEI	Higher Education Institution

Abbreviation/ Acronym	Definition
HRDS	Human Resource Development Strategy
HTFV	Hard-To-Fill Vacancy
ICASA	Independent Communications Authority of South Africa
ICT	Information Communication Technology
IDP	Integrated Development Plan
IDSS	Integrated Digital Skills Strategy
IPAP	Industrial Policy Action Plan
JET	Just Energy Transition
JET IP	Just Energy Transition Investment Plan
LMS	Learner Management System
LPD	Learning Programme Division
MG	Mandatory Grant
MICT SETA	Media, Information and Communication Technologies Sector Education and Training Authority
MOU	Memorandum of Understanding
MTDP	Medium Term Development plan
NDP	National Development Plan 2030
NEET	Not in Employment, Education, or Training
NGO	Non- Government Organisation
NLRD	National Learners Record Database
NPO	Non- Profit Organisation
NQFA	National Qualifications Framework Act No. 67 of 2008
NSA	National Skills Authority
NSDP	National Skills Development Plan 2030
OFO	Organising Framework for Occupations
PESTEL	Political Economic Social Technology Environment Legislation
PFMA	Public Finance Management Amendment Act No. 29 of 1999
PGDS	Provincial Growth and Development Strategy
POPIA	Protection of Personal Information Act No. 4 of 2013
PSET	Post School Education and Training
QCTO	Quality Council for Trades and Occupations
QMR	Quarterly Management Report
QPR	Quarterly Performance Report
ROI	Return On Investment

Abbreviation/ Acronym	Definition
RPL	Recognition of Prior Learning
SCM	Supply Chain Management
SDA	Skills Development Act No. 97 of 1998
SDF	Skills Development Forum
SDLA	Skills Development Levies Act No. 9 of 1999
SDP	Skills Development Provider
SDZs	Skills Development Zones
SETA	Sector Education and Training Authority
SETMIS	Sector Education Training Management Information System
SLA	Service Level Agreement
SMME	Small, Medium and Micro Enterprises
SOE	State-Owned Enterprise
SOP	Standard Operating Procedure
SP	Strategic Plan
SSP	Sector Skills Plan
SWOT	Strength Weakness Opportunity Threat
TVET	Technical Vocational Education and Training
UJ	University of Johannesburg
UKZN	University of Kwa-Zulu Natal
UL	University of Limpopo
VUT	Vaal University of Technology
WBL	Work Based Learning
WIL	Work Integrated Learning
WPPSET	White Paper for Post-School Education and Training
WSP	Workplace Skills Plan

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PART A: OUR MANDATE

1. Constitutional Mandate

The Media, Information and Communication Technologies Sector Education and Training Authority (MICT SETA) constitutional mandate is underpinned by Section 29(1)(b) of the Constitution of the Republic of South Africa Act No. 108 of 1996, which bestows upon all South African citizens the right to further education. This right to further education and training must be provided by the State (including the organs of State such as MICT SETA) within reasonable measures. The MICT SETA's constitutional mandate is also derived from the prescripts of Section 195 of the Constitution, which urge public administration to be governed by constitutional values and principles.

2. Legislative and Policy Mandate

The MICT SETA is a Schedule 3A public entity established in terms of the Skills Development Act No. 97 of 1998, as amended. Sector Education and Training Authorities (SETAs) were formally established under this Act as part of South Africa's broader post-apartheid skills development policy framework, aimed at addressing skills shortages, unemployment, and inequality. The work of SETAs is guided by a range of legislative and policy mandates, including the following:

2.1. The Skills Development Act No. 97 of 1998

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

- Developing and implementing its Sector Skills Plan (SSP)
- Promoting learnerships in each of its sub-sectors
- Performing the functions of an Education and Training Quality Assurance (ETQA) body
- Liaising with the National Skills Authority (NSA) on skills development matters

- Concluding a Service Level Agreement (SLA) with the Director-General of the Department of Higher Education and Training (DHET) 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 No. 1 of 1999 to the Director-General of the DHET

2.2. The Skills Development Levies Act No. 9 of 1999

The Skills Development Levies Act No. 9 of 1999 (SDLA), as amended, requires the MICT SETA to use all monies received in terms of the SDLA to administer the activities of the SETA. The MICT SETA will pay all compliant employers within its sector their Mandatory Grant. It will implement its SSP and Annual Performance Plan (APP) as contemplated in the Treasury Regulations through the allocation of the Discretionary Grant, and in accordance with the SDLA.

2.3. Employment Equity Act No. 55 of 1998

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

2.4. Public Finance Management Act No. 1 of 1999

The Public Finance Management Act No. 1 of 1999 (PFMA) requires public entities like the MICT SETA to ensure sound financial management and governance. In compliance with the PFMA, the MICT SETA will manage its revenue, expenditure, and assets efficiently, prepare and monitor its budget, and report to National Treasury. Funds received under

the SDLA will be used to run SETA operations, pay the Mandatory Grant, implement its SSP and APP, and transfer unclaimed grants to the discretionary fund. Importantly, 80% of the Discretionary Grant will be allocated annually to PIVOTAL programmes that address priority occupational shortages and skills gaps in the sector.

2.5. The National Qualifications Framework Act No. 67 of 2008

As stipulated in the National Qualifications Framework Act No. 67 of 2008 (NQFA), the objectives of the NQF are to create a single integrated national framework for learning achievements; facilitate access, mobility and progression within education, training and career paths; enhance the quality of education and training; accelerate the redress of past unfair discrimination in education, training and employment opportunities. In contributing to the aforementioned objectives, the MICT SETA will support its sector through the allocation of 80% of its Discretionary Grant to implement NQF aligned PIVOTAL programmes in the form of learnerships, skills programmes, bursaries, work integrated learning (WIL) and professional programmes.

2.6. Broad-Based Black Economic Empowerment Act No. 53 of 2003

Under the revised codes effective from 2015, employers are required to achieve at least 40% of the skills development scorecard, equivalent to 8 out of 20 points, to avoid a one-level B-BBEE downgrade. The target for skills development expenditure has doubled from 3% to 6% of annual payroll and can be allocated to training both employed and unemployed individuals, provided the training aligns with the region's demographic profile. With internships now weighted equally to learnerships, the MICT SETA will strengthen support for these programmes to assist employers in meeting B-BBEE targets while addressing youth unemployment. Furthermore, the SETA will ensure that its programmes align with the National Qualifications Framework (NQF) enhancing both B-BBEE compliance and the development of sector-specific skills.

2.7. Higher Education Act No. 101 of 1997

This Act governs higher education institutions and their qualifications. MICT SETA collaborates with higher education institutions to ensure that the qualifications and skills programmes it develops are recognised within the higher education framework and

contribute to the broader educational and economic goals of the country.

2.8. Promotion of Access to Information Act No. 20 of 2000

The Act facilitates the constitutional right of access to information held by public and private bodies, promoting transparency and accountability. It designates information officers within public institutions to manage requests for information and ensure compliance with regulations, thus enhancing public access to information necessary for the exercise of rights and participatory governance.

2.9. SETA Grant Regulations (2012)

The Regulations govern the management and disbursement of funds received by SETAs, ensuring that the financial resources are utilised effectively for skills development purposes. The regulations require that the outputs and targets set in the APP align with the objectives of the SSP and the NSDP, thus promoting accountability and strategic investment in skills development.

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

Table 1: Grant Breakdown Grants

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

2.10. Protection of Personal Information Act No. 4 of 2013

The purpose of the Act is to protect individuals' personal information by regulating its lawful processing by responsible parties. It balances the right to privacy with the need for access to information and imposes conditions for the processing of personal data, establishing security measures to safeguard data integrity and confidentiality. This ensures that personal information is handled responsibly and protects individuals from misuse.

3. Institutional Policies and Strategies Over the Five-Year Planning Period

South Africa's development trajectory is guided by the National Development Plan (NDP) 2030, which envisions sustained economic growth and transformation by 2030. To achieve this vision, a range of strategic "levers" or policy interventions have been identified as critical drivers of inclusive growth and development.

As an integral component of the South African economy and society, the MICT sector is directly influenced by these national strategies and planning frameworks. In response, the sector must align its strategies, particularly in addressing skills development challenges, to support and complement these broader national objectives.

The following section outlines the key government planning policies and priorities that impact the MICT sector, along with a brief description of each and its implications for the sector.

3.1. 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 Small, Micro and Medium Enterprise (SMME) training to enable them to qualify for public contracts
- Perform any duties imposed by the Act and actively pursue concrete measures to achieve the objectives of all applicable Acts

3.2. White Paper for Post-School Education and Training 2013

The White Paper for Post-School Education and Training (WP-PSET) envisages an expanded, effective, and integrated post-school system in South Africa. It is premised on achieving:

- Expanded access to Technical, Vocational Education and Training (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 WIL opportunities

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

3.3. National Development Plan 2030

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

- A larger, more effective innovation system closely aligned with firms that operate in sectors consistent with the growth strategy
- Support for small businesses through better coordination of relevant agencies, development of finance institutions, and public and private incubators

- An expanded skills base through better education and vocational training
- Business incubation for SMMEs generally and the expansion of business services in particular as priority actions for growth and development

3.4. National Skills Development Plan 2030

In the new planning cycle, the MICT SETA responds to the eight National Skills Development Plan (NSDP) 2030 outcomes. These outcomes will be achieved through the implementation of the SETA's key strategic priorities listed below:

- Credible labour market information that accurately identifies occupations in high demand
- Enablement of the 4IR
- Increased access to, and delivery on, occupationally directed priority programmes that link education and the workplace
- Support initiatives that prioritise the provision of agile, flexible and demand-led skills development programmes, retraining/upskilling being a priority
- Increased and focused skills development for rural and marginalised communities to ensure inclusivity through technology skills development
- Support the growth of the public college system through sectoral partnerships in the delivery of learning interventions
- Support for SMMEs, entrepreneurship, and CBOs, particularly in relation to 4IR cross-sectoral partnerships and projects for sustainable growth
- Supported career development services within the MICT sector

3.5. National Skills Accord

The National Skills Accord is a social compact that seeks to address South Africa's skills challenges through eight key commitments. These include expanding training using existing infrastructure, increasing WBL (internships, apprenticeships, and learnerships), setting training targets in SOEs, improving the governance of SETAs, aligning skills development to national economic goals (New Growth Path), and enhancing the quality and role of TVET colleges.

The MICT SETA supports the National Skills Accord through several key interventions,

including expanding access to learnerships, internships, apprenticeships, and bursaries across its sub-sectors. It works to accredit training providers, strengthen partnerships with TVET colleges and higher education institutions, and align its SSP with national priorities and 4IR demands.

3.6. New Growth Path

The New Growth Path (NGP) identifies key job drivers to stimulate inclusive economic growth, with infrastructure development highlighted as a critical area for employment creation. In support of the NGP, the MICT SETA plays a vital role by facilitating projects that promote college-to-work transitions, particularly through expanding learnerships, internships, apprenticeships, and bursaries. These initiatives aim to equip young people with relevant skills for the digital and ICT infrastructure sectors, while also strengthening partnerships with training institutions to align skills supply with economic demands.

3.7. Preferential Procurement Policy Framework 2000

Section 217 of the South African Constitution requires all government institutions, including the MICT SETA, to procure goods and services through a process that is fair, equitable, transparent, competitive and cost-effective. It also mandates the implementation of a Procurement Policy that promotes preference for historically disadvantaged individuals and supports inclusive economic participation. In alignment with the Preferential Procurement Policy Framework Act No. 5 of 2000 which aims to empower SMMEs and promote economic inclusion, the MICT SETA commits to full compliance with this legislation to ensure broader participation and support for a more inclusive economy.

3.8. Medium-Term Development Plan 2024 - 2029

The Medium-Term Development Plan 2024 – 2029 (MTDP) serves as a prioritisation framework designed to focus the government's efforts on a set of strategic and manageable programmes, while providing guidance on the allocation of resources across all spheres of government. This new five-year implementation plan, championed by the 7th Administration of government, reflects a commitment to coordinated and effective governance. Central to this administration's approach is the concept of the

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

3.9. Reconceptualised Human Resource Development Strategy (2024-2033)

The Reconceptualised Human Resource Development Strategy 2024-2033, approved under the Human Resource Development Council, seeks to reshape the relationship between skills, education, and governance to address South Africa's key socioeconomic challenges. Its objective is to strengthen human capital by tackling skills shortages, improving education and training outcomes, and aligning development with national economic and social priorities. The SETA will support the Reconceptualised Human Resource Development Strategy by strengthening the skills pipeline through partnerships with schools, TVET colleges, and industry, addressing skills mismatches via sectoral research and demand-led qualifications, and fostering employability and entrepreneurship through workplace learning, internships, and SMME support. It will also play a key role in bridging the digital divide by expanding digital skills programmes, particularly in rural and underserved areas, while ensuring inclusivity for women, youth, and people with disabilities. Furthermore, the SETA will strengthen institutional capacity and coordination by aligning interventions with national priorities and collaborating across government, industry, and academia to build a skilled, competitive, and inclusive workforce that contributes to South Africa's economic growth and social cohesion.

3.10. Industrial Policy Action Plan

Industrial Policy Action Plan (IPAP) has identified several priority sectors which it aims to support for development in the country. Those that have a direct link with the MICT sector include:

- Facilitate the upgrade of manufacturing facilities and capabilities to increase domestic production and growth of exports
- Green industries
- Commercialisation of technologies

- Skills development for the business process outsourcing sector

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

3.11. The National Integrated ICT Policy Review Report

The 2015 National Integrated ICT Policy Review Report recommended key skills development priorities to support broadband rollout and build a dynamic ICT sector. These include promoting widespread basic tech skills, upskilling public servants to deliver services digitally, developing a diverse ICT skills base across professions, and ensuring South Africa produces its own ICT professionals, researchers, and innovators. SA Connect reinforces these priorities through interventions in education, adult e-literacy, and youth development. In response, the MICT SETA will align its learning programmes to support these goals, focusing on creating an inclusive digital society and strengthening ICT research, development, and innovation capacity.

3.12. National Digital and Future Skills Strategy

The Digital and Future Skills Strategy, developed by the Department of Communications and Digital Technologies, envisions a society of digitally skilled South Africans equipped to thrive in the era of the Fourth Industrial Revolution. It outlines a series of coordinated initiatives aimed at building the nation's capacity to navigate emerging technologies such as AI, IoT, robotics, and big data and their impact on work, education, and daily life. The strategy emphasizes the need for collaboration among government, the private sector, and education institutions, and highlights digital literacy alongside critical 21st century skills like creativity, adaptability, and problem-solving as key to driving inclusive growth and improved quality of life.

3.13. 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.

3.14. District Development Model

Municipal Integrated Development Plans (IDPs) and Provincial Growth and Development Strategies (PGDS) are essential as they guide planning and development across South Africa's nine provinces and 278 municipalities. In alignment with the country's rural development strategy, these plans and strategies are crucial for identifying areas with potential for growth.

Where industries related to the MICT SETA have been identified as key areas for development, the SETA will prioritise these sectors, ensuring robust support and fostering effective partnerships. Furthermore, during the 2025-2030 planning cycle, the District Development Model (DDM) will continue to be supported through various MICT SETA programmes. Through the InterSETA Skills Development and Provincial Skills Development Forums, the MICT SETA will identify targeted programmes that are aligned to provincial needs. MICT SETA fully endorses the institutionalisation of an integrated planning system, which eliminates the inefficiencies of working in silos.

3.15. Just Energy Transition

The concept of just transition, as outlined in the Presidential Climate Commission Report, refers to a fair and inclusive shift towards a low-carbon, climate-resilient economy that prioritises social equity, decent work, and sustainable livelihoods. For the MICT SETA and sector, this means aligning skills development efforts with the demands of a green economy while ensuring that workers and communities affected by the transition are supported through reskilling and upskilling. The just transition challenges the MICT sector

to focus on developing digital and technical skills that enable participation in emerging green technologies, such as renewable energy management, smart grid technologies, data analytics for environmental monitoring, and green infrastructure maintenance.

In response to this initiative, the MICT SETA will target specific skills development interventions to equip the workforce for this evolving landscape. Key initiatives will include expanding training programmes in climate-relevant digital technologies, supporting work-integrated learning focused on green ICT applications, and fostering partnerships with Technical and Vocational Education and Training (TVET) institutions to provide practical, industry-aligned learning opportunities.

3.16. Just Energy Transition Investment Plan

The Just Energy Transition Investment Plan (JET-IP) is South Africa's roadmap for the period 2023-2027, guiding the country towards a low-carbon, climate-resilient, and inclusive economy, while ensuring that workers, communities, and vulnerable groups are not left behind. The MICT SETA will contribute to the JET IP by directing a portion of its skills levy toward developing skills in value chains impacted by the transition, with a particular focus on ICT-driven innovation. It will implement reskilling and upskilling programmes for workers, youth, and communities to prepare them for opportunities in renewable energy, green hydrogen, new energy vehicles, and related digital industries. Training interventions will be guided by national skills intelligence while remaining responsive to local labour market demand to ensure relevance and impact. In collaboration with TVET colleges, universities, and industry partners, the MICT SETA will help establish Skills Development Zones (SDZs) that integrate ICT-focused training with local employment pathways, thereby enhancing the employability of graduates. Furthermore, by leveraging digital technologies such as e-learning platforms, data systems, automation, smart grids, and digital services, the MICT SETA will support the creation of new livelihoods, stimulate entrepreneurship, and drive inclusive participation in the green economy.

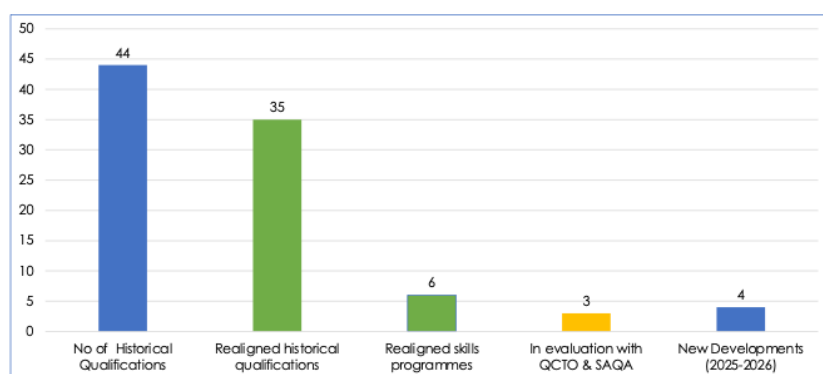
3.17. Transition from Pre-2009 Qualifications to Occupational Qualifications

The MICT SETA has undertaken a structured review of its 44 pre-2009 qualifications. This process resulted in the rationalisation and realignment of qualifications where

competencies had been fully replaced, yielding 38 occupational qualifications, with the majority either registered or at advanced stages of evaluation with the Quality Council for Trades and Occupations (QCTO).

Figure 1: Qualifications Transition

Qualifications Transition: Historical to Occupational



SUSTAINABLE TREND ANALYSIS: GROWTH OF THE ANIMATION SUB-SECTOR

- Establish pipeline with investment in skills
- Increased global demand for South African content (Netflix, 2025)
- Lower production costs
- Technological convergence

Sub-Sector Distribution

ICT: 86%
 Telecommunications: 4%
 Film & Television: 3%
 Electronics: 1%
 Advertising: 1%
 Animation: 5%

The transition to occupational qualifications is approximately 89% complete, with outstanding processes dependent on external quality assurance and registration systems, including QCTO and SAQA reviews and public consultation. These dependencies represent a key systemic risk, as extended registration lead times limit the availability of current, industry-responsive qualifications required to address hard-to-fill vacancies and sectoral priority occupations identified in the Sector Skills Plan (SSP).

While progress has been made, the transition has highlighted structural inefficiencies across the qualification development and approval value chain, including stakeholder adaptation to new occupational frameworks and protracted evaluation timelines. Addressing these constraints requires a whole-of-system approach, including improved coordination and performance measurement across SETAs, QCTO, and SAQA, to ensure the timely delivery of qualifications that support national skills development outcomes.

3.18. Fourth Industrial Revolution (4IR) Skills

The National Digital and Future Skills Strategy of South Africa aims to build a digitally skilled society equipped for the evolving digital economy. Its key objectives are to foster digital skills development across all education levels, advance digital innovation skills, address the digital skills divide, and promote stakeholder collaboration. The strategy focuses on enabling economic growth, social development, and job creation by integrating digital competencies with critical thinking and problem-solving skills.

In line with these objectives, the MICT SETA leads 4IR skills development by designing future-focused qualifications with 57 4IR-aligned programmes. It drives digital transformation and innovation by supporting national priorities through the Integrated Digital Skills Strategy, focusing on building local expertise in AI, data analytics, and cybersecurity, reducing reliance on imported skills. This positions MICT SETA as a key player in South Africa's digital skills ecosystem

3.19. Support for Small, Medium Enterprises and Cooperatives

The purpose of supporting Small and Medium Enterprises (SMEs) and Cooperatives as a government priority is to strengthen entrepreneurship, expand economic participation, and create sustainable jobs by providing targeted support that helps these enterprises grow, become more competitive, and contribute to an inclusive economic transformation. The MICT SETA supports SMMEs and cooperatives mainly through skills development by providing targeted training programmes and qualifications that strengthen business and digital capabilities. It funds skills interventions through discretionary grants, ensuring that entrepreneurs and their employees gain practical knowledge to improve operations and competitiveness. Through mentorship, coaching, and incubation support, the MICT SETA helps SMMEs and cooperatives develop the skills needed to grow, access new opportunities, and contribute meaningfully to the digital economy.

3.20. State of the Nation Address

In his 2025 State of the Nation Address, President Cyril Ramaphosa highlighted youth unemployment as a pressing national challenge and outlined several key interventions to address it. These include the Presidential Employment Stimulus, which has created 2.2 million work and livelihood opportunities, and the Social Employment Fund, which generated over 80 000 jobs and supported 12 000 entrepreneurial participants. The National Pathway Management Network, anchored by SAYouth.mobi with 4.5 million registered users, secured 235 000 opportunities for young people in the past year.¹ The President emphasised scaling up employment programmes, investing in future-facing skills like green manufacturing, digital technologies, and renewable energy, and expanding the Jobs Boost fund, which links skills training to job placement. He also called on the private sector to offer experiential learning and committed to improving support for SMMEs and informal businesses through streamlined funding and regulatory.

The MICT SETA will support the President's youth employment interventions by funding learnerships, internships, and skills programmes aligned with emerging sectors like digital technology, AI, and green ICT. The SETA will also prioritise PIVOTAL programmes that link training to employment, ensuring that young people gain both relevant qualifications and workplace experience.

3.21. Department of Higher Education and Training Budget Vote 2025/2026

In her 2025/2026 Budget Vote speech, the then Minister of Higher Education and Training, Dr. Nobuhle Nkabane, underscored the significant role of SETAs in driving skills development and addressing youth unemployment. She noted that the combined budget allocation for SETAs and the National Skills Fund (NSF) amounts to R26 billion for the 2025/2026 financial year, with an estimated increase to R27.8 billion in the following year.

Dr. Nkabane also highlighted that over the past five years, SETAs have contributed to the development of more than 95 000 qualified artisans. She emphasised the importance of

¹ President Cyril Ramaphosa (2025). *State Of The Nation Address*. Government of the Republic of South Africa, Cape Town

achieving the NDP's target of producing 30 000 artisans annually by 2030 and the role of SETAs in transforming the skills development system to meet South Africa's evolving economic needs.

Based on recommendations from the Feasibility Study on Artisanal Programmes conducted by the MICT SETA, the SETA will now consider piloting such programmes, which had previously not received support.

3.22. Medium Term Expenditure Framework Technical Guidelines 2026

The Medium-Term Expenditure Framework (MTEF) Technical Guidelines 2026 were issued in terms of the Section 27(3) of the PFMA, which provides that the National Treasury must prescribe the format in which an annual budget must be prepared. The MICT SETA will align its budgetary planning for programmes with the MTEF Technical Guidelines 2026 by ensuring that its resource allocation supports government priorities and reflects fiscal discipline. This alignment will involve:

- Prioritising high-impact skills programmes that contribute to inclusive economic growth, employment creation, and digital transformation, in line with the national budget ceilings and the DHET strategic goals.
- Strengthening cost-efficiency by focusing on evidence-based planning, eliminating non-performing projects, and reallocating funds towards critical skills development areas.
- Improving performance monitoring to ensure that expenditure delivers measurable results aligned to the outcomes of the MICT sector and national development priorities.
- Ensuring compliance with Treasury regulations, including alignment of Strategic Plans (SPs) and APPs with available fiscal resources over the 2026 MTEF period.

This approach will enable MICT SETA to deliver value for money, contribute to national skills development targets, and support the broader socio-economic agenda.

4. Relevant Court Rulings

Business Unity South Africa versus the Minister of Higher Education and Training: SETA Grant Regulations 3 December 2012 as re-promulgated: Mandatory Grants. Regulation 4(4) of the 2012 Grant Regulations, as promulgated in 2012, reduced the mandatory grant that an Employer could claim from 50% to 20% of the total levies paid. The way that the Regulations were promulgated led to litigation by Business Unity South Africa (BUSA), to which a ruling was ultimately made by the Labour Appeal Court in October 2019, the effect of which Regulation 4(4) was set aside. The ruling is silent on the percentage quantum that can be claimed back by employers and on the effective date of the order. The effect is that the Minister would have to decide on the percentage for mandatory grants, in consultation with the sector. To date, there has been no communication regarding the approved mandatory grant percentage. DHET splits the mandatory grant levy income portion at a rate of 20% in the monthly levy download information. Consequently, the SETA has continued to pay and accrue Mandatory Grant at 20% in the 2025/26 financial year, which is also aligned to the approved APP.

PART B: OUR STRATEGIC FOCUS

5. Vision

Cutting edge future skills.

6. Mission

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

7. Values

- Customer Centric
- Ethical
- Innovative
- Committed
- Meritocratic
- Collaborative

8. Situational Analysis

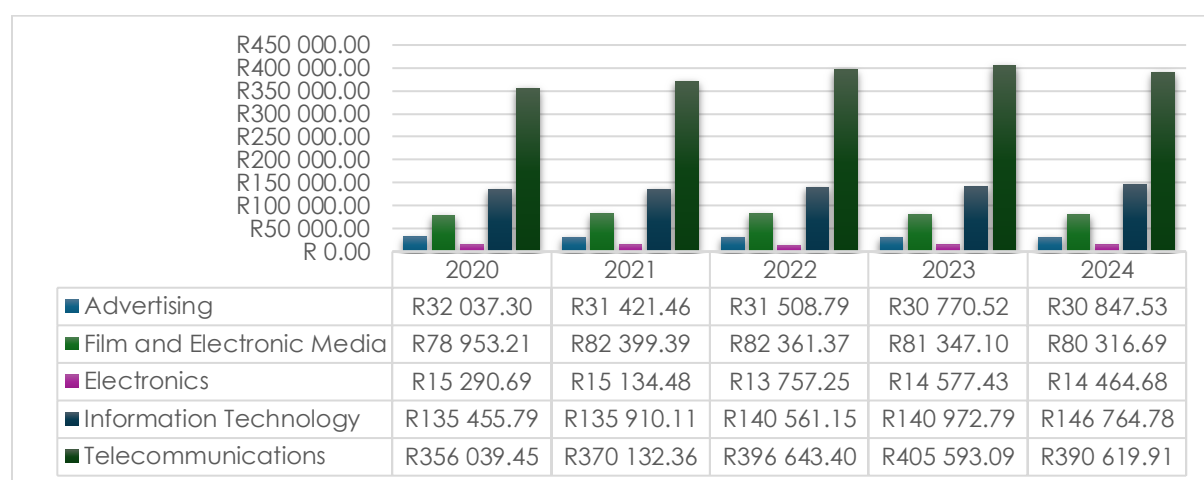
8.1. External Environment Analysis

The MICT sector has experienced a challenging economic trajectory, closely tied to the broader economic difficulties facing South Africa. This section begins with an economic analysis of both the national economy and the MICT sector, highlighting the key factors influencing growth, investment, and skills demand within the sector.

Following a recovered fourth quarter in 2024 (0.4% GDP growth rate), South Africa's GDP only grew by 0.1% in the first quarter of 2025, the same as exactly a year ago. The 0.1% GDP growth was primarily driven by the agricultural sector, which led to the expansion of the supply (production) side of the economy. The transport, storage and communication; trade, catering and accommodation; and finance, real estate, and business services

industries also contributed positively to overall growth. In contrast, several sectors underperformed, with mining and quarrying, construction, and electricity, gas and water emerging as the most significant negative contributors (Stats SA, 2025). Looking ahead, Moore South Africa (2025) has projected the country's GDP to grow at 1.6% in 2025. This growth is dependent on the implementation of policies that drive economic expansion and enable job creation. Figure 1 shows the real output of each of the MICT SETA's five sub-sectors.

Figure 2: Real Output; Rm 2015 – Prices



Source: Quantec, 2025

The largest MICT sub-sector in relation to real output is the Telecommunications sub-sector. Real output in Telecommunications stood at R356 billion in 2020, before increasing to R406 billion in 2023, after which a decline is recorded to R391 billion in 2024. The second largest sub-sector in relation to real output is Information Technology. Real output in this sub-sector grew continuously from R135 billion in 2021 to R147 billion in 2024, an 8.3% growth rate. The Film and Electronic Media sub-sector experienced an increase in real output between 2021 and 2022, from R79 billion to R82 billion, before declining consistently to R80 billion in 2024.

The Advertising sub-sector experienced a more volatile trend in relation to real output, declining between 2020 and 2021, followed by an increase between 2021 and 2022, and then declining again in 2023, before increasing in 2024. The sub-sector experienced an overall decline in real output from R32 billion in 2020 to R31 billion in 2024. The smallest

sub-sector with real output in the MICT sector is the Electronics sub-sector. Over time, real output in the sub-sector declined from R15 billion in 2020 to R14 billion in 2024.

There are many factors impacting the productivity of businesses within the MICT sector. The MICT SETA employer survey (2025) highlights disruptions in electricity supply as a key challenge. The impact of electricity disruptions is extensive, including reduced productivity or increased downtime, extra operational hours to make up for reduced productivity, loss of income caused by disruptions to service delivery, increased expenses for alternative sources of energy, breakage of equipment and machinery, and reduced investment due to uncertainty, amongst others.

Within the MICT SETA's external environment, the performance of policy and regulatory institutions is influenced by various external factors. These are explored through a Political, Economic, Social, Technological, Environmental, and Legal (PESTEL) analysis, as outlined below.

Table 2: PESTEL Analysis

POLITICAL FACTORS	ECONOMIC FACTORS
• New political landscape constituted through the GNU • Increased focus on accountability, monitoring and impact evaluation systems	• Gross Domestic Product growth or decline • Changes in Interest Rate • South Africa Risk Rating • Power outages
ENVIRONMENTAL	LEGAL FACTORS
• Increased demand for ICT and digital services • Opportunities in sector for green technologies and their applications	• Impact of POPI Act • Changes on SETA grant regulations • Approval of retention of surplus funds • SETA re-licensing for longer period • BUSA case and its impact on skills development imperatives
SOCIAL FACTORS	TECHNOLOGICAL FACTORS

• Changing work culture: Remote and Hybrid Work Models • Economic Inequality (ongoing inequalities, gender biasness in employment) and Social Unrest • Capacity challenges with regards to TVET colleges • Increased youth unemployment in both urban and rural areas, ongoing inequalities, gender biasness in employment • Weaker Basic Education impacting online learning	• Digitisation and an increase in innovation through Research Chairs • Impact of artificial intelligence technologies • Increased risk of cyber crime • Digital inclusivity (high cost of technology / access to technological advancement) • Availability of network spectrum • Increased accessibility and appeal of cloud-based systems • Drive for shared services in the PSET system
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8.2. MICT Sector Environment

The MICT sector operates in a dynamic and rapidly evolving external environment, shaped by both local economic trends and global technological advancements. Aligned with the NSDP 2030, the MICT sector plays a central role in driving digital transformation, employment, and economic growth in South Africa. It encompasses five core sub-sectors Advertising, Film and Electronic Media, Electronics, Information Technology and Telecommunications, each contributing differently to the economy and labour market.

The MICT sector is comprised of five interconnected yet distinct sub-sectors: Advertising, Film and Electronic Media, Electronics, Information Technology, and Telecommunications. The Standard Industry Classification (SIC) codes are instrumental in delineating these sub-sectors, effectively defining the boundaries of the MICT sector. This classification is further refined by categorising the sector into four sub-industries: manufacturing, transport, storage, and communication; finance, insurance, real estate, and business services; and community, social, and personal services. Table 3 presents MICT SETA Standard Classification Codes.

Table 3: MICT SETA Standard Classification Codes (SIC)

Sub-sector	SIC Code	Main Activity Description
Advertising	88310	Advertising
	88311	Activities of advertising agents
	88313	Commercial design
Electronics	35791	Manufacture of alarm systems
	75216	Security systems services except locksmiths
	75217	Office automation, office machinery and equipment rental leasing including installation and maintenance
	86004	Electronic and precision equipment/ computer repairs and maintenance
	86010	Consumer electronics repair and maintenance
	86013	Other electronic and precision equipment repair and maintenance
	86014	Repair and maintenance of electronic marine equipment
	87142	Research and development of electronic equipment and systems
	87143	Information technology import and product integration of pre-manufactured electronics IT and telecommunications equipment
	87146	Research and development in the physical and engineering sciences
	87147	Electronics importation and product integration of pre-manufactured electronics IT and telecommunications equipment
	96133	Installation, maintenance and repair of tracking devices for cars
Film and Electronic Media	88940	Photographic activities
	96110	Motion picture and video production distribution
	96112	Related activities - film and tape renting to other industries, booking, delivery and storage
	96113	Film and video reproduction
	96132	Production and broadcast of radio and television broadcast content
	96200	News agency activities
Information Technology	86001	Software publishers
	86002	Computer systems design and related services
	86003	Computer facilities management services
	86005	Computer rental and leasing
	86006	Computer programming services
	86007	Other computer related activities
	86008	Call centre and customer relationship management systems development and installations activities
	86009	Computer system design services and integrated solutions

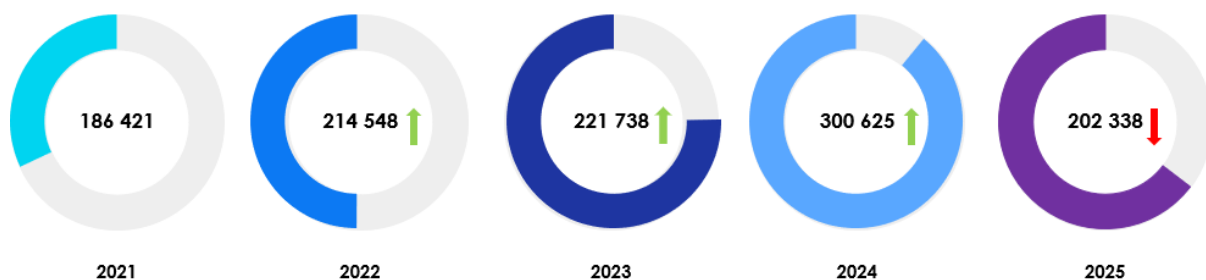
Sub-sector	SIC Code	Main Activity Description
	86011	Computer and office machine repair, maintenance and support services
Telecommunications	75200	Telecommunication
	75201	Wired Telecommunication carriers
	75202	Television and radio signal distribution
	75203	Cable networks and programme distribution
	75204	Telephone
	75205	Wired Telecommunication carriers except satellite radio telephone
	75209	Television Broadcasting
	75211	Telecommunications and wired telecommunication carriers
	75212	Paging
	75213	Cellular and other wireless telecommunications
	75214	Satellite telecommunications
	75215	Other telecommunications
	86012	Communication equipment repair and maintenance
	87148	Telecommunications importations and product integration of pre-manufactured electronics IT and telecommunications equipment
	96131	Providing Radio and television transmission signals

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

8.2.1. High-Level Summary of Employment Profile Over the Past 5 Years

Despite significant employment growth between 2021 and 2024, the sector experienced a sharp decline in 2025, potentially due to increased automation, highlighting structural shifts and the need for agile skills development approaches. Figure 2 shows the employment profile changes over the past five years.

Figure 3: Employment in the MICT Sector, 2021 – 2025



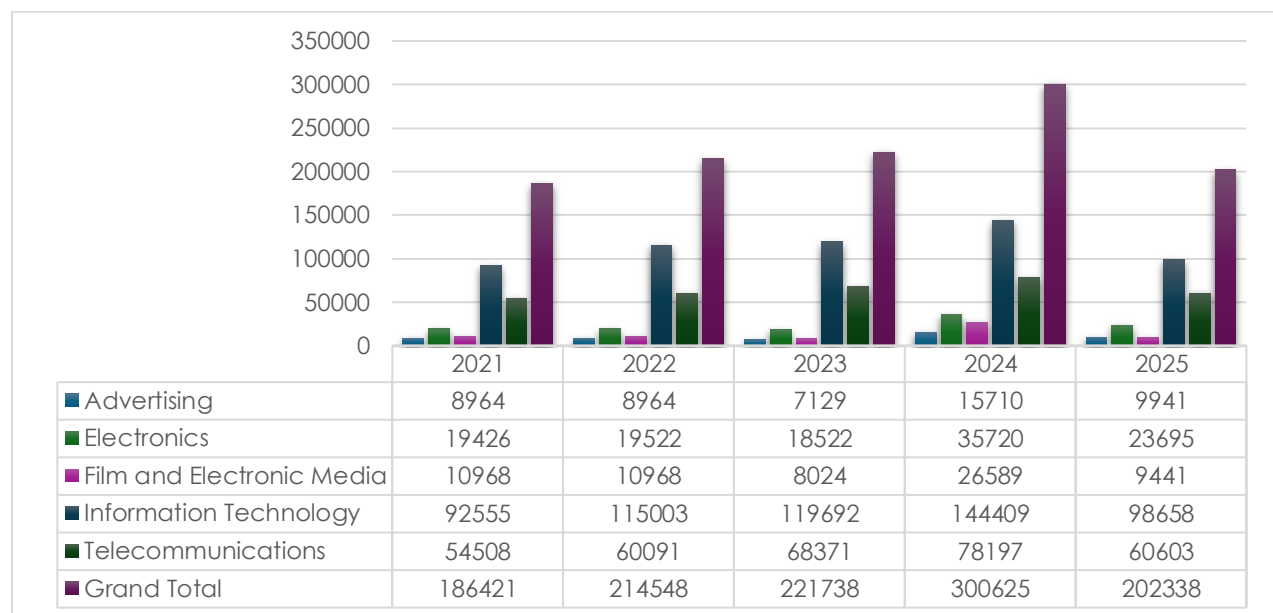
Source: MICT SETA WSP/ATR, 2021 – 2025

8.2.2. Summary of Sub-Sector Performance on Employer and Employment

Between 2021 and 2025, the Information Technology sub-sector consistently held the largest share of MICT employment, increasing from 92 555 employees in 2021 to a peak of 144 409 in 2024 before dropping to 98,658 in 2025 still a net gain of 6,103 jobs (7%).

The Film and Electronic Media sub-sector saw significant fluctuations, with employment stable at 10,968 in 2021–2022, dropping to 8,024 in 2023, then surging by 231% to 26,589 in 2024, before falling sharply to 9,441 in 2025 ending the period with a slight net decline. In contrast, the Advertising sub-sector showed more gradual growth, with employment starting at 8,964 in 2021–2022, dipping to 7,129 in 2023, doubling to 15,710 in 2024, and settling at 9,941 in 2025, reflecting an overall increase of 977 jobs or 11% as presented in Figure 3. These trends highlight the dominant and relatively stable role of IT, the volatility of Film and Electronic Media, and the steady expansion of Advertising within the MICT sector.

Figure 4: Employment Distribution by Sub-sector



Source: MICT SETA WSP/ATR, 2021 – 2025

The performance of South Africa's MICT sub-sectors reflects strong growth trends, driven largely by digital transformation and consumer demand. Presented in Table 4 below is the summary of MICT sub-sectors' performance:

Table 4: Sub-sector Economic Performance

Sub-sector	Economic performance
Advertising	Ad spending in South Africa's advertising market is projected to reach US\$2.23 billion in 2025. By 2030, digital platforms are expected to account for 52% of total ad expenditure, reflecting the ongoing shift toward online media. In the TV and video segment, per capita ad spending is estimated at US\$11.78 in 2025. Additionally, programmatic advertising is forecasted to generate 83% of total advertising revenue by 2030, underscoring the growing importance of automated, data-driven ad placements (Statista, 2025).
Film and Electronic Media	PricewaterhouseCoopers (2025) reported that the country's entertainment and media (E&M) market demonstrated strong resilience in 2023, achieving a growth rate of 11.7%, surpassing the global average of 5.0%. The market generated revenue of R295.3 billion (US\$16.1 billion) during the year, reflecting robust performance despite global macroeconomic challenges. Looking ahead, South Africa's E&M sector is projected to continue its upward trajectory, with revenues expected to rise to R363.2 billion (US\$19.8 billion) by 2028. This growth will outpace the global compound annual growth rate (CAGR) of 3.9%, underscoring the country's dynamic media landscape and its ability to sustain momentum in the coming years.
Information Technology	According to ICASA (2025), South Africa's telecommunications sector experienced strong growth in 2024, driven by a surge in fibre subscriptions, increased social media use, and improved network coverage. Fixed broadband subscriptions nearly doubled, from 1.4 million in 2023 to 2.7 million in 2024, while fibre-to-the-home and fibre-to-the-building connections rose sharply from 1.0 million to 2.4 million, generating R6.5 billion in revenue. Social media platforms also became key revenue sources for telecom operators, contributing a total of R159.3 billion. Leading platforms included Facebook (R58.9 billion), WhatsApp (R49.2 billion), and TikTok (R38.9 billion), reflecting the sector's deepening integration with digital content and user engagement.
Electronics	In 2025, the revenue in the Electronics sector in South Africa amounts to US\$5.8bn. Statista (2025) estimates that the sector will grow annually by 2.36% (CAGR 2025-2029). The largest segment in this market is Telephony, with a market volume of US\$3.3bn in 2025. When considering the total population figures, the per-person revenue in South Africa is US\$92.54 in 2025. By 2025, online sales are expected to contribute 24.1% of the total revenue in the Electronics sector. Looking ahead to 2029, the volume in this market is projected to reach 64.3m pieces. Furthermore, there is an expected volume growth of 1.8% in 2026. Lastly, the average volume per person in the South African Consumer Electronics market is estimated to be 1.0pieces in 2025. South Africa has seen a surge in demand for smart TVs, with consumers increasingly seeking high-quality entertainment options for their homes.
Telecommunications	Telecommunications networks are the vital infrastructure that keeps the world connected. In both work and play, these networks enable consumers and businesses to meet the demands of a digital society, whether it's hybrid working, online gaming, or video calling friends abroad. Statista (2025) has reported that the telecommunications sector

Sub-sector	Economic performance
	in South Africa is projected to reach US\$16.5bn in 2025. Mobile Data dominates the market with a projected market volume of US\$9.3bn in 2025. Revenue is expected to show an annual growth rate (CAGR 2025-2029) of 3.21%, resulting in a market volume of US\$18.7bn by 2029.

8.2.3. Sub-Sector Analysis Through Porter's Five Forces Framework

The table below assesses the performance of the sector using Porter's Five Forces analysis model.

Table 5: Porter's Five Forces Analysis

Five Forces	Advertising	Film and Electronic Media	Electronics, Information Technology, Telecommunications
Threat of New Entrants	The advertising sector continues to face moderate-to-high barriers to entry, particularly due to entrenched client relationships, brand loyalty, and high expectations around Return on Investment (ROI) and performance metrics. Digital transformation has enabled new entrants through accessible platforms like social media, but dominance of major players like Google, Meta, and local media giants creates a steep competitive landscape (Boshoff, 2022). However, stakeholder interviewees indicate that generative AI and automation tools are enabling more freelancers and small agencies to enter the market with low overheads (MICT SETA Interviews, 2025).	High capital costs, competition with global streaming services, complex regulatory requirements, Intellectual Property (IP) ownership challenges, and content distribution bottlenecks remain real barriers to entry, particularly given amendments to the Film and Publications Amendment Act (effective March 2023), which expands regulatory compliance to online streaming content. New entrants are increasingly digital-native (e.g., YouTube creators, podcast producers) but lack the IP ownership and scale to seriously threaten large studios or broadcasters. Interview data reflects the need for IP development, production skills, and regulatory navigation to address hurdles for new filmmakers (MICT SETA Interviews, 2025).	The South African ICT sector has relatively high barriers to entry. Common factors hindering entrance include regulation complexities, limited access to financial resources, and sluggish infrastructure development. Both local and foreign companies entering the South African digital market face multiple regulatory requirements, including compliance with POPIA, local procurement laws, localisation pressures, as well as various sector-specific laws. High market entry costs also make it particularly difficult for SMEs or startups looking to establish a presence in the market (ITA, 2024 & MWR, 2025). Cyber security concerns threaten the entry of many businesses in the sector requiring significant investments and skilled professionals. Acquiring this can be costly for some small-scale companies who then sometimes avoid market entry all together (ASG, 2024). Moreover, market-based barriers such as customer brand loyalty creates a challenge for new entries in the market looking establish their presence.
Bargaining	Larger digital platforms and	Suppliers of high-end production tools,	Although forecasted to increase in the

Five Forces	Advertising	Film and Electronic Media	Electronics, Information Technology, Telecommunications
Power of Suppliers	media owners have significant bargaining power in the sector. Smaller agencies have limited leverage over platforms like Google Ads or TikTok. The digital advertising ecosystem in South Africa is heavily dominated by Google (95% of paid search) and Meta (71% of paid social), giving these suppliers disproportionate leverage over agencies and clients (Manenzhe, Njisane, 2025). However, the increased number of digital tools and analytics providers dilutes the power of any single supplier. Interviewees noted the challenge of gaining access to reliable advertisement performance data, a key point for advertisers managing multiple platforms (MICT SETA Interviews, 2025).	visual effects software, and talent (editors, cinematographers) hold strong bargaining positions. The shortage of skilled technical professionals such as animation engineers and post-production specialists, noted in interviews, increases supplier leverage (MICT SETA Interviews, 2025). South African content producers rely on imported technology and often face skills gaps in visual effects, editing, and technical production. This scarcity grants suppliers of skilled personnel and equipment strong bargaining power. Interviewees highlight this trend regionally (MICT SETA Interviews, 2025).	future due to rapid technology adoption, the bargaining power of the suppliers in the South African ICT sector is currently moderate to high. This is due to various factors including market concentration, the unavailability of alternative suppliers, and the uniqueness of the products or services offered (Mordor Intelligence, 2025). Given the substantial shortage of skilled professionals in cybersecurity and IT within the country, coupled with the rising necessity to tackle cyber threats, security vendors and specialised consulting firms hold considerable leverage to raise prices and request extended service contracts (ASG, 2024). The South African ICT sector's suppliers bargaining power is relatively high due to the sectors high dependency on imported goods combined with robust market growth (ICASA, 2025).
Bargaining Power of Buyers	Buyers (clients) have increased power due to data-driven marketing, price transparency, and platform switching ease. There's growing demand for proof of ROI and audience reach, especially in the face of advertisement fatigue and budget tightening. Larger advertisers are increasingly developing in-house teams,	Consumers (viewers) wield growing power through on-demand viewing and subscription cancellations. Platform hopping (e.g., between Netflix, Showmax, Disney+) forces content providers to aggressively price and innovate. The shift in consumption patterns is echoed in institutional interviews, especially where adaptability and consumer-driven innovation are	Buyer bargaining power in the South African ICT sectors is influenced by competition from both local and global players and the growing digital ecosystem. As competition intensifies buyers have a lower cost of switching between providers. This forces companies in the sector to offer competitive prices, higher product quality, and exceptional customer services. The widespread digital technology

Five Forces	Advertising	Film and Electronic Media	Electronics, Information Technology, Telecommunications
	weakening traditional agencies' positions (MICT SETA Interviews, 2025).	emphasised (MICT SETA Interviews, 2025). South Africans as content consumers are shifting toward Over The Top (OTT) and streaming platforms. This shift places pressure on traditional broadcasters and content creators, increasing consumer power through the ability to cancel subscriptions or move between services (PwC, 2024).	adoption and increased availability of ICT products in South Africa empowers consumers with more choice and better price comparison thereby increasing their buyer bargaining power (ITA, 2024).
Threat of Substitute Products or Services	There is a very high threat from influencer marketing, direct-to-consumer branding, affiliate marketing, and AI-generated content (Manenzhe, Njisane, 2025). Businesses can bypass agencies altogether using in-house marketing teams or AI-driven campaign tools. These trends are consistent with comments about the rise of AI, chatbots, and automation in graduate skills preparation (MICT SETA Interview, 2025)	There is an extremely high threat from user-generated content and streaming platforms. Traditional media faces erosion as viewers favour YouTube, TikTok, and podcasts. Interviewed institutions repeatedly note the need for skills that support digital content production and monetisation, including UX design, animation, and cloud delivery models (MICT SETA Interviews, 2025)	The ICT sector in South Africa faces a moderate threat of substitute products or services. For example, emerging digital technologies such as automation, blockchain, AI, distributed cloud computing, internet-of-everything, and autonomous things, provide consumers with alternative solutions, impacting industry value creation and business structures. However, the dependence on ICT solutions and the specialised nature of the sector limits the immediate threat of substitutes.
Intensity of Competitive Rivalry	Competition is intense and fragmented, with agencies competing across price, creativity, analytics, and platform expertise. (Manenzhe and Njisane, 2025). The rise of freelancer platforms and gig work in marketing expands the competitive field. Institutions point out the need for	There is competitive rivalry between local content creators, established studios, and global streaming giants (PwC, 2024). New entrants focus on niche or localised content to compete, but distribution access and audience reach remain limiting. Interviews highlight the need for innovation labs, entrepreneurship	South Africa's ICT ecosystem is competitive encompassing both local and global players in several key sectors. The country's digital ecosystem is characterized by advancements in technology infrastructure, a growing startup environment, and strong government and private sector initiatives (ITA, 2025). Although the market is dominated by multinational corporations with significant market

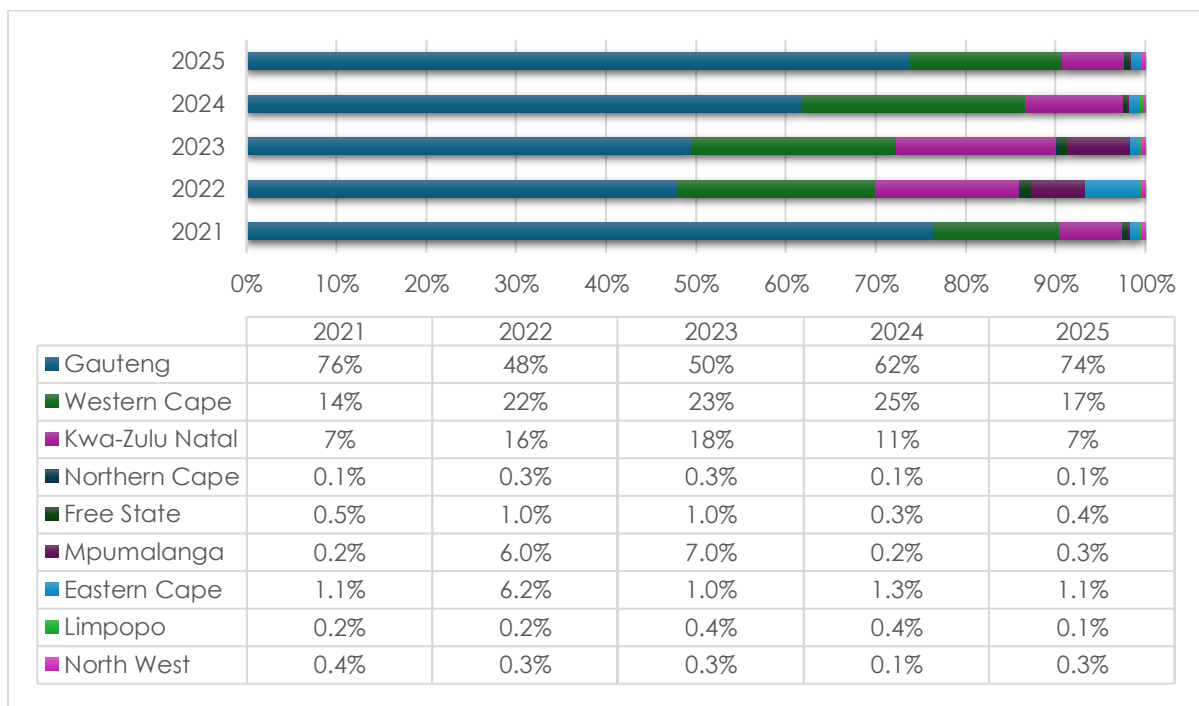
Five Forces	Advertising	Film and Electronic Media	Electronics, Information Technology, Telecommunications
	students to build, not just technical skills but portfolio-driven, solution-oriented capabilities that differentiate them in a saturated field (MICT SETA Interview, 2025).	training, and support for local IP creation to foster competitiveness (MICT SETA Interviews, 2025).	power due to network effects, economies of scale, and data advantages, the South African businesses have proven their capabilities to developing innovative solutions and continue to develop customised embedded software and electronic solutions.

8.2.4. Geographical spread of MICT sector

The MICT sector's employment remains highly concentrated in Gauteng, which accounted for the majority share, peaking at 76% in 2021, dipping to 48% in 2022, and recovering to 74% by 2025. The Western Cape consistently ranked second, contributing 14% to 25%, while KwaZulu-Natal ranged between 7% and 18% over the same period. The remaining six provinces collectively represented less than 10% of total employment, with provinces like Mpumalanga and the Eastern Cape experiencing brief peaks before declining, and the Northern Cape consistently holding the smallest share (below 0.4%) as presented on Figure 4 below.

This geographic concentration underscores ongoing urban–rural disparities in digital employment access. Broader labour market challenges also persist, with national unemployment reaching 32.9% and youth unemployment rising to 46.1% in 2025. Within the sector, employment remains male-dominated and primarily composed of mid-career professionals, with limited progress in youth inclusion and transformation.

Figure 5: Employee Provincial Distribution

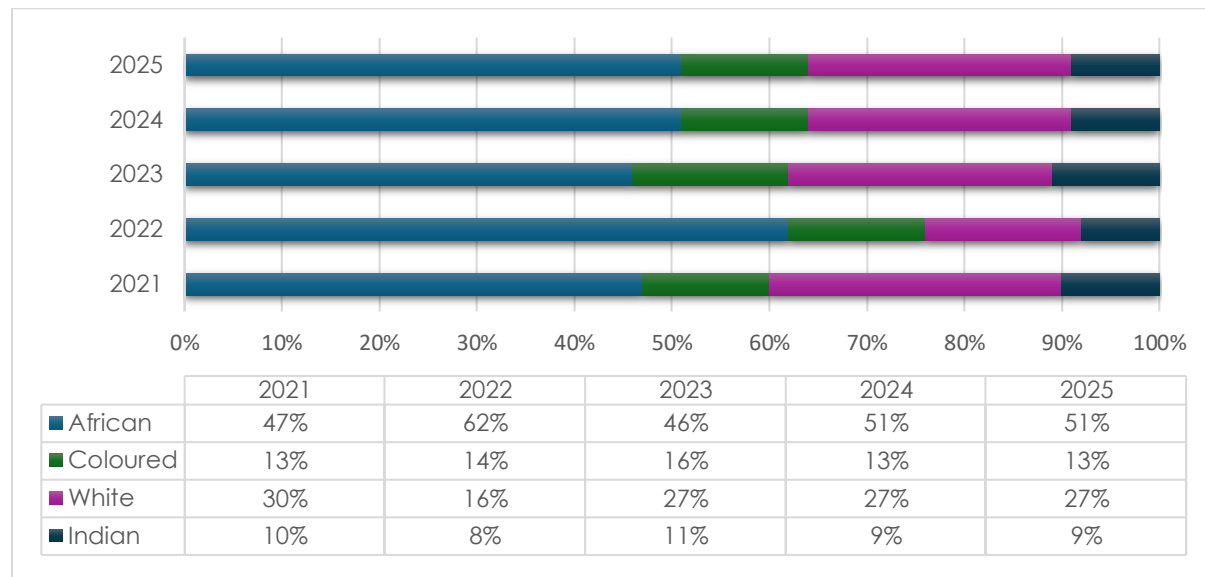


Source: MICT SETA WSP/ATR, 2021 – 2025

8.2.5. Summary of employment profile by race, gender and occupational categories

The MICT sector's workforce in 2024/25 remained predominantly African (51%), with White employees making up 27%, Coloured employees 13%, and Indian employees 9%, showing little racial change from the previous year (see Figure 5).

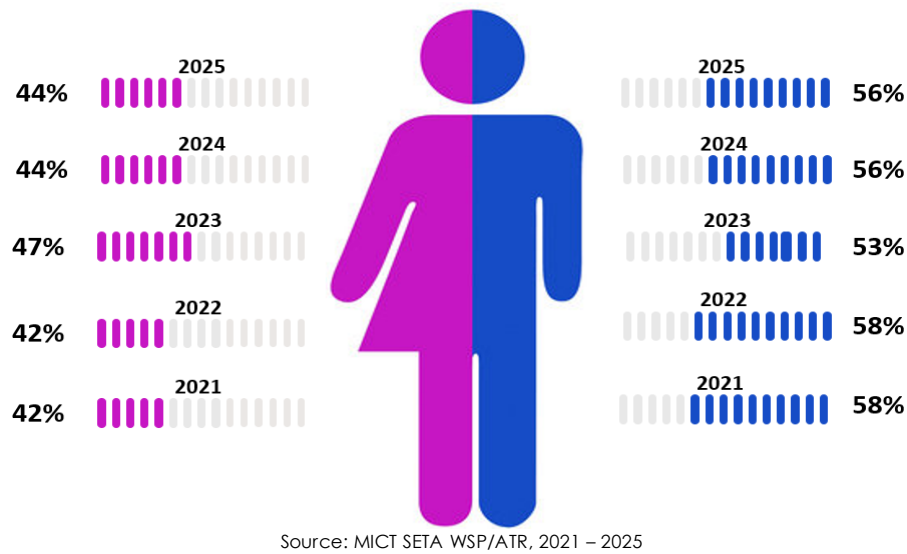
Figure 6: Employee Racial Demographic



Source: MICT SETA WSP/ATR, 2021 – 2025

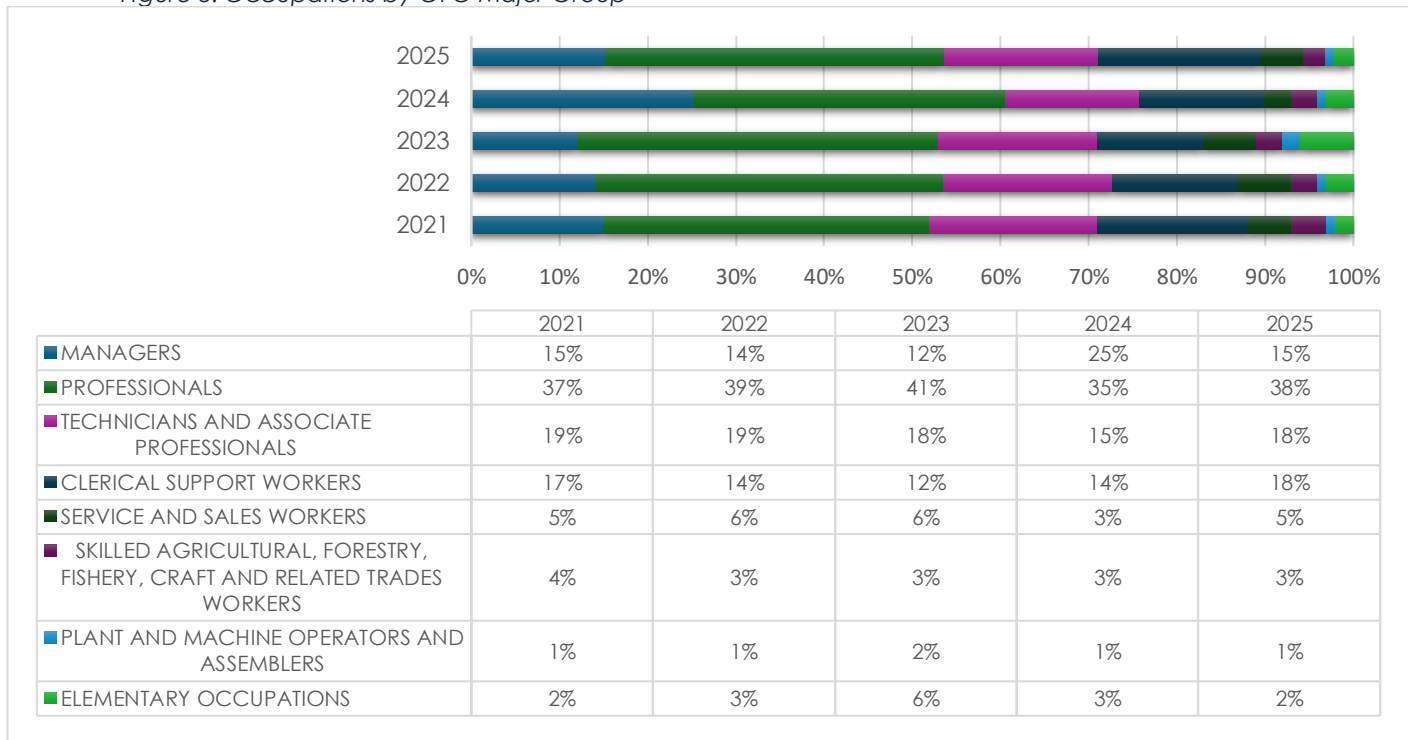
Gender representation also remained relatively unchanged, with males comprising 56% and females 44%, reflecting slow progress in gender transformation. The workforce is largely composed of mid-career professionals, with 49% aged between 35–55 and 44% under 35 in 2025 as shown Figure 6 below, indicating both experience depth and notable youth participation.

Figure 7: Employee Gender Distribution



Occupationally, Professionals consistently formed the largest group, rising from 37% in 2021 to 38% in 2025, highlighting the sector's skills-intensive nature. Clerical Support Workers, initially declining due to automation, rebounded from 12% in 2023 to 18% in 2025, suggesting evolving support roles in a digital environment. These employment patterns, along with persistent demand for scarce ICT skills, point to a sector that is professional driven, moderately transformed, and in need of targeted, inclusive talent development strategies.

Figure 8: Occupations by OFO Major Group



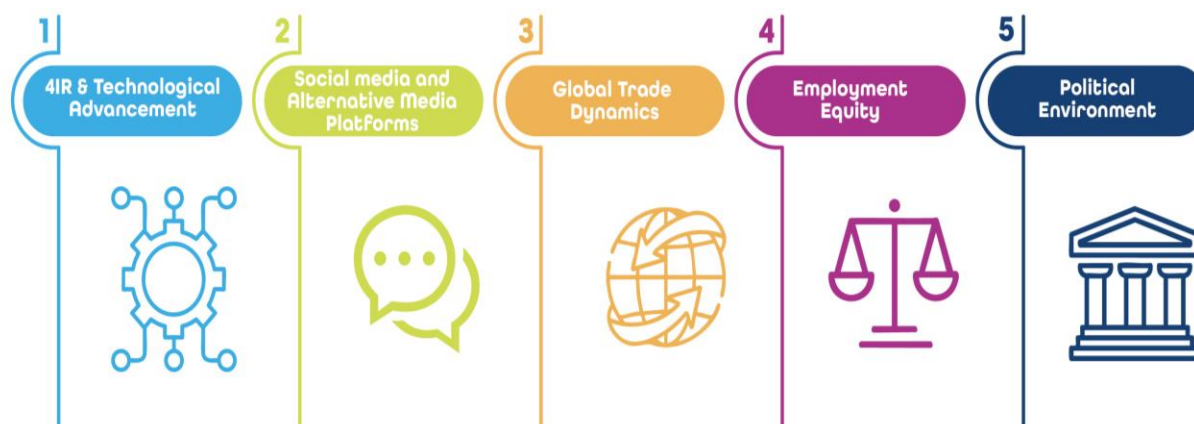
Source: MICT SETA WSP/ATR, 2021 – 2025

8.2.6. Drivers of Change in the MICT SETA

The MICT SETA has identified five key change drivers impacting skills demand and supply within the sector. 4IR and Technological Advancement is transforming the nature of work, requiring new digital skills, automation competencies, and agile learning systems. Social Media and Alternative Media Platforms are reshaping communication, content creation, and marketing, creating a demand for skills in digital storytelling, content moderation, and online engagement strategies.

Global Trade Dynamics influence the sector through international competition, outsourcing trends, and the adoption of global standards, pushing for a workforce that can compete in a globally integrated economy. Employment Equity continues to drive transformation in the workplace, requiring inclusive training opportunities and equitable access to jobs. Lastly, the Political Environment affects regulatory policies and funding priorities, which shape skills development planning and the responsiveness of training systems.

Figure 9: Key Change Drivers Impacting the MICT sector



Source: MICT SETA WSP/ATR, 2021–2025 and Key Informants Interviews

8.2.7. Key Skills Challenges Impacting the MICT Sector

The MICT sector is grappling with persistent and complex skills challenges on both the demand and supply sides. Hard-to-fill vacancies (HTFVs) are particularly concentrated in Information Technology and Communications, with high demand for Software Developers, ICT Security Specialists, Cloud Engineers, Data Scientists, and Multimedia Specialists. These roles require advanced technical skills, sector-specific knowledge, and workplace experience capabilities that are often lacking due to outdated curricula, insufficient hands-on training, slow curriculum responsiveness, and high costs of certification. Skills gaps are prevalent across all occupational categories: managers require stronger project and leadership skills; professionals and technicians need enhanced technical competencies and industry exposure; while support roles face deficits in communication, problem-solving, and customer service skills. Additionally, the 4IR and digital transformation are accelerating the emergence of new occupations—such as AI Specialists, UX/UI Designers, and Cybersecurity Analysts, further widening the gap between industry demand and training supply.

In response to these challenges, the MICT SETA will intensify its support for industry-aligned, vendor-led training and certification programmes, particularly in high-demand areas like cybersecurity. It will also promote work-integrated learning by funding practical labs and

experiential learning initiatives to equip graduates with real-world experience. The SETA plans to strengthen collaboration with employers and training institutions to ensure curricula keep pace with rapid technological changes. Furthermore, it will invest in identifying and supporting emerging occupations through targeted occupational mapping and skills forecasting. These actions aim to build a more responsive, inclusive, and future-ready workforce for the MICT sector.

In summary, the sector has shown resilience and growth in areas like IT and Telecommunications, driven by broadband expansion and increased digital content consumption. However, persistent challenges such as unreliable electricity supply, uneven geographic development, and high youth unemployment underscore the need for targeted, inclusive, and adaptive skills development strategies. A coordinated response by government, industry, and educational institutions is essential to unlock the sector's full potential and build a digitally skilled, future-ready workforce.

8.3. Internal Environment Analysis

8.3.1. SWOT Analysis

A SWOT analysis is a strategic planning tool used to assess an organisation's internal Strengths and Weaknesses, as well as external Opportunities and Threats. In the context of the MICT SETA, the SWOT analysis serves as a comprehensive evaluation of the SETA's capabilities, challenges, and potential areas for growth, helping to align strategies for skills development and sectoral advancement. The SWOT analysis reveals that the sector is well-positioned with strong capabilities in labour market intelligence, the development and alignment of quality learning programmes, and robust financial management. These strengths are bolstered by effective partnerships, innovative research and solid business leadership.

However, challenges persist in evaluating the impact of skills development, ensuring quality assurance in learning programmes, and managing resources efficiently. Opportunities exist to further elevate sectoral growth through expanded partnerships, innovative research, taking advantage of technology and optimised financial

management. Nonetheless, threats such as poor capacity in critical divisions, misaligned strategies and inefficient resource management could undermine these efforts if not addressed.

Table 6: SWOT Analysis

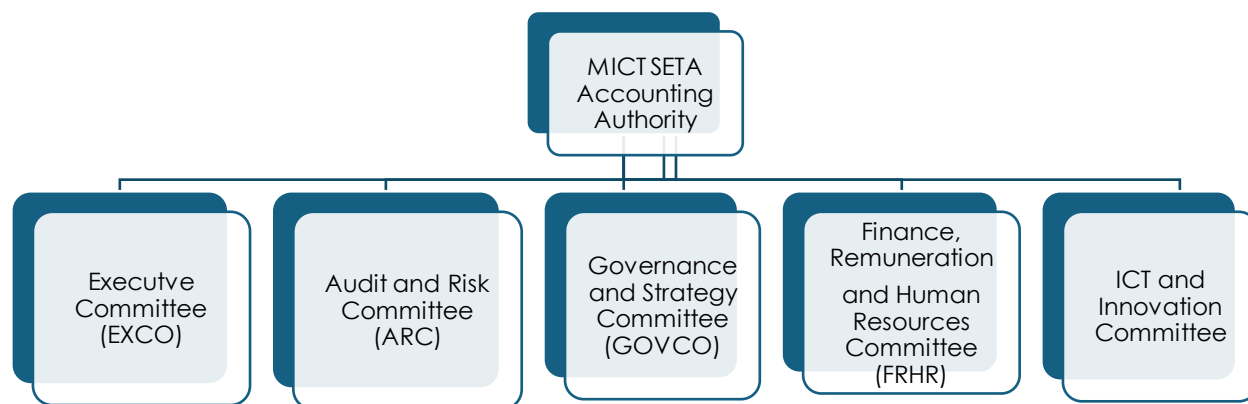
Internal Environment	
Strengths	Weaknesses
• Modern ICT infrastructure and innovation capacity. • Effective identification of sectoral skills needs and sound SSP. • Strong partnerships and formal risk management systems. • Competent, stable, and skilled workforce. • Effective use of 4IR Research Chairs to drive innovation.	• Challenges in evaluating the impact of skills development interventions. • Slow adoption of digital platforms and limited automation in compliance & M&E. • Challenges in evaluating the impact of skills development interventions. • Manual processes and outdated tools of trade. • Outdated or inconsistent stakeholder databases. • Capacity constraints and undercapacity for site visits, QA, and evaluations.
External Environment	
Opportunities	Threats
• Collaboration with industry, academia, and other SETAs. • Adoption of ERP, AI, and eLearning systems for improved efficiency. • Growing demand for MICT and 4IR-related skills. • Capacity building for training providers, assessors, and moderators. • Enhanced research and innovation through Research Chairs.	• Inadequately evaluation of the impact of skills development interventions • Inadequate labour market information and knowledge management might lead to poor decision-making and strategic errors. • Cybersecurity threats and ransomware attacks. • Rapid technology changes outpacing available resources. • Limited workplace placement opportunities for learners. • Stipend fraud, double-dipping, and learner dropouts.

8.3.2. MICT SETA Capacity to Deliver on the Mandate

While the SETA Boards are yet to be appointed, once in place, they will be constituted in accordance with the governance framework. The SETA is governed by a representative Accounting Authority and its sub-committees, which collectively provide strategic

direction to the organisation. The figure below illustrates the intended structure of the MICT SETA Accounting Authority and its sub-committees:

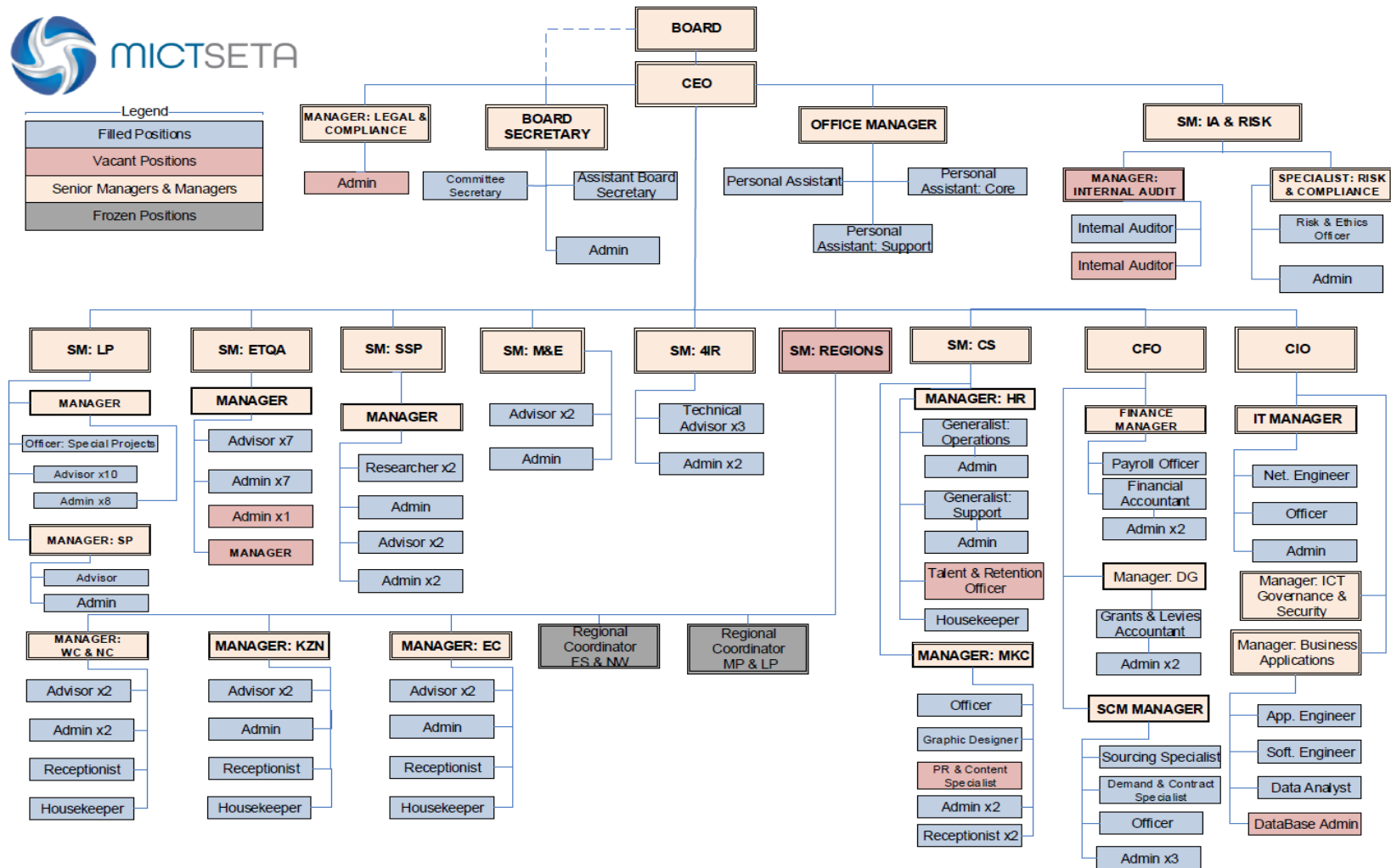
Figure 10: MICT Board Structures



8.3.3. MICT SETA Organogram

The SETA comprises three core divisions, namely: Sector Skills Planning, Learning Programmes Division (LPD), including 4IR, and ETQA. The support divisions are Finance with Supply Chain Management Business Unit, Corporate Services with Human Capital, and Marketing and Communications Business Units, Information and Communications Technology with Quality Management Systems Business Unit, Legal and Compliance and Monitoring and Evaluation. Currently, the organisation consists of 134 filled positions out of 143 approved positions with 9 vacant posts; this number excludes temporarily employed employees. Figure 10 below presents the approved organogram of the MICT SETA.

Figure 11: MICT Organogram



9. Budget for the Strategic Plan 2025 – 2030

9.1. Financial Resources

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

The budget summary is as follows

Table 7: MICT SETA Overview of 2026/27-2029/30 Estimates

Description			MEDIUM TERM EXPENDITURE ESTIMATE					
			2025/26	2025/26	2026/27	2027/28	2028/29	2029/30
			Approved Budget	Forecast	Estimate	Estimate	Estimate	Estimate
			R	R	R	R	R	R
Revenue including Surplus utilisation			1,594,205,132	1,607,464,472	1,676,981,933	1,509,170,738	1,606,359,034	1,709,819,178
Levy Income			1,271,859,116	1,277,216,216	1,360,235,270	1,448,650,563	1,542,812,849	1,643,095,685
• Administration Income	10.50%		166,931,509	167,634,628	178,530,879	190,135,386	202,494,186	215,656,309
• Mandatory Income	20.00%		317,964,779	319,304,054	340,058,818	362,162,641	385,703,212	410,773,921
• Discretionary Income	49.50%		786,962,828	790,277,534	841,645,573	896,352,536	954,615,451	1,016,665,455
Interest and Penalties			-	8,038,748	-	-	-	-
Other Income			18,150,000	18,150,000	7,050,000	-	-	-
Investment/Interest Income			53,382,016	53,245,508	57,638,262	60,520,176	63,546,184	66,723,494
Utilisation of Cash Surplus			250,814,000	250,814,000	252,058,400	-	-	-
Expenditure			1,594,205,132	1,607,464,472	1,676,981,933	1,509,170,738	1,606,359,034	1,709,819,178
Administration Costs			166,931,509	167,634,628	178,530,879	190,135,386	202,494,186	215,656,309
Mandatory Grants			270,270,062	255,443,243	272,047,054	289,730,113	308,562,570	328,619,137
Discretionary Costs			1,118,853,561	1,146,236,601	1,199,353,999	1,029,305,239	1,095,302,277	1,165,543,733
Other Expenses			18,150,000	18,150,000	7,050,000	-	-	-
Special/Strategic Projects (4IR and IT Digital Projects)			20,000,000	20,000,000	20,000,000	-	-	-
Surplus (Deficit)			-	-	-	-	-	-

Description	MEDIUM TERM EXPENDITURE ESTIMATE						
	2025/26	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31
	Approved Budget	Forecast	Estimate	Estimate	Estimate	Estimate	Estimate
	R	R	R	R	R	R	R
Mandatory Grants Payout Ratio	85.0%	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%
Administration Ratio	10.5%	10.5%	10.5%	10.5%	10.5%	10.5%	10.5%
Administration Ratio (with special projects)	11.8%	11.8%	11.7%	10.5%	10.5%	10.5%	10.5%
Average growth rates:							
Revenue	20%	1%	5%	-10%	6%	6%	6%
Levy Income	5%	0%	7%	6%	6%	6%	6%
• Administration Income	5%	0%	7%	6%	6%	6%	6%
• Mandatory Income	5%	0%	7%	6%	6%	6%	6%
• Discretionary Income	5%	0%	7%	6%	6%	6%	6%
Interest and Penalties	0%	0%	0%	0%	0%	0%	0%
Other Income	-61%	0%	-61%	0%	0%	0%	0%
Investment/Interest Income	-12%	0%	8%	5%	5%	5%	5%
Expenditure	23%	1%	4%	-10%	6%	6%	6%
Administration Costs	5%	0%	6%	6%	6%	6%	6%
Mandatory Grants	22%	-5%	7%	6%	6%	6%	6%
Discretionary Costs	32%	2%	5%	-14%	6%	6%	6%
Other Expenses	-61%	0%	-61%	-100%	0%	0%	0%
Special Projects	13%	0%	0%	-100%	0%	0%	0%

Table 8: Budget and Programmes Reconciliation

Programme	Outcomes	Discretionary	Administration
Programme 1: Administration	Efficient Financial Management, Corporate Services, ICT Support and performance monitoring and evaluation to ensure effective governance.	N/A	R 198 530 879
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 R 4 000 000 for the research agenda, which has been incorporated within the budget for Discretionary grant administration.
	Supported career development services within the MICT sector.	N/A	
Programme 3: Learning Programmes	Supported growth of the public college system.	R 1 109 402 449	R 89 951 550
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	Outcomes	Discretionary	Administration
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 development of R 4 000 000, has been incorporated within the administration costs.

Table 9: Utilisation and Assumption

2026/27 Levies Budget Calculation	
	R
MICT SETA estimated levy income - 80%	1,341,077,027
NSF Allocation - 20%	335,269,257
Estimated levy income - 100%	1,676,346,284
	1,360,235,270
Administration income (10.5%)	178,530,879
Mandatory Income (20%)	340,058,818
Discretionary Income (49.5%)	841,645,573
Interest and Penalties: SDL	-
Other Income - NSF & FASSET Project	7,050,000
Investment Income	57,638,262

2026/27 Levies Budget Calculation

Utilisation of Cash Surplus	252,058,400
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Total Income	<u>1,676,981,933</u>
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ASSUMPTIONS AND CONSIDERATIONS:

1. The anticipated sector growth rate for 2025 - 2030 is 7.9%, however 6.5% was applied on the latest levy data projection for a more conservative approach.

2. Interest and penalties have not been budgeted for due to its nature being uncertain.

3. Unused interest income and unused surplus on Mandatory grants is transferred to Discretionary at year end.

4. A portion cash surplus will be used for Discretionary grants projects in 2026/27 in order to increase spending on Skills Development.

5. The final disbursements for the NSF project will occur in the 2026/27 financial year. Furthermore, no External Special Projects are anticipated for the 2026/27 financial year.

UTILISATION:

Administration expenditure	178,530,879
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Mandatory expenditure	272,047,054
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Discretionary expenditure	1,199,353,999
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Special Projects (4IR system implementation + 4IR Qualifications Development)	20,000,000
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Other Expenses - NSF & FASSET Project	7,050,000
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<u>1,676,981,933</u>

Discretionary grant split

- Pivotal	887,521,960
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- Non-Pivotal

2026/27 Levies Budget Calculation	
	221,880,490
	1,109,402,449
- Discretionary Admin Expenditure (7.5%)	89,951,550
	1,199,353,999

Table 10: Budget Summary Level 1

Description		2025/26	2025/26	2026/27	Variance in the Proposed Budget 2026/27 expressed as %
		Approved Budget	Forecast	Proposed Budget	
		R	R	R	
Total Revenue including Surplus utilisation		1,594,205,132	1,607,464,472	1,676,981,933	4%
Levy Income		1,271,859,116	1,277,216,216	1,360,235,270	7%
• Administration					
Income	10.50%	166,931,509	167,634,628	178,530,879	6%
• Mandatory					
Income	20.00%	317,964,779	319,304,054	340,058,818	7%
• Discretionary					
Income	49.50%	786,962,828	790,277,534	841,645,573	6%
Interest and Penalties		-	8,038,748	-	0%
Other Income - NSF & FASSET Project		18,150,000	18,150,000	7,050,000	-61%
Investment/Interest Income		53,382,016	53,245,508	57,638,262	8%
Utilisation of Cash Surplus		250,814,000	250,814,000	252,058,400	0%
Total Expenditure		1,594,205,132	1,607,464,472	1,676,981,933	4%
Administration Costs		166,931,509	167,634,628	178,530,879	6%
Mandatory Grants		270,270,062	255,443,243	272,047,054	7%
Discretionary Grants		1,118,853,561	1,146,236,601	1,199,353,999	5%
Other Expenses		18,150,000	18,150,000	7,050,000	-61%
4IR and ICT Digitisation		20,000,000	20,000,000	20,000,000	0%
Surplus (Deficit)		-	-	-	-

Table 11: 2026/27 Budget Summary Level 2 (Variance Analysis)

Description		2024/25 Financial Year	2025/26 Financial Year	2025/26 Financial Year	2026/27 Financial Year	Variance: Proposed Budget 2025/26 vs 2024/25 Financial Year Actuals		Variance: Proposed Budget vs 2025/26 Financial Year Approved Budget		Commentary on Proposed Budget vs 2024/25 Financial Year Actuals (AC) vs 2025/26 Approved Budget (BU)
		Actuals	Approved Budget	Forecast	Proposed Budget					
		R	R	R	R	R	%	R	%	
Revenue including Surplus utilisation		1,328,361,000	1,594,205,132	1,607,464,472	1,676,981,933	348,620,933	26%	69,517,460	4%	
Levy Income		1,211,672,000	1,271,859,116	1,277,216,216	1,360,235,270	148,563,270	12%	88,376,154	7%	AC: Proposed budget based on normal operations in a slow-growing economy. BU: Adjusted for inflation.
• Administration Income	10.50%	159,040,000	166,931,509	167,634,628	178,530,879	19,490,879	12%	11,599,370	7%	
• Mandatory Income	20.00%	302,875,000	317,964,779	319,304,054	340,058,818	37,183,818	12%	22,094,039	7%	
• Discretionary Income	49.50%	749,757,000	786,962,828	790,277,534	841,645,573	91,888,573	12%	54,682,746	7%	
Other Income		116,689,000	71,532,016	79,434,256	64,688,262	(52,000,738)	-45%	(6,843,754)	-10%	AC/BU: Decrease due to 4th - 5th tranche of the NSF Special Project that were realised in 2025/26. In the event that the project is delayed budget incorporates the 5th tranche 2026/27
Interest and Penalties		8,806,000	-	8,038,748	-	(8,806,000)	-100%	-	0%	AC/BU: SDL interest and penalties not budgeted for due to uncertainty of income.
Other Income - External Special Projects		47,094,000	18,150,000	18,150,000	7,050,000	(40,044,000)	-85%	(11,100,000)	-61%	AC/BU: Decrease due to 4th - 5th tranche of the NSF Special Project that were realised in 2025/26. In the event that the project is delayed budget incorporates the 5th tranche 2026/27
Investment/Interest Income		60,789,000	53,382,016	53,245,508	57,638,262	(3,150,738)	-5%	4,256,246	8%	AC: Due to increased cash balances in line with increased revenues BU: Adjusted for increased cash balances

Description		2024/25 Financial Year	2025/26 Financial Year	2025/26 Financial Year	2026/27 Financial Year	Variance: Proposed Budget 2025/26 vs 2024/25 Financial Year Actuals		Variance: Proposed Budget vs 2025/26 Financial Year Approved Budget		Commentary on Proposed Budget vs 2024/25 Financial Year Actuals (AC) vs 2025/26 Approved Budget (BU)
		Actuals	Approved Budget	Forecast	Proposed Budget					
		R	R	R	R	R	%	R	%	
Utilisation of Cash Surplus		-	250,814,000	250,814,000	252,058,400	252,058,400	100%	1,244,400	100%	Portion of cash surplus, set aside for implementation of Discretionary Grants Programmes
Expenditure		1,296,630,000	1,594,205,132	1,607,464,472	1,676,981,932	380,351,932	29%	69,517,460	4%	
Administration Costs		159,256,000	166,931,509	167,634,628	178,530,879	19,274,879	12%	10,896,251	7%	Based on 10.5% allocation as legislated.
External Audit Fees		5,038,000	4,671,102	4,671,102	4,904,657	(133,343)	-3%	233,555	5%	AC: Expenditure included the audit of the Learner Management System as well as addition hours billed that are not anticipated. BU: adjusted for inflation.
Internal Audit Fees		857,000	1,520,000	1,520,000	1,596,000	739,000	86%	76,000	5%	AC/BU: Due to Internal Audits to be performed in line with the Audit Plan.
Board and Subcommittees Expenses		8,367,000	9,791,300	3,000,000	10,280,865	1,913,865	23%	489,565	5%	AC/BU: Increase due to board indemnity cover, board recruitment and vetting of new incoming board.
Building Expenses		8,584,000	11,302,168	11,302,168	11,867,276	3,283,276	38%	565,108	5%	AC/BU: Adjusted for the lease escalation per region including Head Office (HO) and electricity costs were factored in at an increase of an average of 20% per annum, as well as Leasehold improvements budgeted for in Capital Expenditure at HO as a result of new staff members.

Description		2024/25 Financial Year	2025/26 Financial Year	2025/26 Financial Year	2026/27 Financial Year	Variance: Proposed Budget 2025/26 vs 2024/25 Financial Year Actuals		Variance: Proposed Budget vs 2025/26 Financial Year Approved Budget		Commentary on Proposed Budget vs 2024/25 Financial Year Actuals (AC) vs 2025/26 Approved Budget (BU)
		Actuals	Approved Budget	Forecast	Proposed Budget					
		R	R	R	R	R	%	R	%	
Communication Costs (Office)		-	50,000	50,000	50,000	50,000	100%	-	0%	AC/BU As a result of a new telephone system that linked calls to MS Teams using the internet.
Depreciation / Amortisation		4,540,000	8,450,291	5,015,128	8,872,806	4,332,806	95%	422,515	5%	AC/BU: System development is underway for a new Learner Management System set to be concluded for Modules in use that cannot be reliably measured and thus therefore cannot be capitalised in its current stage however the amortisation has been factored into the budget in the event that this should change in the current year or in the next financial year.
Information Technology Expenses		9,276,000	14,842,760	11,508,418	12,083,839	2,807,839	30%	(2,758,921)	-19%	AC/BU: ICT other costs are included in the Digital strategy.
Legal, Investigations & Consulting Fees		3,586,000	7,000,000	5,000,000	5,000,000	1,414,000	39%	(2,000,000)	-29%	AC/BU: Relates to Legal costs due to unfinalized litigations and consultancy fees for the update of the SSP as well as normal operations.
Marketing Costs		8,401,000	6,000,000	6,000,000	6,000,000	(2,401,000)	-29%	-	0%	AC: Expenditure included travel for 4th quarter roadshows of 2023/24 moved to 1st quarter of 2024/25, which is not expected in FY2025/26. BU: Adjusted to include Roadshows for the ETQA and SSP division as well

Description		2024/25 Financial Year	2025/26 Financial Year	2025/26 Financial Year	2026/27 Financial Year	Variance: Proposed Budget 2025/26 vs 2024/25 Financial Year Actuals		Variance: Proposed Budget vs 2025/26 Financial Year Approved Budget		Commentary on Proposed Budget vs 2024/25 Financial Year Actuals (AC) vs 2025/26 Approved Budget (BU)
		Actuals	Approved Budget	Forecast	Proposed Budget					
		R	R	R	R	R	%	R	%	
										re-branding
Other Costs		3,222,000	4,155,690	4,155,690	4,363,475	1,141,475	35%	207,785	5%	Other costs include Provision for bad debt, stationery, printing, interest paid, operating leases.
QCTO and Qualification Development		13,327,000	13,031,323	13,031,323	13,682,889	355,889	3%	651,566	5%	AC: includes QCTO expense and qualification development while budget is for QCTO expenditure. BU: Proposed budget based on 5% inflation. Qualification development budgeted for as part of DG admin costs.
Repairs and Maintenance		27,000	500,000	500,000	500,000	473,000	1752%	-	0%	Proposed budget include any additional adhoc repairs and maintenance costs.
Research		422,000	2,000,000	2,000,000	2,000,000	1,578,000	374%	-	0%	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 which is budget for under Project Administration.

Description		2024/25 Financial Year	2025/26 Financial Year	2025/26 Financial Year	2026/27 Financial Year	Variance: Proposed Budget 2025/26 vs 2024/25 Financial Year Actuals		Variance: Proposed Budget vs 2025/26 Financial Year Approved Budget		Commentary on Proposed Budget vs 2024/25 Financial Year Actuals (AC) vs 2025/26 Approved Budget (BU)
		Actuals	Approved Budget	Forecast	Proposed Budget					
		R	R	R	R	R	%	R	%	
Staff Costs		89,304,000	80,312,525	96,576,449	93,859,505	4,555,505	5%	13,546,980	17%	AC: 2024/25 financial year: includes cost of temporary staff, performance based increase as well as long service awards, this excludes staff cost for Project Related Administration Staff. BU: 2026/27 financial year: Salary bill adjusted for newly approved positions which are expected to be filled in the year , staff based increases, training and staff development as well as staff wellness. Learning programme salary bill is included as part of DG admin costs.
Travel Costs		4,305,000	3,304,350	3,304,350	3,469,568	(835,433)	-19%	165,218	5%	AC: Proposed budget includes SSP, ETQA, Marketing local travel for Roadshows and other marketing related events as well as one international travel for the CEO. Expenditure included travel for 4th quarter roadshows of 2023/24 moved to 1st quarter of 2024/25, which is not expected in FY2025/26. BU: Adjusted for inflation
Mandatory Grants		222,377,000	270,270,062	255,443,243	272,047,054	49,670,054	22%	1,776,992	1%	Based on 20% allocation, with a 80% payout rate.

Description		2024/25 Financial Year	2025/26 Financial Year	2025/26 Financial Year	2026/27 Financial Year	Variance: Proposed Budget 2025/26 vs 2024/25 Financial Year Actuals		Variance: Proposed Budget vs 2025/26 Financial Year Approved Budget		Commentary on Proposed Budget vs 2024/25 Financial Year Actuals (AC) vs 2025/26 Approved Budget (BU)
		Actuals	Approved Budget	Forecast	Proposed Budget					
		R	R	R	R	R	%	R	%	
Discretionary Grants		850,640,000	1,118,853,561	1,146,236,601	1,199,353,999	348,713,999	41%	80,500,438	7%	AC/BU: Based on 49.5% allocation adjusted for special projects plus other income swept to DG as per SDLA including Discretionary Grant admin cost of 7.5% and the utilization of the surplus.
Other expense - External Special Projects		46,707,000	18,150,000	18,150,000	7,050,000	(39,657,000)	-85%	(11,100,000)	-61%	AC/BU: Decrease due to 4th - 5th tranche of the NSF Special Project that were realised in 2025/26. In the event that the project is delayed budget incorporates the 5th tranche 2026/27
Special/ Strategic Projects (4IR IT Capital)		17,650,000	20,000,000	20,000,000	20,000,000	2,350,000	13%	-	-	4IR IT capital costs + 4IR Qualification Development included as part of approved Digital Strategy projects.
Surplus/(Deficit)		31,731,000	(0)	0	0	(31,731,000)	(0)	0		

9.2. MICT SETA Status on Compliance with B-BBEE

As a Schedule 3A public entity, the MICT SETA recognises the B-BBEE Act as a critical instrument for driving economic transformation. In alignment with the B-BBEE framework, the MICT SETA strategically prioritises its funding and procurement practices to support empowerment objectives. Over 80% of the Discretionary Grant budget is allocated to B-BBEE Level 1 organisations, while more than 70% of procurement expenditure under SCM is directed towards suppliers at B-BBEE Level 1.

In the 2023/24 financial year, the SCM policy was amended to allocate 20 points for specific B-BBEE-related goals in the procurement evaluation process. These points are structured as follows: 10 points for companies at least 51% owned by historically disadvantaged individuals, an additional 5 points if the owner is a woman, and a further 5 points if the owner is a youth. Beyond procurement, the SETA also supports economic inclusion through initiatives such as an employee bursary scheme (extending to dependents), short-course training and development, and career guidance programmes in educational institutions.

9.2.1. MICT SETA Status on Compliance with Women and People Living with Disabilities

The SETA is diligently working to ensure its compliance with key legislation such as the EEA, the Promotion of Equality and Prevention of Unfair Discrimination Act No. 4 of 2000, and the B-BBEE. These efforts are vital in creating a fair and equitable environment for all our employees, and we are proud of the significant progress we are making in this regard.

We have an approved Employment Equity Plan in place, and we currently boast a majority of women in both senior and management positions. This is a testament to our dedication to promoting gender equity within our organisation.

PART C: MEASURING OUR PERFORMANCE

10. Institutional Performance Information

10.1. Measuring the Impact

Table 12: MICT SETA Impact Statement

Impact Statement	An agile organisation that supports the development of cutting-edge, creative, and innovative skills for sustainable employment and entrepreneurship
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10.2. Measuring Outcomes

Table 13: MICT SETA Outcome targets

Medium-Term Development Plan Priority				
Outcomes	Outcome Indicator		Baseline	Five-Year Target
Outcome 1: Good corporate governance and a productive workforce	1.1.	Number of unqualified audit opinions from the Auditor-General	5 Unqualified Audit Opinions	5 Unqualified Audit Opinions
	1.2.	Percentage of APP targets achieved	95%	95%
	1.3.	Number of approved ICT reports on improved business performance due to ICT Interventions	New Target	5 ICT Reports

Medium-Term Development Plan Priority			
Outcomes	Outcome Indicator	Baseline	Five-Year Target
Outcome 2: Credible labour market information that accurately identifies occupations in high demand	2.1. Percentage of DG budget disbursed toward addressing skills needs identified in the SSP	95% of the DG budget disbursed towards addressing skill needs in the sector	95% of the DG budget disbursed towards addressing skill needs in the sector
	2.2. Percentage of Graduates Demonstrating Upward Mobility through Track and Tracer Studies	New Target	50%
	2.3. Percentage of WSP / ATR applications evaluated	100%	100%
	2.4. Number of Accounting Authority-approved SSPs submitted to DHET	5 Accounting Authority-approved SSPs submitted to DHET	5 Accounting Authority-approved SSPs submitted to DHET
Outcome 3: Enablement of the Fourth Industrial Revolution (4IR)	3.1. Percentage of 4IR-aligned workforce development programmes implemented through industry partnerships	100%	100%
Outcome 4: Increased access to, and delivery on occupationally directed priority programmes that link education and the workplace	4.1. Percentage of learners who are employment-ready and/or placed in employment opportunities	100%	100%
	4.2. Percentage of high-demand programmes reviewed or	60%	100%

Outcomes	Medium-Term Development Plan Priority		
	Outcome Indicator	Baseline	Five-Year Target
	developed		
Outcome 5: Support initiatives that prioritise the provision of agile, flexible and demand-led skills development programmes, with retraining/ Upskilling being a priority	5.1. Percentage of employed learners upskilled in the MICT sector	100%	100%
	5.2. Percentage of skills development support for worker-initiated training	100%	100%
Outcome 6: Increased and focused skills development for rural and marginalised communities to ensure inclusivity through technology skills development	6.1. Number of approved evaluation reports assessing the impact of the Rural Development Strategy	New Target	2 reports: • (1) Mid-term assessment • (1) Impact assessment
Outcome 7: Support growth of the public college system through sectoral partnerships in the delivery of learning interventions	7.1. Percentage of partnership interventions with public colleges to enhance educational effectiveness	100%	100%
Outcome 8: Support for SMMEs, Entrepreneurship and Community-Based Organisations, particularly in relation to 4IR cross-sectoral partnerships and projects for sustainable growth	8.1. Percentage of Learners Successfully Forming Co-operatives Post-Training	New Target	100%
	8.2. Percentage of skills development initiatives for SMMEs, Entrepreneurship, CBO/NPO/NGO	100%	100%

Medium-Term Development Plan Priority			
Outcomes	Outcome Indicator		Five-Year Target
	and Cooperatives		
Outcome 9: Supported career development services within the MICT sector	9.1.	Percentage of career development interventions implemented	100%

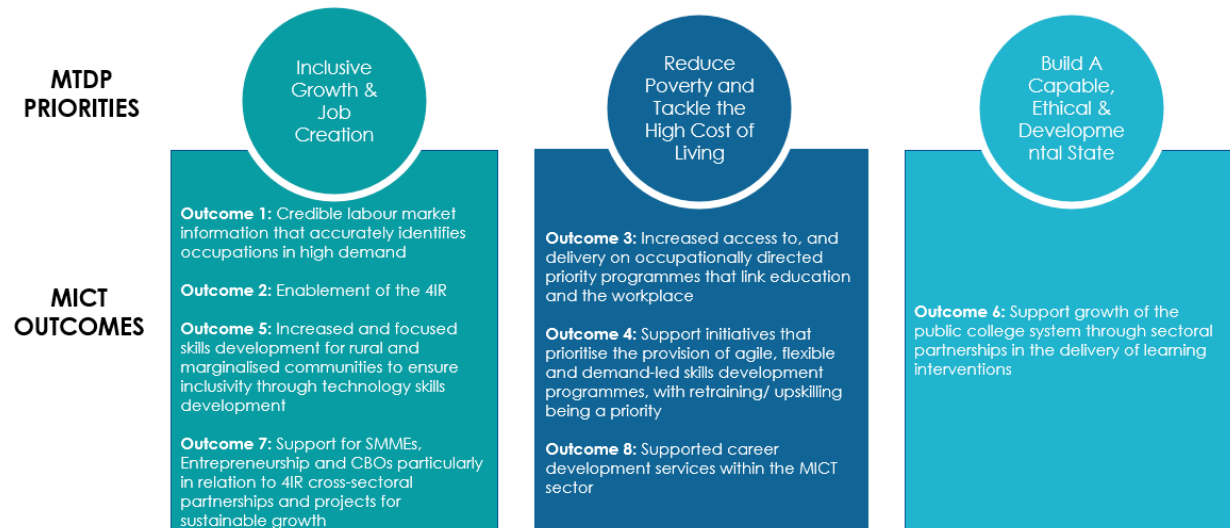
10.3. Explanation of Planned Performance Over A Five-Year Planning Period

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

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

The figure below illustrates the alignment between MTDP priorities and the MICT SETA outcomes and strategic priorities.

Figure 12: MICT SETA measures in support of MTDP priorities



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

The MICT SETA basis its development of outcome indicators from the NSDP outcomes, the research that is conducted and the Sector Skills Plans. Employers in the MICT sector continue to be the main role players in the development of SSPs through the submission of the Workplace Skills Plans (WSPs) and Annual Training Reports (ATRs). This means that the MICT SETA outcomes are sector evidence-based findings as emanated from research process and SSP. The outcome indicators have been carefully selected based on their ability to accurately measure progress in critical areas of strategic importance. These indicators were chosen to reflect both quantitative and qualitative advancements in areas such as skills acquisition rates, employment levels, and stakeholder engagement. Their relevance lies in their ability to offer clear, measurable, and actionable insights into how well we are achieving our desired outcomes, while ensuring alignment with sector and national development priorities.

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

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

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

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

Table 14: MICT SETA Theory of Change

IMPACT	POSITIVE SOCIAL CHANGE	An agile organisation that supports the development of cutting-edge, creative, and innovative skills for sustainable employment and entrepreneurship						
FINAL OUTCOME	SUCCESS:	Increased proportion of people with appropriate post-school education and training qualifications in the MICT sector						
2 ND LEVEL NSDP OUTCOMES	Outcome 1: Identify and increase production of occupations in high demand - National enrolment and resource ratios for the high, intermediate and elementary skills level - Targets for priority occupations - Targets for priority qualifications	Outcome 2: Linking education and the workplace Opening of workplace based learning opportunities increased.	Outcome 3: Improving the level of skills in the South African workforce To increase workers participating in various learning programmes to a minimum of 80% by 2030, to address, critical skills required by various sectors of the economy, to transform workplaces, improve productivity and to improve economic growth prospects in various sectors of the economy.	Outcome 4: Increase access to occupationally directed programmes - Occupational qualification developed by the Quality Councils - Increase access for Intermediate and high-level skills	Outcome 5: Support the growth of the public college system - Support the TVET Colleges - Support the CET Colleges	Outcome 6: Skills development support for entrepreneurship and cooperative development To increase skills development support for entrepreneurial activities and the establishment of new enterprises and cooperatives	Outcome 7: Encourage and support worker-initiated training Collaborative Sectoral Skills Identification and Implementation	Outcome 8: Support career development services Accessible and Prioritized Career Development Services
1 ST LEVEL MICT SETA OUTCOMES	Outcome 2: Credible labour market information that accurately identifies occupations in high demand An approved sector skills plan	Outcome 4: Increased access to, and delivery on occupationally directed priority programmes that link education and the workplace	Outcome 5: Support initiatives that prioritise the provision of agile, flexible and demand-led skills development programmes, with retraining/ Upskilling being a	Outcome 6: Increased and focused skills development for rural and marginalised communities to ensure inclusivity through technology skills	Outcome 7: Support growth of the public college system through sectoral partnerships in the delivery of learning interventions	Outcome 8: Support for SMMEs, Entrepreneurship and Community-Based Organisations, particularly in relation to 4IR cross-sectoral partnerships and	Outcome 5: Support initiatives that prioritise the provision of agile, flexible and demand-led skills development programmes, with retraining/ Upskilling being a priority	Outcome 9: Supported career development services within the MICT sector Career development

IMPACT	POSITIVE SOCIAL CHANGE	An agile organisation that supports the development of cutting-edge, creative, and innovative skills for sustainable employment and entrepreneurship						
MICT SETA OUTPUTS	identifying occupations in high demand	- Learning Programmes that link education and the workplace implemented on annual basis - Exit verifications conducted - Training providers accredited - Qualified ETD Practitioners - Registered assessment Centres for the External Integrated Summative Assessment (EISA) - New Qualifications Developed - Provider Monitoring - External Integrated Summative - EISA Administered	priority - Workplace training for workers already in employment implemented on an annual basis - Employed learners entering and completing RPL programme	development & Outcome 3: Enablement of the 4IR - Rural skills development Projects approved and implemented - Centres of Specialisation funded - SETA-employer partnership established - New 4IR partnerships established to implement 4IR initiatives in the MICT sector - Students funded under established 4IR Research Chairs 4IR occupational qualifications developed 4IR Learning laboratories support in collaboration with industry partners - Skills competitions	- TVET Lecturers exposed to industry through skills programmes - TVET Lecturers awarded bursaries - CET college Lecturers exposed to skills development programmes - Partnerships with TVET colleges established - CET partnerships established - Partnerships established with Universities	projects for sustainable growth - Small Enterprises supported through skills development interventions - Skills development interventions supported for members / employees of Co- operatives, NGOs, CBOs, and entrepreneurship programmes	Worker-initiated skills development (federations/trade unions) interventions supported	services provided on occupations in high demand in the MICT sector

IMPACT	POSITIVE SOCIAL CHANGE	An agile organisation that supports the development of cutting-edge, creative, and innovative skills for sustainable employment and entrepreneurship						
				conducted in partnership with stakeholders • MICT National Skills competitions hosted.				
Sector Labour Market Intelligence			Access to quality Learning Programmes Business Excellence				Internal	
INPUTS	Human, Financial, Intellectual, Informational, Environmental, Social/ Relational							
ASSUMPTIONS	• Adequate human, financial, intellectual, informational, environmental, and social resources are available and effectively managed. • Employers are willing to participate in partnerships and provide workplace learning opportunities. • Learners are motivated and able to complete programmes successfully. • The regulatory and policy environment remains stable and supportive of skills development. • Technology infrastructure is sufficient to support digital and 4IR-focused training.							

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

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

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

11. Updated Key Risks and Mitigation

Table 15: MICT SETA Key Risks and Mitigation

RISK NO.	OUTCOMES	KEY RISKS	RISK MITIGATIONS
1	Outcome 5: Support initiatives that prioritise the provision of agile, flexible and demand-led skills development programmes, with retraining/ Upskilling being a priority	Insufficient resources to execute on the ETQA Mandate.	1. Request for Temps at the discretion of the CEO 2. Capacitation of Administrators to assist with the conducting of site visits for accreditation and verification. This poses a risk as Administrators are not remunerated for this but furthermore poses a risk in terms of the quality assurance process. 3. Tender for a panel of Providers to conduct ad-hoc occupational accreditation, provider monitoring and verification in progress.
2	Outcome 7: Support growth of the public college system through sectoral partnerships in the delivery of learning interventions	Inconsistent standards, policies and operating procedures as a result of transitional arrangements	1. Strengthening the relationship between the QCTO and MICT SETA to have a greater influence on policies, procedures and standards. 2. Escalating the matters to DHET.
3	Outcome 5: Support initiatives that prioritise the provision of agile, flexible and demand-led skills development programmes, with	Delayed development of qualifications due to unavailability of Subject Matter Experts (CEP Members)	1. Soliciting external funding to remunerate subject matter experts. 2. MICT SETA allocating funding for subject matter experts.

RISK NO.	OUTCOMES	KEY RISKS	RISK MITIGATIONS
	retraining/ Upskilling being a priority		
4	Outcome 9: Supported career development services within the MICT sector	Poor quality of education and training offered	1. A stakeholder matrix has been developed per qualification to ensure no critical stakeholders are excluded. 2. Formal letter of invitation issued to all stakeholders outlining the qualifications to be realigned and the process to be followed. 3. Roles and responsibilities per stakeholder outlined including estimated time contribution for the end-to-end process. 4. Implementation of parallel process for the identification of the need for skills programmes to be derived from these qualifications and further identification of prospective Assessment centres who will complete the value-chain of training, assessment, and the External Integrated Summative Assessment (EISA) component. 5. Applications for funding of CEPs by the industries.
5	Outcome 1: Good corporate governance and a productive workforce	Inadequate governance of technology and information of the MICT	1. Approval of Firewall SOP, ICT Project Management Framework, Technology Incident Management Plan, ICT

RISK NO.	OUTCOMES	KEY RISKS	RISK MITIGATIONS
		SETA	Governance Charter Framework 2. Ongoing implementation of approved technology policies, plans, and SOPs
6		Limited customer platforms due to inadequate integrated and automated / digitised processes	1. LMS platform supporting and maintenance 2. Go-live for LMS modules: - Finance module (DG, MG, Revenue setup, Commitment Register, Admin Payments, and Board Payments) - 4IR module (E-learning) - Career Hub 3. LMS implementation in progress: - Reporting module (M&E and Audit) 4. Procurement of the smart boardroom's solution (The installation of the smart boardroom solution is completed.) 5. Procurement of CCTV and biometric solution (to be restarted) 6. Procurement of a new ERP solution (in progress) 7. Implementation of 4IR Research Chairs projects (UJ, UL, DUT, VUT, UKZN, and CPUT)
7		Inability to continue business operations due to disasters, business	1. Procurement of BCP training nearing conclusion 2. Audit Action plan to address

RISK NO.	OUTCOMES	KEY RISKS	RISK MITIGATIONS
		disruptions at the normal site of operations	the findings raised by Internal Audit is in place 3. Progress report on the implementation of the BCP is updated quarterly 4. DR Testing drill for Q1 of 2025/26 financial year was conducted on 20 June 2025 5. Preparations for emergency evacuation drill are underway 6. DR Testing drill for Q1 of 2025/26 financial year was conducted on 27 June 2025
8		ICT Failure due to cybersecurity breaches occurring on the MICT SETA ICT systems causing data loss, information manipulation, etc.	1. VAPT for Q1 and Q2 including baseline phishing completed and is in progress for Q3 2. Procurement processes for Managed Technology Security Services bid in progress (to be evaluated) 3. Cybersecurity awareness training held for MICT SETA employees in October 2024 and Cyber Wise Campaign has been implemented in Q4 to equip users with essential cybersecurity knowledge to stay vigilant against digital threats.
9	Outcome 1: Good corporate governance and a productive workforce	Inadequate human resources capacity to effectively serve the MICT Sector	1. Training & Development Policy was approved. 2. Analysis of the implementation of the Succession & Retention Policy for

RISK NO.	OUTCOMES	KEY RISKS	RISK MITIGATIONS
			improvement 3. Analysis of exit interviews 4. The assessment of the organisational structure is concluded and presented to EXCO. 5. Implementation of the approved organisational structure is ongoing.
10	Outcome 4: Increased access to, and delivery on occupationally directed priority programmes that link education and the workplace	Failure by stakeholders to implement learning programmes in accordance with the Service Level Agreements	1. Approval of programs is dependent on the onsite vetting process conducted by LPD Advisors 2. Effective programme management, monitoring and evaluation processes in place 3. Employers upload learners to the MICT SETA Learner Management System. 4. Site visit schedules are conducted in line with the disbursement schedule 5. Support from the Legal and Compliance Unit on relevant matters 6 A list of defaulting training providers is in place and reported to the Social & Ethics Committee on a quarterly basis
11	Outcome 6: Increased and focused skills development for rural and marginalised	Inability to implement Learning Programs in some rural / urban areas due to	1. Collaboration with other Organs of State to improve accessibility of skills development interventions in

RISK NO.	OUTCOMES	KEY RISKS	RISK MITIGATIONS
	communities to ensure inclusivity through technology skills development	inadequate infrastructure development	rural / inaccessible urban areas 2. Engagement with tribal authorities, schools, religious leaders, NGOs and other formal structures within communities to improve accessibility to MICT SETA programmes 3. Presentation of the progress report on the implementation of the Rural Development Strategy to EXCO 4. Ensuring that the number of programmes allocated to rural areas is as per the APP target for rural projects. 5. Ensuring that previously disadvantaged youth participate in MICT learning programs (rural & township youth)
12	Outcome 8: Support for SMMEs, Entrepreneurship and Community-Based Organisations, particularly in relation to 4IR cross-sectoral partnerships and projects for sustainable growth	Inadequate sector capacity to implement 4IR programmes	1. Development of learning material for 4IR / future skills qualifications to support the SDPs in obtaining accreditation. (9 in - Progress and 3 Completed) 2. Piloting of new 4IR qualifications through strategic partnerships.

PART D: TECHNICAL INDICATOR DESCRIPTION

OUTCOME 1: GOOD CORPORATE GOVERNANCE AND A PRODUCTIVE WORKFORCE

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

OUTCOME 1: GOOD CORPORATE GOVERNANCE AND A PRODUCTIVE WORKFORCE

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

OUTCOME 1: GOOD CORPORATE GOVERNANCE AND A PRODUCTIVE WORKFORCE

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

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

Outcome Indicator Title 2.1	Percentage of DG budget disbursed toward addressing skills needs identified in the SSP
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, NQF level 4 – 5 referred to as intermediate level skills and NQF level 3 and below referred to as elementary skills.
Source of data	• Board approved SSP • Learning Programmes Division administration files
Method of Calculation/Assessment	A = Total DG funds disbursed toward SSP-identified priority skills interventions divided by B = Total DG budget available for the reporting period × 100 $A \div B \times 100$
Assumptions	The information gathered is accurate, relevant, and reflective of current industry needs
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	95% of the DG budget disbursed towards addressing skill needs in the sector
Indicator Responsibility	Senior Manager: Learning Programmes Division

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

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

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

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

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

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

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

Outcome Indicator Title 3.1	Percentage of 4IR-aligned workforce development programmes implemented through industry partnerships
Definition	This indicator measures the impact of MICT SETA-led partnerships in promoting 4IR implementation and skills development through new collaborative partnerships, supported 4IR learning laboratories, and stakeholder-driven skills competitions within the MICT sector.
Source of data	4IR administration files
Method of Calculation/Assessment	Total number of 4IR partnership initiatives achieved / total number of 4IR partnership planned initiatives x 100 (i.e., a/b x 100)
Assumptions	• Industry partners are engaged and committed to collaboration • Resources are available to support ongoing partnerships and initiatives
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	100%
Indicator Responsibility	Senior Manager: 4IR

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

Outcome Indicator Title 4.1	Percentage of learners who are employment-ready and/or placed in employment opportunities
Definition	This indicator measures the number of learners entering occupationally directed learning programmes
Source of data	• Learning Programmes administration files • Learner Management System
Method of Calculation/Assessment	Total number of unemployed learners completed learning programmes / total number of unemployed learners enrolled in learning programmes x 100 (i.e., $a/b \times 100$)
Assumptions	Approved Discretionary Grant policy is in place
Disaggregation of beneficiaries (where applicable)	Target for Women: 54% Target for Youth: 80% Target for People with Disabilities: 4%
Spatial transformation (where applicable)	Recruitment of learners will be done in any of the 9 provinces
Reporting Cycle	Annually
Desired Performance	100%
Indicator Responsibility	Senior Manager: Learning Programmes Division

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

Outcome Indicator Title 4.2	Percentage of high-demand programmes reviewed or developed
Definition	Measures the percentage of high-demand qualifications, part-qualifications, and skills programmes reviewed or developed in alignment with priority skills and occupations identified by MICT SETA sub-sectors.
Source of data	ETQA administration files
Method of Calculation/Assessment	Total number of qualifications, part- qualifications and skills programmes that have been developed or reviewed / total number of qualifications, part- qualifications and skills programmes planned to be developed or reviewed x 100 (i.e., a/b x 100)
Assumptions	Relevant Community of Expert Practitioners cooperation
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	100% of high-demand programmes reviewed or developed
Indicator Responsibility	Senior Manager: Education, Training and Quality Assurance

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

Outcome Indicator Title 5.1	Percentage of employed learners upskilled in the MICT sector
Definition	This indicator measures the percentage of employed learners planned to be upskilled through participation in MICT SETA–supported learning programmes.
Source of data	• Learning Programmes administration files • Learner Management System
Method of Calculation/Assessment	Total number of employed learners completed learning programmes / total number of employed learners enrolled in learning programmes x 100 (i.e., a/b x 100) Qualitative: Assessment of skills levels of employees in the sector
Assumptions	The learning interventions are relevant to current industry demands and effectively enhance skills
Disaggregation of beneficiaries (where applicable)	Target for Women: 54% Target for Youth: 80% Target for People with Disabilities: 4%
Spatial transformation (where applicable)	Urban and Rural
Reporting Cycle	Annually
Desired Performance	100%
Indicator Responsibility	Senior Manager: Learning Programmes Division

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

Outcome Indicator Title 5.2	Percentage of skills development support for worker-initiated training
Definition	Measures the percentage of skills development support allocated to worker-initiated training through enrolments of trade union members or federations in skills development programmes.
Source of data	• Learning Programmes administration files • Learner Management System
Method of Calculation/Assessment	Total number of trade union or federation members completed learning programmes / total number of trade union or federation members enrolled in learning programmes x 100 (i.e., a/b x 100)
Assumptions	Approved DG policy in place
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	100%
Indicator Responsibility	Senior Manager: Learning Programmes Division

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

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

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

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

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

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

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

Outcome Indicator Title 8.2		Percentage of skills development initiatives for SMMEs, Entrepreneurship, CBO/NPO/NGO and Cooperatives
Definition	This indicator measures the number of skills development and projects aimed at enhancing support for SMMEs, entrepreneurship, CBO/NPO/NGO and Cooperatives	
Source of data	• Learning Programmes administration files • Learner Management System	
Method of Calculation/Assessment	Total number of projects implemented to support SMMEs, entrepreneurship, CBO/NPO/NGO and Cooperatives / total number of projects planned to support SMMEs, entrepreneurship, CBO/NPO/NGO and Cooperatives x 100 (i.e., a/b x 100)	
Assumptions	The resources allocated for these initiatives are effectively utilised to achieve desired outcomes	
Disaggregation of beneficiaries (where applicable)	N/A	
Spatial transformation (where applicable)	N/A	
Reporting Cycle	Annually	
Desired Performance	When at least 100% (2026/27: 300 SMMEs, 220 Entrepreneurship, 60 CBO/NPO/NGO, and 10 Cooperatives are supported)	
Indicator Responsibility	Senior Manager: Learning Programmes Division	

OUTCOME 9: SUPPORTED CAREER DEVELOPMENT SERVICES WITHIN THE MICT SECTOR

Outcome Indicator Title 9.1	Percentage of career development interventions implemented
Definition	This indicator measures the attendance of career events by the MICT SETA in urban and rural areas, driven by its sector, DHET and other government partners, to communicate career opportunities and occupations in high demand within the MICT sector
Source of data	Marketing and Communications administration files
Method of Calculation/Assessment	Total Career Development Events achieved/ total Career Development Events planned x 100 (i.e., a/b x 100)
Assumptions	• Participants actively engage in career development initiatives and utilise the resources provided • The data collected accurately reflects participation and effectiveness in enhancing career opportunities • Career development practitioners are effectively trained to deliver quality services
Disaggregation of beneficiaries (where applicable)	N/A
Spatial transformation (where applicable)	N/A
Reporting Cycle	Annually
Desired Performance	100%
Indicator Responsibility	Senior Manager: Corporate Services

ANNEXURE A: DISTRICT DEVELOPMENT MODEL

Medium Term (3 Years - MTEF)						
Areas Of Intervention	Project Description	Budget Allocation	District Municipality	Location: GPS Coordinates	Project Leader	Social Partners
Learnership Skills Programme Internship	LEARNERSHIP-110 Learners	16 326 000	Greater Taung Lichtenburg	26.1534° S Longitude: 26.1609° E	MICT SETA and TVET College	Employers, SMME, professional bodies
	Skills Programme-60 Learners					
	Internships-40 Learners					
	Short Program=20					
	TVET placement= 20					
	University Placement=20					
	=270 Learners					
Learnership Skills Programme Internship	LEARNERSHIP-320 Learners	52 908 000	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
	Skills Programme-170 Learners					
	Internships-120 Learners					
	Short Program=20					
	TVET Placement=20					
	University Placement=20					
	= 670 Learners					
Learnership	LEARNERSHIP-110					

Areas Of Intervention	Project Description	Medium Term (3 Years - MTEF)		Location: GPS Coordinates	Project Leader	Social Partners
		Budget Allocation	District Municipality			
Skills Programme Internship	Learners Skills Programme-60 Learners Internships =20 Learners Short Program= 20 University placement 20 TVET Placement= 20	16 326 000	Greater Tzaneen And Musina	23.8361° S Longitude 30.1357° E	MICT SETA and TVET College	Employers, SMME, professional bodies

