



Annual Performance Plan For 2025/26 Financial period (And the MTEF)

Statement by the Board Chair

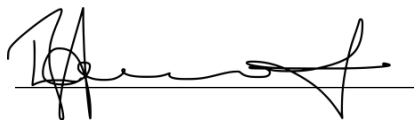
Technology is influencing the rapid changes in the world we live in, at a pace that a substantial number of human beings cannot adopt fast enough to remain relevant. These changes will continue to dominate all areas of our lives and impact societies both positively and negatively.

According to the World Economic Forum's Global Competitiveness Report 2013-24 (WEF), South Africa ranked last out of 148 countries for the quality of maths and science education. The WEF further ranked South Africa 146th for the overall quality of education out of 148 countries. The unemployment rate in 2024 reached an all-time high of 32%, with the majority of the unemployed being the youth. Data prices in South Africa remain one of the highest in the world, ranked at 143 out of 230 countries by Cable a United Kingdom (UK) mobile broadband comparison website. The public sector is the least innovative and adaptive to emerging technologies, mainly due to lack of technological resources, the fear factor of the unknown and the educational level of the public sector officials.

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

This annual performance plan was developed with the determination to ensure a digitally skilled South African citizenry, which would stimulate economic development and create future jobs. Our intention is to make an impact that would ultimately change people's lives and boost the South African economy. South Africa has the potential to be the innovation and technology hub of Africa, awareness and digital skilling will place the citizenry in a position of power to convert our current challenges into opportunities.

The Board fully endorses the Annual Performance Plan and is committed to ensuring its successful implementation in alignment with the organisation's strategic objectives and mandate

A handwritten signature in black ink, appearing to read 'L Adendorf', written over a horizontal line.

Mr Lionel Adendorf
Chairperson of the Board

Accounting Officer Statement

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

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

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

In order to seize the opportunities presented, NEMISA has established a Multi-Media Production House. As a result, NEMISA trainees will have the opportunity to gain experiential and on-field work as interns to make them more job marketable or to establish their own Small, Micro and Medium Enterprises (SMMEs). With the current economic outlook, all Strategic and APP targets will be scaled-up in phases. In the process, NEMISA will itself become digitally transformed in order to better serve its stakeholders.

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



Trevor Rammitlwa

Chief Executive Officer

Official Sign-Off

It is hereby certified that this Annual Performance Plan:

- Was developed by the management of the NEMISA under the guidance of the NEMISA Board.
- Takes into account all relevant policies, legislation and other mandates for which the NEMISA is responsible; and
- Accurately reflects the outcomes and outputs which the NEMISA will endeavour to achieve over the 2025/26 period.

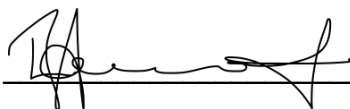
Ms. Kefiloe Ntsileng:
Manager: Office of CEO

Signature: _____

Mr. Trevor Rammitlwa:
Chief Executive Officer

Signature: _____

Approved by:
Mr Lionel Adendorf:
Board Chairperson

Signature: _____

Contents

Part A: Our Mandate	6
1. Legislative and policy mandates	7
2. Institutional policies	7
3. Relevant court rulings	8
Part B: Our Strategic Focus	9
Situational Analysis	14
Internal Environment Analysis	23
Part C: Measuring Our Performance	25
1. Institutional Programme Performance	25
1.1 Programme 1: Administration	25
1.2 Programme 2: Multi-Stakeholder Collaboration:	25
1.3 Programme 3: E-Astuteness Development	26
1.4 Knowledge for Innovation	26
1.5 Aggregation Framework	26
Programme 1: Administration	27
Outcomes, Outputs, Performance Indicators and Targets	27
Programme 2: Multi Stakeholder Collaboration	29
Outcomes, Outputs, Performance Indicators and Targets	29
Programme 3: e-Astuteness Development	31
Outcomes, Outputs, Performance Indicators and targets	31
Programme 4: knowledge for Innovation	35
Outcomes, Outputs, Performance Indicators and Targets	35
Programme 5: Aggregation Framework	37
Outcomes, Outputs, Performance Indicators and Targets	37
Key Risks	Error! Bookmark not defined.
Programme resource allocation	41
Part D: Technical Indicator Descriptions (TID)	42

LIST OF ABBREVIATIONS/ACRONYMS

AGSA	Auditor-General of South Africa
APP	Annual Performance Plan
CEO	Chief Executive Officer
DCDT	Department of Communications and Digital Technologies
DPME	Department of Planning, Monitoring, and Evaluation
EER	Employment Equity Report
EXCO	Executive Committee
IMD	International Institute for Management Development
MDDA	Media Development and Diversity Agency
M&E	Monitoring and Evaluation
MTDP	Medium Term Development Plan
MTSF	Medium-Term Strategic Framework
MSME	Micro, Small and Medium Enterprises
NEMISA	National Electronic Media Institute of South Africa
NT	National Treasury
PC4IR	Presidential Commission on Fourth Industrial Revolution
PFMA	Public Finance Management Act
SDG	Sustainable Development Goal
SMART	Specific, Measurable, Achievable, Realistic, and Time-bound
SMME	Small, Medium, and Micro-Enterprise
SONA	State of the Nation Address
SOP	Standard Operating Procedure
UNDP	United Nations Development Programme
USAASA	Universal Service Agency of South Africa
VUT	Vaal University of Technology
WEF	World Economic Forum
WSIS	World Summit of Information Society
WSP	Work Skills Plan

Part A: Our Mandate

1. Legislative and policy mandates

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

2. Institutional policies

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

The Medium-Term Development Plan (MTDP) 2024 – 2029 is a five-year strategic plan of government and provides for priority areas that government will focus on in the period. At the time of developing NEMISA's five-year strategic plan, a few key policies and strategies have been identified as essential for executing the strategy. The implementation of a Transformation and Change Strategy to accomplish a realigned organisational architecture that will transform the institution and create shared value to all NEMISA's stakeholders. As NEMISA embarks on accelerated delivery of creative media and digital skills attention is given to realigning the organisational structure, internal operating strategies, the operating model and policies. To be successful in fulfilling its mandate NEMISA will among other institutional strategies and policies execute the following:

- ICT strategy
- Cybersecurity Strategy
- Transformation and Change Strategy
- Organisational structure re-alignment
- ICT Security Policy
- Risk Management Policy
- ICT Disaster Recovery Policy
- Business Continuity Policy
- Marketing and Communication strategy
- Human Resources Strategy

- Monitoring and Evaluation Framework
3. Relevant court rulings

None identified during the development of this plan.

Part B: Our Strategic Focus

Vision

The leading provider of digital and creative media skills

Mission

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

In order to fulfil our mission, the Institute will:

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

Values

- a. **Agility:** NEMISA upholds a principle of flexibility, adapting to accelerating changes without losing our identity.
- b. **Collaboration:** We believe in the power of working across multiple organisations, individuals and constituencies in order to co-create ideas and innovations that will improve our human capital through partnerships that work. We espouse values of inter programme collaboration so that we create a united workforce that will sustain the organisation throughout communication as a strong vehicle.
- c. **Integrity:** NEMISA strives to be the epitome of honesty through sound, moral and ethical principles which all employees will uphold in our dealings with a variety of stakeholders.
- d. **Commitment to Excellence:** Treating all people with dignity and honour in accordance with the values of the Tribunal Excellence. We are committed to excellence, to always providing value to our customers, partners and stakeholders
- e. **Fairness:** Treating all people with dignity and equally, being impartial and treating all without favouritism or discrimination.
- f. **Respect:** Showing regard for people's worth, abilities, dignity and valuing different views and feelings on an equal basis including promoting self-respect

Alignment to National Development Plan (NDP) and MTDP 2024-2029

NEMISA also derives its mandate from the NDP 2030 developed by the National Planning Commission (NPC) 2012. The NDP aims to reduce inequality and eliminate poverty by 2030 and aims to create an educated, skilled and capable workforce for South Africa.

In support and alignment with the NDP, NEMISA aligns and contributes to the government 's three key priorities outlined in the MTDP 2024-2029:

Strategic Priority 1: Inclusive Growth and Job Creation: The government aims to stimulate economic growth that benefits all South Africans, with a particular focus on job creation. This involves fostering a business-friendly environment, encouraging public-private partnerships, and implementing policies that promote market-driven growth.

NEMISA is central to the government's efforts to drive inclusive growth and job creation. NEMISA programmes are designed to enhance skills development and employment opportunities within various sectors. By facilitating training among the South African population predominantly, NEMISA helps to broaden participation in the economy, particularly for historically disadvantaged groups. This directly aligns with the government's priority of job creation and fostering a business-friendly environment that encourages economic growth.

Strategic Priority 2: Reducing Poverty and Tackling the High Cost of Living: A significant focus will be on alleviating poverty and addressing the rising cost of living, especially for the most vulnerable populations. The government plans to continue supporting social welfare programmes and improving access to essential services like healthcare and education.

Strategic Priority 3: Building a Capable, Ethical, and Developmental State: The Government is committed to strengthening state institutions by promoting efficiency, reducing corruption, and ensuring that public officials are appointed based on merit rather than political loyalty. This includes reforming the public sector and state-owned enterprises to improve service delivery and governance.

Imbedded in NEMISA's mandate is supporting the government's goal of building a capable and ethical state. By ensuring that projects are completed to a high standard and within budget and NEMISA enhances the credibility and functionality of state institutions. NEMISA will also provide support to government's digital transformation efforts through provision of digital skills to beneficiaries within government.

These priorities are part of a broader strategy to align the government's actions with the National Development Plan (NDP) and Sustainable Development Goals (SDGs), ensuring a better quality of life for all South Africans by 2030. These alignments ensure that NEMISA is integral to achieving the broader objectives of the South African Government.)

Strategic Intent

Problem statement outline

Youth unemployment in South Africa

South Africa, like many countries globally, grapples with the challenge of youth unemployment. According to the (Statistics South Africa, 2024), South Africa recorded a youth unemployment rate of 45.5%, significantly higher than the national average.

Young females often encounter challenges securing decent employment compared to their male counterparts. Education emerges as a key determinant in enhancing access to better job prospects. Notably, men demonstrate a greater tendency to transitioning into employment relative to women. According to Stats SA (2024), young women display heightened vulnerability in the labour market when compared to young men. In 2024, the absorption rate of young men was 31,9%, outpacing young women, whose rate stood at 24,2%. The unemployment rate among young females was estimated at 49,4% in 2024, marking a notable increase of 3,3 percentage points from 46,1% in 2004.

Key factors influencing youth unemployment in South Africa

Limited educational attainment, as well as social and economic disadvantages, are the primary factors driving elevated rates of unemployment, and the significant proportion of youth not in employment, education, or training (NEET), in South Africa. Compared to those without matric, those with tertiary education have a greater chance of transitioning from unemployment or inactivity into employment.

According to the [Labour Market Dynamics in South Africa report \(2022\)](#), youth with some form of experience surpass adults in transitioning from unemployment or inactivity into employment between quarters, with rates of 12,3% and 7,4% respectively. The experience “dividend” reveals that youth with experience outperform youth without experience by a margin of 4 to 1. Therefore, initiatives such as experiential learning, apprenticeships, or other forms of exposure to the workplace have far-reaching implications in addressing the scourge of youth unemployment.

The digital divide in South Africa

The digital divide is evident in the country and is a function of the many years of exclusion of most of the population from economic opportunities and provision of relevant skills. The existing digital divide is coupled with lack of infrastructure and connectivity in many parts of South Africa especially the rural areas and townships.

Shortage of digital skills in South Africa (Supply Network Africa; 2024)

South Africa's digital transformation is progressing rapidly, driven by the increasing adoption of emerging technologies across various industries. However, this digital revolution has also exposed a concerning skills gap, with businesses struggling to find professionals with the necessary digital expertise to drive innovation and growth.

Factors influencing digital skills shortage in South Africa

Several factors contribute to the digital skills shortage in South Africa.

- The high cost of ICT education and other related education prohibits a large proportion of the population from obtaining the necessary degrees or qualifications,
- For those with some education often lack the required work experience so that they can successfully compete for jobs requiring digital skills
- Skilled professionals often migrate to other countries in search of better opportunities.
- The education system does not adequately prepare students with the digital skills required by the modern workforce, as the rapid pace of technological advancements quickly renders some skills obsolete.
- Limited access to technology and the internet, particularly in rural and underserved areas, further exacerbates the issue, as many individuals lack the opportunity to develop digital competencies. Some businesses in South Africa have been slow to adopt digital technologies, reducing the demand for workers with specialised digital skills.

There are barriers to entry into high-value digital careers thus this leading to the low number of people that complete relevant training to access available opportunities.

Desired end state

National Development Plan desired end state

In 2030, the economy should be close to full employment, equip people with the skills they need, ensure that ownership of production is more diverse and able to grow rapidly, and provide the resources to pay for investment in human and physical capital. The National Development Plan 2030 aims to establish a competitive base of infrastructure, human resources and regulatory frameworks. It aims to ensure that skills, technical, professional and managerial employment opportunities better reflect the country's racial, gender and disability makeup. Broaden ownership of assets to historically disadvantaged groups.

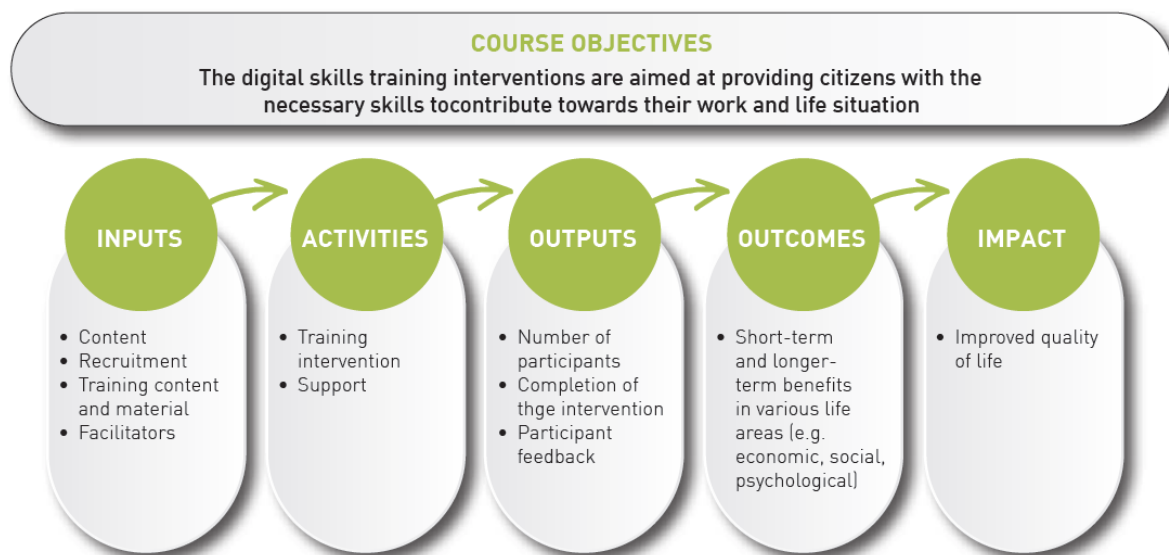
Impact Statement

To define the Impact, NEMISA used the Theory of Change, which is the first step in creating a results chain.

NEMISA Impact Statement	
Accelerated use of technologies, improved quality of life and positive contribution to economic growth.	

Outcomes				
Outcome 1: Digitally transformed and well governed organisation	Outcome 2: Integrated ecosystem contributing to building a skilled society	Outcome 3: Skills for economy	Outcome 4: Improved applied research and innovation outcomes	Outcome 5: Aggregated digital skills programmes

The below diagram outlines NEMISA's theory of change:



Situational Analysis

Evolution of Digital Technologies in South Africa and the globe

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

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

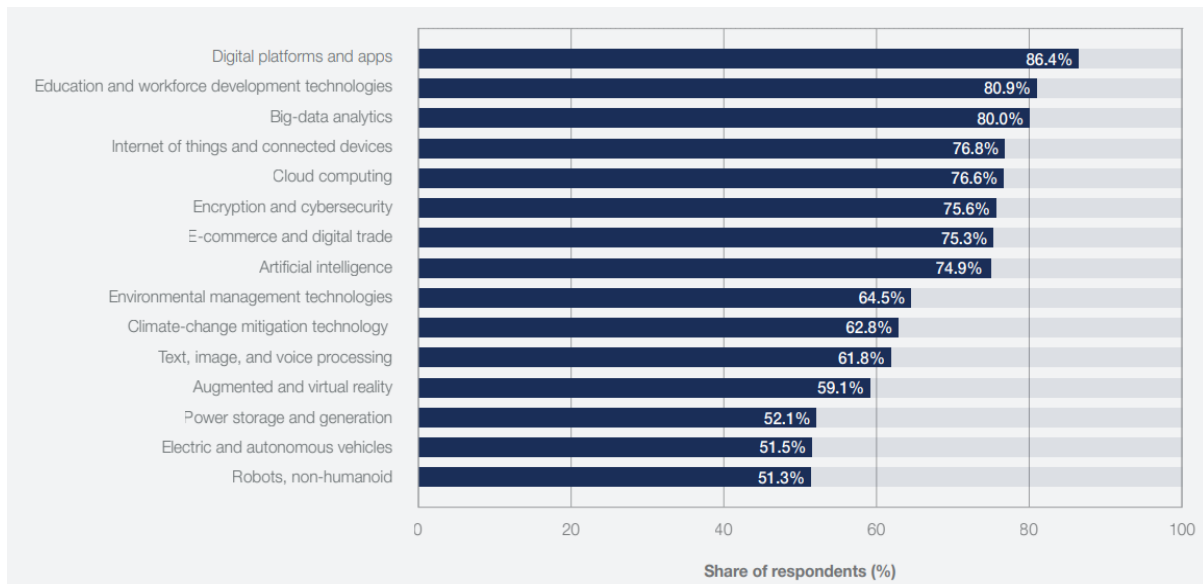
Technology addresses national challenges: Digital technologies have become fundamental to approaches for addressing socio-economic equity, development and sustainability. Dealing with the challenges of poverty and inequality, building an inclusive economy. Establishing a capable and developmental state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

Digital skills are fundamental to ICT ecosystem: ICTs do not stand alone. They exist in an ecosystem where the ability to use the technologies effectively is as important as the infrastructure and services. ICT infrastructure plays an integral part into technological advances.

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

ICT Global trends and the future of work

According to the WEF Future of jobs (2023) surveyed organisations have revealed key technology adoption trends which implies the changing nature of jobs and the skills to demanded by the work of work. Within technology adoption, big data, cloud computing and AI feature highly on likelihood of adoption. More than 75% of companies are looking to adopt these technologies in the next five years. The data also shows the impact of the digitalisation of commerce and trade. Digital platforms and apps are the technologies most likely to be adopted by the organizations surveyed, with 86% of companies expecting to incorporate them into their operations in the next five years. E-commerce and digital trade are expected to be adopted by 75% of businesses. The second-ranked technology encompasses education and workforce technologies, with 81% of companies looking to adopt these technologies by 2027. The adoption of robots, power storage technology and distributed ledger technologies rank lower on the list. The below graph depicts key technology adoptions by the various industries globally with the percentages in the graph representing survey participant responses:



Source: WEF, 2023

WEF Report on the future of jobs (2023) also purports that the impact of most technologies on jobs is expected to be a net positive over a period of five years. Big data analytics, climate change and environmental management technologies, and encryption and cybersecurity are expected to be the biggest drivers of job growth. Agriculture technologies, digital platforms and apps, e-commerce and digital trade, and AI are all expected to result in significant labour market disruption, with substantial proportions of companies forecasting job displacement in their organisations, offset by job growth elsewhere to result in a net positive.

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

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

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

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

Best ranked countries are characterised by the following: a strong presence in future readiness; integration of digital and IT technologies in the daily walks of citizens' life; strong focus and performance in digital training and education; and they allocate capital towards research and development of new technologies. The top 5 best performing countries in terms of the World Digital Competitiveness rankings are United States of America, Netherlands, Singapore, Denmark and Switzerland. South Africa has been ranked low being at number 59 out of 67 countries ranked when it comes to digital competitiveness that includes categories named as knowledge (which includes digital skills and ranked at number 58, Technology (including infrastructure) ranked at number 58 and Future readiness ranked at number 56. The ranking indicates that South Africa needs to implement game changing interventions including delivery of digital skills for the country to improve its rankings.

For South Africa to further improve its ranking in the digital economy, it is crucial that its citizens acquire the digital skills they need to fully participate in the digital economy.

Research has shown that the ICT skills gaps are prevalent in South Africa and the extent of the shortage cuts across the skills in demand in the short term and those in demand in the immediate future (Genesis Analytics, 2023). Demand mapping initiatives are required to meet the job market's growing supply and demand needs. These mapping activities will substantiate where the demand for jobs is and identify gaps in the jobs market. However, there are still disparities and variances in understanding what these roles, functions and competencies look like at a granular level (Genesis Analytics, 2020).

The rapidly evolving nature of the industry, also led to a lack of standard nomenclature/ vocabulary/language and understanding around job families. As such, it was found that one employer's understanding of a "Data Analyst", for example, might be very different to that of another employer. This lack of clarity on roles across the industry meant that training programmes are also potentially not preparing young people in the right way for the world of work. Therefore, a nationally adopted digital skills framework is necessary to address the standardisation of skills requirements. NEMISA has developed such a framework and is consulting with stakeholders towards its adoption.

Considering the need for human skills and digital technology adoptions, it becomes clear that any training intervention offered by NEMISA must be holistic and inclusive. To achieve the envisioned impact on the South African population and, in turn, contribute to economic growth, NEMISA will have to provide learning paths that follow a holistic approach. It is recommended that the earmarked skills development interventions must contain human skills, digital skills and entrepreneurship. (Digital skills could be in one of the four phases in the proposed Digital Skills Framework: Digital Literacy, Sector User Digital Skills, Digital Leadership skills or ICT practitioner skills. NEMISA can leverage its existing learning content to provide this holistic learning paths and develop new course material where shortages are identified.

Making a dent in the ICT skills shortages requires investment in both immediate skills needs and future needs. There is also a correlation between the skills shortages identified internationally and country research, which points to South Africa not being far off when considering international and local technological developments. The table below shows a comparison between international and South Africa's ICT skills needs:

International ICT skills need	South Africa's ICT skills need
Artificial Intelligence, Internet of Things (5G), Augmented and Virtual Reality, Blockchain, Robotics, Natural Language Processing, Machine Learning, and Data Analysis/ Data Science and Cyber Security.	Software Developer Computer network and systems engineer ICT systems analyst Cyber security specialist Cloud specialist/architect Integrated Systems developer (PHP, Perl, Java, Python and others) Data Analyst/Scientist Machine learning Specialist Internet of things Blockchain Artificial Intelligence

Sources: (Genesis Analytics, 2020; Schwab and Zahidi, 2023; Khuluvhe *et al.*, 2022; Collective X, 2023)

The above table shows that South Africa has an inherent shortage of a mix of traditional ICT skills, such as software development and computer network engineering, together with a shortage of skills driven by emerging technologies, such as machine learning, data science and artificial Intelligence. Genesis Analytics (Genesis Analytics, 2020); Collective X (2023) research further points out that due to the complex nature of South Africa's skills shortage, particularly in ICT, it is critical to further analyse the required skill levels. These refer to foundational, intermediate, or advanced skills levels. By doing so, the granular analysis provides the much-needed understanding in crafting responses to the skills shortages.

Research (Genesis Analytics, 2020) further points out that most of the skills shortages are at an entry-level (67%), with a sizeable percentage (19%) being at the intermediate level. It is also noted that Genesis Analytics (2020) forecasted demand for 66,000 people in digital and ICT roles in the following year, of which an estimated 44,000 are entry-level jobs suitable for youth. This study indicates that a massive ICT skills development initiative is required to address these skills challenges, particularly at entry and intermediate levels while building towards an increased production of high-end digital skills. The skills in shortages are required to drive the growth of the digital economy in South Africa, which promises to bring about much-needed opportunities. Data science/Analyst is ranked high for emerging digital technologies, followed by Machine learning, the Internet of Things, Blockchain and Artificial Intelligence. For core ICT development, Software development, Cloud architecture and Cyber security skills are ranked high considering the skills demand in the consulted research.

Drawing from the (MICT SETA, 2022), (Genesis Analytics, 2020) & Collective X (2023) research, South Africa must be more strategic and invest in areas of demanded skills considering the level at which those skills should be and the quality considerations that go with such training. Research conducted by Collective X (2023) shows that companies are increasing their skills spending across industry verticals and regions of South Africa regardless of the company size as they respond to skills in demand. 95% of surveyed organisations indicated that they plan and budget ahead for annual skills development requirements for spend across accredited and non-accredited training and programmes. This indicates that skills development is managed proactively and deliberately, linked to business strategy, development and growth, and is not an ad hoc reaction to unknown or unplanned skills development interventions across the business (Collective X, 2023).

The ICT training landscape in South Africa has three main delivery mechanisms, which are university and TVET college training learned to degrees, diplomas and certificates and sometimes short courses; secondly, there are occupational training interventions through the QCTO system and lastly, industry certifications that are linked to owners of specific ICT solutions. These mechanisms are important; however, it is critical to obtain a balance and invest in the mechanism that will accelerate the acquisition of the required skills, given the urgency that South Africa is facing. Genesis Analytics (2020) states that due to the dynamic nature of technological developments, employer preference is on micro-credentialing through short courses that can result in a learning pathway for learners and that over time such learners can grow from entry-level to possessing advanced skills. The following are the recommended areas to drive digital skills development in:

- Software development (Coding, python and others)
- Cyber security specialist
- Cloud specialist/architect
- Integrated Systems developer (PHP, Perl, Java, Python and others)
- Data Analysis/Science
- Machine learning
- Internet of things
- Blockchain

- Artificial Intelligence
- Recommended Human Resourcing for the programme.

Digital Literacy should be delivered as a foundational preparation for the learners to advance into other courses while the above list focus should be on delivering these at entry level, intermediate and advanced levels so that South Africa can create a pipeline of high-end digital skills for the economy

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

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

AI is increasingly becoming central in how the new technologies evolve. Most of these technologies are centred around their increasing ability to learn and carry out tasks that require human intelligence. It is expected that in the future more complex and dynamic technologies of such nature will emerge. Also at the heart of these technologies is the important role that data plays. Most of the new technologies are driven by data and therefore how data is managed is becoming more important. Regulatory systems are in pursuance of putting controls to manage data including privacy issues in particular against recognisable threats such as ransomware and other data breaches. Organisations are prioritising data security

The analysis of the environment also points to the need for South Africa to invest in ICT infrastructure considering that many people are still affected by the digital divide and cannot access the opportunities that new technologies offer. South Africa's education system still requires more work to be done to promote Science, Technological, Environmental, Mathematical, Innovation and Economic studies (STEMIE). This includes preparing learners with critical thinking and problem solving. Considering that there are many learners who have exited the schooling system without ready-to-use skills there is a need to top up skills

Evolution of the Creative Media Industry and new trends in Broadcasting

Creative industries offer a vehicle for South African stories, entertainment, and cultures to be told in multichannel digital broadcasting, contributing to building national identity and social cohesion, and offering insight into South Africa's place on the continent of Africa over time. Creative media industry plays an important role of informing, educating and entertaining the population on both in-country and international developments and stories. Availability of digital tools have transformed the industry by giving rise to sophisticated ways of content generation and real time sharing of the content leading to excessive generation of data and insights in the process including the ever-increasing availability of information and choices. The world of broadcasting has changed dramatically since the dawn of the internet. Radio and television are

no longer the only options. More options include podcasts, online video channels including Over the Top (OTT) channels virtually bring limitless possibilities for content production on social media—there are so many new ways to tell stories and share news. What this means is that today's broadcasters need different kind of skills sets to succeed in this industry. Broadcasters still need those core skills, broadcasting fundamentals but they will also need a new range of digital skills that barely existed 10 years ago. For example, the success of the new broadcasting is in delivering accurate and in-date updates via Artificial Intelligence (AI), Machine Learning, eCommerce, and data analysis. The broadcasting worker or professional required in such an environment is different.

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

- Accelerated use of digital platforms and social networking sites as a means to broadcast or to share information. This has exponentially increased the speed with which news and information travel, calling for broadcasters and those working in news agencies to operate in a fast-paced environment.
- Streaming services have also increased and create opportunities for consumers or information users to access productions anytime and anywhere. People can choose when and what information they want to consume, and this is challenging the traditional ways of production. A good example of this is the increasing use of OTT Platforms to broadcast information.
- Massive increase in podcasting creating many opportunities for people who can produce content at a personal/organisational level.
- User generated content has also disrupted the traditional ways of producing content. The users generate content and use digital platforms to share it. This has not only increased content in an unprecedented way but has also shaken the old business models of broadcasters. Digital transformation has empowered the listeners and viewers to demand direct participation in what is curated and produced for them.

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

Content generation and management in the creative media space is emerging as one of the key drivers of activities and is becoming a product that can be exchanged and be monetised. The reliance of advertising as the main driver of revenue is changing. PWC's 2018 -2022 media and entertainment industry outlook report states that companies in this industry have increasing

pressure to diversify their offerings and increase revenue streams. It is within this context that media and entertainment institutions no longer target their regions but look for other ways to reach wider audiences. This results into a mix of both local and foreign entities competing in the same markets. According to the PWC report 2018 -2022 the lines are becoming blurred as non-traditional Broadcasting and non-Creative Media institutions are also entering the space. For example, radio stations are increasingly operating within non-media settings such as the retail industry.

Political	➤ Political leadership commitment to enhance the role of NEMISA and the inter-ministerial collaboration on e-governance ➤ Political contestations ➤ Political will to fund Post Schooling programmes ➤ Inadequate integrated planning amongst the three spheres of government for digital advancement ➤ Policy framework for digitalisation inclusion / education
Economic	➤ High rate of unemployment ➤ Slow economic growth ➤ High Inflation ➤ High price of devices ➤ Constrained fiscus ➤ SA's credit rating ➤ Cost of data ➤ Growing digital economy ➤ Mismatch between skills demand and supply ➤ Insufficient entrepreneur development programmes ➤ Lack of enabling environment for SMMEs ➤ Shortage of skills in high demand ➤ Unpreparedness for future of work ➤ High cost of digital skills ➤ Corruption / fraud
Social	➤ Lack of enabling environment for SMMEs ➤ Shortage of skills in high demand ➤ Unpreparedness for future of work ➤ High cost of digital skills ➤ Corruption / fraud
Technology	➤ Future technologies ➤ Slow adoption of digitisation, Automation, AI & Machine Learning ➤ Lack of advanced digital skills ➤ Investment in R&D and innovation technologies ➤ Unavailability of network in rural areas ➤ Instability of electricity supply

	➤ Increased cyber crime ➤ Transformed SMME participation in technology ➤ Absence of ecosystem for technological entrepreneurs ➤ South African fintech rating ➤ Minority of the country's workforce are ready to work with new technologies and machinery
Environmental	➤ Impact of climate change on livelihoods ➤ e-waste ➤ Rapid electric vehicle development ➤ Green initiatives and technologies
Legal	➤ Cyber law ➤ Expanding compliance universe ➤ Regulation of information security and data ➤ Intellectual property protection ➤ Development of fintech legislation ➤ Inadequate innovation legislation ➤ Legalities with respect to analogue to digital changes ➤ International stakeholder accords ➤ Legalities with respect to spectrum availability

Internal Environment Analysis

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

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

The Digital Skills platform (Online Learning Management System) and the NEMISA OTT platform will be used to further expand the digital skills delivery. NEMISA will also continue to come up with new innovations or skills delivery and this will include the use of Artificial Intelligence and other relevant to advance the mandate. ICT infrastructure and connectivity will remain to be critically strategic in NEMISA operating optimally. NEMISA will also continue to strengthen data security in order to comply with POPIA and other regulations as it delivers skills.

Challenges facing NEMISA

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

- Fragmented nature of the skills sector, making it difficult to maximise the value of the existing interventions to develop new digital skills across South Africa.
- Lack of provincial footprint to service rural areas
- Inadequate marketing of NEMISA brand and the Institute's offerings
- Lack of learning devices to support creative media and digital skills training
- Lack of financial resources given the need to increase skills delivery to South Africa's citizens
- Policy uncertainty
- High data costs
- Need for organisation culture change that includes a culture of innovation and futuristic orientation

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

POSITIVES		NEGATIVE
INTERNAL	STRENGTHS ✓ Good management team ✓ Good service delivery system ✓ Learner /community mobilization ability ✓ Strong governance system ✓ Stable board ✓ Competent staff ✓ Positive staff attitude ✓ Embracing of change ✓ Influence over a futuristic Mandate ✓ Organisational agility ✓ Accredited courses ✓ National institute ✓ Strategic partnering	WEAKNESSES ✓ Inefficiencies in the business model ✓ Inadequate organisation structure ✓ Lack of qualitative research ✓ Lack of intellectual property ✓ Constrained human capacity ✓ Lack of integrated ERP system ✓ Low brand equity ✓ Over reliance on the fiscus
	EXTERNAL	THREATS ✓ Cyber security threats ✓ Client affordability of data ✓ National disasters ✓ Pandemics ✓ Industry Competition ✓ Unfavourable economic conditions ✓ Dependence on state funding allocations

Part C: Measuring Our Performance

1. Institutional Programme Performance

Background on Programmes in this section of the Annual Performance Plan, budget programmes, outcomes, annual and quarterly targets for 2024/25 are discussed as reflected in strategic plan.

In terms of the current approved budget structure, NEMISA is constituted by the following programmes:

1.1 Programme 1: Administration

Purpose: This programme refers to the structured set of activities and processes designed to manage and coordinate the organisation's operations efficiently. The primary aim of an administration programme is to ensure that all units and resources are well-organised, facilitating smooth workflow and decision-making processes. This programme helps in aligning the organisation's strategic goals with governance, daily operations, maintaining compliance with policies and regulations, and supporting leaders in executing their plans effectively. Through a well-structured administration, organisations can improve productivity, minimise errors, and maintain operational stability and high standards in governance.

1.2 Programme 2: Multi-Stakeholder Collaboration:

Purpose: This programme promotes the sharing of resources, knowledge, and perspectives to address complex issues that no single entity can solve alone. To build a substantive formalised multi-stakeholder collaborative network involving partners across Government, Business, State Owned Entities (SOEs), global development partners and agencies through bilateral agreements, continental and international partners, community, organised labour and education (Universities, TVET Colleges, Public and Private schools) that will contribute to building digitally skilled society. By fostering open communication and cooperation, the organisation can leverage the diverse expertise and interests of different stakeholders, leading to more innovative solutions, increased trust, and long-term success. Multi-stakeholder collaboration helps align diverse interests with the organisation's objectives, creating a more inclusive, sustainable, and resilient approach to problem-solving.

1.3 Programme 3: E-Astuteness Development

Purpose: This programme focuses on delivery of digital and creative media skills for South Africa. This programme aims to equip participants with the necessary skills to navigate the digital landscape effectively, promoting smart use of e-governance tools, cybersecurity practices, data management, and digital communication platforms. By fostering digital astuteness, the organisation prepares individuals to be employable and for them to better leverage IT for improving service delivery, decision-making, and efficiency within the digital economy. The programme supports the broader goals of digital transformation.

1.4 Knowledge for Innovation

Purpose: is designed to cultivate an environment where knowledge sharing and continuous learning drive technological and service innovations. This programme focuses on empowering NEMISA and stakeholders with cutting-edge research and creative problem-solving resulting in innovations. By promoting a culture of knowledge exchange and collaboration, the programme encourages participants to develop and implement innovative solutions that can enhance service delivery, improve efficiency, and address emerging challenges. The initiative supports the government's broader goals of fostering a knowledge-driven economy and ensuring that public sector operations remain adaptable, forward-thinking, and aligned with global technological advancements.

1.5 Aggregation Framework

Purpose: This programme's purpose is to ensure that NEMISA applies monitoring and evaluation across its delivery programmes so that the desired outputs, outcomes and impacts are achieved. This also includes being proactive in addressing areas of concern that may affect the organisation's implementation of programmes. This programme also aims to measure impact of NEMISA's programmes on its beneficiaries and contribution to South Africa's socio-economic circumstances.

Programme 1: Administration

Outcomes, Outputs, Performance Indicators and Targets

	Outcome	Outputs	Output Indicators	Annual Target						
				Audited Performance			Estimated Performance	MTEF Period		
				2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
1.1	Digitally transformed and well governed Organisation	Digital maturity model adopted	Digital maturity level achieved	-	-	-	-	Digital maturity model adopted, and baseline assessment conducted	One level higher than 2025/26 targeted maturity level	One level higher than 2026/27 targeted maturity level
1.2		Skills gap analysis and training plan implemented	Percentage of identified employees reskilled and upskilled in line with the training plan	-	-	-	-	100% of identified employees reskilled and upskilled in line with the skills gap analysis conducted	100% of identified employees reskilled and upskilled in line with the skills gap analysis conducted	100% of identified employees reskilled and upskilled in line with the skills gap analysis conducted
1.3		Corporate governance excellence	Percentage of audit action plans implemented	-	-	0	0	90% of annual audit action plans implemented	90% of annual audit action plans implemented	90% of annual audit action plans implemented
1.4			Number of Board evaluations performed and action plan developed	-	1	1	1	Board evaluation performed and action plan developed	100% of Board action plans implemented	100% of Board action plans implemented

Output Indicators: Annual and Quarterly Targets

	Output Indicators	Annual Target	Q1	Q2	Q3	Q4
1.1	Digital maturity level achieved	Digital maturity model adopted, and baseline assessment conducted	Digital maturity model adopted	-	Digital maturity baseline assessment conducted, and report developed	-
1.2	Percentage of identified employees reskilled and upskilled in line with the training plan	1000% of identified employees reskilled and upskilled in line with the skills gap analysis conducted	-	-	-	100% of identified employees reskilled and upskilled in line with the skills gap analysis conducted
1.3	Percentage of audit action plans implemented	90% of annual audit action plans implemented	-	-	50%	90%
1.4	Number of Board evaluations performed and action plan developed	Board evaluation performed and action plan developed	-	-	-	Board evaluation performed and action plan developed

Explanation of planned performance over the medium-term period

Provide business support for executing the mandate. Aim to provide a conducive and safe working and learning environment.

Programme 2: Multi Stakeholder Collaboration

Outcomes, Outputs, Performance Indicators and Targets

	Outcome	Outputs	Output Indicators	Annual Target						
				Audited Performance			Estimated Performance	MTEF Period		
				2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
2.1	Integrated Ecosystem contributing to building a skilled society	Collaborations and partnerships established	Number of value-adding partnerships	2	12	13	5	5	6	6
2.2		Collaborations and partnership maintained	Number of consolidated performance reports produced	-	-	-	4	4	4	4
2.3		Collaborations and partnerships maintained	Number of partnership ecosystem assessment	-	-	-	-	1	1	1

Output Indicators: Annual and Quarterly Targets

No	Output Indicators	Annual Target	Q1	Q2	Q3	Q4
2.1	Number of value adding partnerships	5	1	2	2	-
2.2	Number of consolidated partnership performance reports produced.	4	1	1	1	1
2.3	Number of partnership ecosystem assessment	1	-	1	-	-

Explanation of planned performance over the medium-term period

Ensure the institute's mandate as well as brand is visible and establish partnerships to stretch and combine resources to execute our strategic plan.

Programme 3: e-Astuteness Development

Outcomes, Outputs, Performance Indicators and targets

No	Outputs	Output Indicators	Annual Targets						
			Audited/Actual Performance			Estimated Performance	MTEF Period		
			2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Outcome:Skills for economy									
3.1	Creative media training programmes provided.	Number of learners trained in creative media short courses.	-	506	1 036	650	650	700	750
3.2		Number of creative media learners participating in learnerships	74	150	180	150	100	100	150
3.3		Number of training programmes reviewed	5	5	2	2	2	2	2
3.4	Digital literacy training programmes provided	Number of learners trained in basic digital literacy	74 443	63 437	88 718	60 000	60 000	63 000	65 000
3.5		Number of people trained in digital entrepreneurship to support MSME development	-	11 000	16 613	11 000	11 500	12 000	12 500

3.6	Training programmes in digital technologies provided	Number of learners trained in emerging digital technologies	1000	2750	3 829	2 500	2 000	2 000	2 000
3.7	Technician training programmes provided	Number of learners trained in technical training programmes	-	149	30 000	200	200	200	200
3.8	New learning content provided	Number of new learning content products developed for the learning management system	-	-	4	4	4	4	4
3.9	Post learning transition initiatives	Approved Post learning transition plan	-	-	-	-	Post learning transition plan implemented, and report developed	Post learning transition plan implemented, and report developed	Post learning transition plan implemented and report developed

Explanation of planned performance over the medium-term period

The institution will ensure digital infrastructure and relevant courses are available to deliver the required skills that the society and economy need.

No	Output Indicators	Annual Target	Q1	Q2	Q3	Q4
3.1	Number of learners trained in creative media short courses	650	100	250	200	100
3.2	Number of creative media learners participating in learnerships	100	-	-	-	100
3.3	Number of training programmes reviewed	2	-	-	-	2
3.4	Number of learners trained in basic digital literacy	60 000	13 000	20 000	12 000	15 000
3.5	Number of people trained in digital entrepreneurship to support MSME development	12 000	2 500	4 000	3 000	2 500
3.6	Number of learners trained in emerging Digital Technologies	2 000	600	700	400	300
3.7	Number of learners trained in technician programmes	200	50	70	50	30
3.8	Number of learning content products developed for the learning management system	4	1	1	1	1
3.9	Approved Post learning transition plan	Post learning transition plan implemented, and report developed	Develop a post-learning transition plan	Roll out the transition plan for identified training programmes	-	Roll out the transition plan for identified training programmes

Explanation of planned performance over the medium-term period

NEMISA's budget allocation for MTEF period has been reduced, necessitating careful prioritisation and adjustments to targets. The changes ensure that resources are directed efficiently while still meeting strategic objectives. Below are the key considerations behind the adjustments when comparing the prior years to the current year and the outer years:

1. **Creative Media Learnership:**

- The target for this program has been reduced by **50 learners** due to its resource-intensive nature. These are full qualification courses that span **12–18 months**, requiring significant financial and operational commitments. Reducing the target allows NEMISA to maintain programme quality within the constrained budget.

2. **Emerging Digital Training:**

- The target for advanced digital skills training has been reduced by **500 beneficiaries**. These programmes demand substantial additional support, including advanced facilities, and extended training periods. Adjusting this target reflects the need to balance resources across other critical areas.

3. **Basic Digital Literacy:**

- The target remains at **60,000 beneficiaries**, as these programmes are largely delivered through **online learning**, making them more cost-effective. By leveraging digital platforms, NEMISA can continue reaching a wide audience despite budget limitations.

4. **Technician Training:**

- This specialised program has been maintained at **200 learners**, given its importance and considering its high costs. Training a single technician costs over **R21,000**, including a toolkit, making it essential to carefully manage the intake while preserving the programme's impact and quality. It should be noted that the big reduction of this target from a target of 30 000 learner planned to be trained in 2023/24 was as a result of lack of funding. At the time of setting the 30 000 learners to be training target for that year, NEMISA expected external funding however this did not materialise and thereafter a conservative approach has been adopted to plan for training that NEMISA has resources for.

Programme 4: knowledge for Innovation

Outcomes, Outputs, Performance Indicators and Targets

	Outcome	Outputs	Output Indicators	Annual Target						
				Audited Performance			Estimated Performance	MTEF Period		
				2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
4.1	Improved applied research and innovation outcomes	Research and innovation engagements	Number of discothons hosted	1	1	1	-	1	1	1
4.2			Number of Digital Skills roundtable discussions held	-	-	-	-	2	2	2
4.3			Number of advocacy and awareness campaigns	-	-	-	-	2	2	2
4.4		Research Agenda implemented	Number of research agenda implementation initiatives	-	-	-	2	2	2	2

Output Indicators: Annual and Quarterly Targets

No	Output Indicators	Annual Targets	Q1	Q2	Q3	Q4
4.1	Number of discothons hosted	1	-	Recruitment Drive and Discothon build up	1	-
4.2	Number of Digital Skills round-table discussions held	1	-	1	-	1
4.3	Number of advocacy and awareness campaigns	2	-	1	-	1
4.4	Number of research agenda implementation initiatives	2	-	1	-	1

Explanation of planned performance over the medium-term period

The institution will conduct continuous research, provide platforms for innovative concepts and conduct environmental scanning to identify digital skills gaps and concentrate on new ways to embed ICT into people's lives for socio-economic benefit.

Programme 5: Aggregation Framework

Outcomes, Outputs, Performance Indicators and Targets

	Outcome	Outputs	Output Indicators	Annual Target						
				Audited Performance			Estimated Performance	MTEF Period		
				2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
5.1	Aggregated Digital Skills Programme	Monitoring, Evaluation and impact reporting on training programmes provided	Number of monitoring and evaluation reports produced	4	4	4	4	4	4	4
5.2			Number of Impact assessments reports produced	-	1	1	1	1	1	1

Output Indicators: Annual and Quarterly targets

No	Output Indicators	Annual Target	Q1	Q2	Q3	Q4
5.1	Number of monitoring and evaluation reports produced	4	1	1	1	1
5.2	Number of impact assessments reports produced	1	-	-	-	1

Explanation of planned performance over the medium-term period

The institution will focus on implementing the monitoring and evaluation framework to ensure the alignment of the strategic outcomes and output indicators. The framework will also address the efforts, resources and results and impact information, which are necessary for an informed strategy and policy decision-making.

Outcomes	Risk descriptions	Risk Mitigations
Integrated Ecosystem Contributing to Building a Skills Society	Failure to stay updated with creative media, digital skills gaps, and ICT Technology trends.	Implement the 2023/24 FY Research agenda initiatives, research papers/recommendations to position and keep NEMISA abreast with the latest creative media, digital skills, and ICT Technology trends. Implement the approved organisational structure to adequately resource/capacitate the departments across NEMISA Review training programmes / curriculum to align to the National Digital and Future Skills Strategy on the future of work Review and to be relevant and competitive - (specialist training and more new courses)
	Failure to effectively manage collaborative Partners' and Stakeholder's MoA performance to meet stakeholder demand and expectations on training programmesPerformance1	Conduct regular monthly and quarterly coordination meetings with Collaborative Partners to discuss MoA performance expectations, address challenges and provide technical support where necessary.
Digitally Transformed and Well Governed Organisation	Cyber Security incidents/ IT infrastructure vulnerabilities and data breaches	Develop and implement Cyber Security Strategy and associated plans
	Misalignment between the operating model, capacity, organisational APP and performance targets, not adequately positioning NEMISA to operate optimally.	Fill critical positions and vacancies. Implement the revised/approved organisational structure.
	Low employee morale, job dissatisfaction and reduced organisational performance	Implement the approved new structure to capacitate the organisation (adequate human resources across the organisation). Develop and implement a Retention and Succession Planning Policy and Strategy.
	Inadequate change management during digital transformation initiatives to align and support employees for a smooth transition.	Develop a change management strategy and provide ongoing training and support for employees.

	The organisational culture that does not support organisational strategy.	Define and communicate the expected/desired organisational culture (collaboration with employees in developing organisational culture)
	Inadequate recognition of the NEMISA brand, products/service offerings and as a catalytic organisation for National Digital skill development by target customers	Develop and Implement Marketing and Communication Strategy and action plan. Explore various marketing and communication efforts - i.e.. Ongoing Advocacy and Brand awareness campaigns through different forms and mediums.
	Political shifts with administrative and operational disruptions affecting ongoing initiatives and leadership transitions.	Conduct regular reviews to ensure plans align with government priorities, programmes and plans.
Improved Applied Research and Innovation Outcomes	Inadequate research and innovation to adequately position NEMISA to stay ahead of the Fourth Industrial Revolution (4IR) and to keep abreast with changing digital skills, ICT Technology and global trends	Implement Research Agenda Initiatives & research paper recommendations to position and keep NEMISA abreast with the latest creative media, digital skills, and ICT Technology trends.

Programme resource allocation

Programmes	Audited outcomes			Appropriation	Medium-Term expenditure		
	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
	R'000				R'000		
Administration	49 969	57 237	52 586	52 782	43 260	44 990	46 789
	-	-	-	-	-	-	-
e-Astuteness development	14 171	37 856	45 348	44 699	53 701	56 314	59 155
Knowledge for Innovation	1 056	1 875	2 294	2 323	-	-	-
Aggregation Framework	-	1 500	1 893	3 017	-	-	-
Total	65 191	98 468	102 121	103 104	96 961	101 304	105 923

Part D: Technical Indicator Descriptions (TID)

Programme 1: Administration

Indicator title 1.1	Digital Maturity level achieved
Short definition	It is model that describes the different levels of digital maturity that NEMISA aspires to achieve. With the focus being on technology infrastructure, systems, people and processes
Source/collection of data	Approved Digital Maturity Model
Method of calculation	Achieved levels score of the Digital Maturity model
Means of verification	Approved Digital Maturity
Assumptions	There is an approved Digital Maturity Framework
Calculation type	Simple count
Reporting cycle	Annually
Desired performance	NEMISA to increase its digital maturity level.
Indicator responsibility	ICT Manager

Indicator Title 1.2	Percentage of NEMISA's workforce reskilled and upskilled
Definition	NEMISA employees that have undertaken training identified as needed by the organisation.
Source of data	Workplace Skills Plan Training Report
Method of calculation/Assessment	Number of people trained over the total number of identified people to be upskilled and reskilled
Means of verification	Workplace Skills Training Report
Assumptions	Funding will be provided to undertake training initiatives
Assumptions	N/A
Reporting cycle	Annually
Desired Performance	Decreased skills gaps amongst NEMISA employees
Indicator responsibility	Executive Manager: Corporate Services

Indicator title 1.3	Percentage of audit action plans implemented
Short definition	Detailed plans developed by management to address audit findings, including timelines, responsible individuals, and corrective actions
Source/collection of data	Management report
Method of calculation	Number of Audit Action Plans Implemented over Total number of audit action plans
Means of verification	Audit Action Plan
Assumptions	Audit action will be monitored
Calculation type	Non-Cumulative
Reporting cycle	Annually
Desired performance	Clean audit
Indicator responsibility	Chief Finance Officer

Indicator title 1.4	Number of Board Evaluations performed, and action plan developed
Short definition	The evaluation of the Board, Board Sub-Committees and Peer Review performance assessment
Source/collection of data	Evaluation information
Method of calculation	Simple
Means of verification	Annual Board Evaluation Report Action Plan
Assumptions	None
Calculation type	Non-Cumulative
Reporting cycle	Annually
Desired performance	Approved Evaluation assessment submitted timeously to the Department of Communication and Digital Technologies
Indicator responsibility	Company Secretary

Programme 2: Multi-Stakeholder Collaboration

Indicator Title 2.1	Number of value- adding partnerships
Definition	Partnerships established with stakeholders to ensure sufficient training coverage achieved.
Source of data	Memorandum of Agreements or Letter of agreements
Method of calculation/Assessment	Simple Count
Means of verification	Signed Memorandum of Agreements or Letter of agreements
Assumptions	Through the signed MoAs NEMISA partners support NEMISA mandate by making a contribution in the form of access to learners or funding or through other resources
Calculation Type	Non-Cumulative
Reporting Cycle	Quarterly
Desired Performance	Establish an effective network in collaboration with key ICT stakeholders
Indicator responsibility	Chief Executive Officer

Indicator Title 2.2	Number of consolidated partnership performance reports produced
Definition	This report measures the implementation of signed MoAs.
Source/Collection of data	Partnership performance reports
Method of calculation/Assessment	Simple Count
Means of verification	Partnership performance reports signed by the CEO
Assumptions	Through the signed MoAs NEMISA partners support NEMISA mandate by making a contribution in the form of access to learners or funding or through other resources
Calculation Type	Non-Cumulative
Reporting Cycle	Quarterly
Desired Performance	Reports on the implementation of the MoA
Indicator responsibility	Project Managers

Indicator Title 2.3	Partnership ecosystem assessment
Definition	Skills delivery ecosystem plan (includes training delivery partners/ content development partners/ mentors/ learner support/learning tools/infrastructure/funding/venues/quality assurance)is developed and implemented to support achievement of NEMISA mandate. The objective is to have improved digital skills delivery.
Source of data	Skills Delivery Ecosystem Plan
Method of calculation/Assessment	Simple count
Means of verification	Consolidated report
Assumptions	Established partnerships will successfully play their expected roles
Calculation Type	Non-Cumulative
Reporting Cycle	Annually
Desired Performance	The ecosystem is expected to make a positive contribution to NEMISA's mandate.
Indicator responsibility	Manager: Strategic Partnerships

Programme 3: e-Astuteness Development

Indicator Title 3.1	Number of learners trained in creative media short courses
Definition	The indicator tracks the number of learners trained in creative media courses including radio, TV, animation and interactive media.
Source/Collection of data	Learner assessor reports
Method of calculation/Assessment	Simple Count
Means of verification	Signed Attendance registers Letter of completion
Assumptions	Increased demand for creative media training
Spatial Transformation	Nation-Wide
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Increased creative media experts
Indicator responsibility	Head of Training

Indicator Title 3.2	Number of creative media learners participating in the learnerships
Definition	The indicator tracks the number of people trained in creative media learnerships.
Source of data	Enrolment Reports
Method of calculation/Assessment	Simple Count
Means of verification	Assessor Reports
Assumptions	Increased demand for creative media Learnerships
Spatial Transformation	Nation-Wide
Calculation Type	Cumulative
Reporting Cycle	Quarterly
Desired Performance	Increased creative media experts
Indicator responsibility	Head of Training

Indicator Title 3.3	Number of training programmes reviewed
Definition	The indicator tracks the number of courses reviewed.
Source/ Collection of data	Course material
Method of calculation/Assessment	Simple Count
Means of verification	Reviewed Course material approved by the CEO
Assumptions	Need for course content to be reviewed and aligned to demand for future skills.
Calculation Type	Non-Cumulative
Reporting Cycle	Annually
Desired Performance	Course content to be updated and remain relevant to creative media sector
Indicator responsibility	Head of Training

Indicator title 3.4	Number of learners trained in Digital Literacy
Short definition	Basic digital literacy training refers to foundational education that equips individuals with essential skills to use digital tools, devices, and the internet effectively and responsibly. It is designed to help participants navigate the digital world confidently.
Source/collection of data	Learning Management System
Method of calculation	Simple count
Means of verification	LMS Report
Assumptions	Cooperation from relevant stakeholders and beneficiaries
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Predetermined number of learners to be trained in digital literacy
Indicator responsibility	Manager: Strategic Partnerships

Indicator title 3.5	Number of people trained in digital entrepreneurship to support MSME development
Short definition	The indicator tracks the number of learners trained in digital entrepreneurship. This includes MSMEs, informal traders and aspiring entrepreneurs who seek to create, manage or expand their businesses in the digital economy. Digital Entrepreneurship is a skills course aimed at developing knowledge of digital skills on how to explore, run and grow a digital enterprise.
Source/collection of data	Learning Management System
Method of calculation	Simple count
Means of verification	LMS Reports
Assumptions	Cooperation from relevant stakeholders and beneficiaries
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Predetermined number of learners to be trained
Indicator responsibility	Project Manager

Indicator title 3.6	Number of learners trained in emerging digital Technologies
Short definition	This indicator tracks the number of learners innovative and emerging technologies. The focuses on developing competencies in using advanced and evolving technologies that are shaping modern industries and societies. This type of training goes beyond basic digital literacy and equips individuals with the knowledge and skills needed to engage with cutting-edge technologies and tools.
Source/collection of data	Learning Management System
Method of calculation	Simple count
Means of verification	LMS reports
Assumptions	Cooperation from training partners
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Predetermined number of learners to be trained in digital technologies
Indicator responsibility	Digital Learning

Indicator title 3.7	Number of learners trained in technical training programmes
Short definition	This indicator tracks the number of learners trained in (vocational/ technician- inclusive of cellphone repairs, Broadband Installations, Wireless Internet service provision, Digital Terrestrial Television Installations etc.) Technician ICT training programmes. The programme is designed to impart technician and entrepreneurial skills.
Source/collection of data	Attendance registers for face-to-face or Learning Management System
Method of calculation	Simple Count
Means of verification	Signed Attendance registers or LMS Reports
Assumptions	Cooperation from training partners and beneficiaries
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Achieve targets set out in APP
Indicator responsibility	Manager Strategic Partnerships

Indicator Title 3.8	Number of learning content produced
Definition	Number of updated learning content produced for the support of existing/new courses.
Source of data	Learning Management System
Method of calculation/Assessment	Course name
Means of verification	Course content produced
Assumptions	Courses are compatible with the requirements of the LMS
Calculation Type	Non-Cumulative
Reporting Cycle	Quarterly
Desired Performance	Increased content for the LMS
Indicator responsibility	Production Manager

Indicator Title 3.9	Approved Post learning transitions plan
Definition	Post learning transition refers to services to be offered to learners to access further learning/work integrated learning/internships/any other opportunities for employment or entrepreneurship
Source of data	Post learning transitions plan
Method of calculation/Assessment	Simple count
Means of verification	Post learning transitions report Database for learners
Assumptions	External stakeholders' willingness to collaborate to achieve the target
Calculation Type	Non-Cumulative
Reporting Cycle	Quarterly
Desired Performance	Successful implementation of the post learning transition plan.
Indicator responsibility	Head of Training

Programme 4: Knowledge for Innovation

Indicator title 4.1	Number of Discothons hosted
Short definition	An event held to promote development of solutions that are supported by data/technologies/creative media to respond to identified problems or opportunities in South Africa
Source/collection of data	Discothon Report
Method of calculation	Simple Count
Means of verification	Discothon Report or Attendance Registers
Assumptions	N/A
Calculation type	N//A
Reporting cycle	Annually
Desired performance	Production of solution that can be implemented towards resolving identified problems or opportunities
Indicator responsibility	Executive Manager: Corporate Service

Indicator title 4.2	Number of digital skills roundtable discussions held
Short definition	Refer to stakeholder discussions on identified topics that will generate insights towards supporting NEMISA in achieving its mandate
Source/collection of data	Roundtable reports
Method of calculation	Simple count
Means of verification	Roundtable reports Attendance Registers
Assumptions	There will be funding availability and stakeholder participation
Calculation type	Non-Cumulative
Reporting cycle	Bi-annual
Desired performance	Position NEMISA as a thought leader in the chosen topics and contribute to the delivery of NEMISA's mandate.
Indicator Responsibility	Executive Manager: Corporate Services

Indicator title 4.3	Number of Advocacy and awareness campaigns
Short definition	Number of stakeholder engagements that include, but not limited to any of these: roundtables, career exhibitions – digital/virtual or physical.
Source/collection of data	Attendance registers and analytic report for digital/online campaigns
Method of calculation	Simple Count
Means of verification	Signed attendance registers physical campaigns and online register
Assumptions	Industry leaders and academia to engage at an innovative and strategic level
Calculation type	Cumulative
Reporting cycle	Quarterly
Desired performance	Improved stakeholder attraction to NEMISA and brand visibility.
Indicator responsibility	Marketing Officer

Programme 5: Aggregation Framework

Indicator Title 5.1	Number of monitoring and evaluation reports developed
Definition	The indicator tracks the performance of the programmes and areas of improvement.
Source of data	Quarterly Monitoring and evaluation reports
Method of calculation/Assessment	Simple Count
Means of verification	Analysis of progress reports
Assumptions	The training provided by NEMISA is to impact and improve the lives of South African citizens
Spatial Transformation	Nation-Wide
Calculation Type	Non-cumulative
Reporting Cycle	Quarterly
Desired Performance	Evaluation report
Indicator responsibility	Manager Office of CEO

Indicator Title 5.2	Number of impact assessment reports produced
Definition	Impact assessment reports are documents designed to evaluate the effects or consequences of a specific project, training programme or initiative on various aspects of society, the economy, the environment, or other relevant areas. These reports play a critical role in decision-making, accountability, and improvement efforts.
Source of data	Survey tool
Method of calculation/Assessment	Simple Count
Means of verification	Impact assessment Report
Assumptions	The training provided by NEMISA is to impact and improve the lives of South African citizens
Calculation type	Non -cumulative
Reporting cycle	Annual
Desired Performance	Evaluation report
Indicator responsibility	Chief Executive Officer

