

# NATIONAL SKILLS FUND

## REVISED STRATEGIC P L A N

# 2020

# 2025



higher education  
& training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA



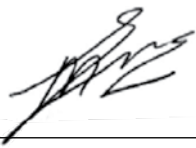


**REVISED  
STRATEGIC PLAN  
2020/21 – 2024/25**

## OFFICIAL SIGN-OFF


### It is hereby certified that this revised strategic plan:

- was developed by the management of the National Skills Fund (NSF) under the guidance of the Minister of Higher Education, Science and Innovation, Dr BE Nzimande, MP;
- takes into account all the relevant policies, legislation and other mandates for which the NSF is responsible; and
- accurately reflects the impact, outcomes and outputs which the NSF will endeavour to achieve over the period 1 April 2020 to 31 March 2025 given the resources budgeted during the period.



**Ms MD Erra**

*Chief Director: Strategy,  
Innovation and Organisational  
Performance*



**Ms P Moodley**

*Acting Chief Financial Officer*



**Ms K Hlongwane**

*Acting Chief Director: Skills  
Development Implementation*



**Mr DK Mabusela**

*NSF Acting Executive Officer*



**Dr N Sishi**

*Director-General: Higher  
Education and Training  
Accounting Authority of the NSF*

### Supported by:



**Mr BK Manamela, MP**

*Deputy Minister: Higher  
Education, Science and  
Innovation*

### Approved by:



**Dr BE Nzimande, MP**

*Minister: Higher Education,  
Science and Innovation  
Executive Authority of the NSF*

## TABLE OF CONTENTS

I.	LIST OF ABBREVIATIONS AND ACRONYMS .....	4
II.	PURPOSE OF THIS DOCUMENT.....	5
III.	DESCRIPTION OF THE STRATEGIC PLANNING PROCESS .....	6

### **PART A: OUR MANDATE .....** 7

1.	INSTITUTIONAL POLICIES, LEGISLATION AND STRATEGIES OVER THE FIVE-YEAR PLANNING PERIOD.....	8
2.	RELEVANT COURT RULINGS .....	9

### **PART B: OUR STRATEGIC FOCUS.....** 10

1.	VISION.....	11
2.	MISSION.....	11
3.	VALUES.....	11
4.	SITUATIONAL ANALYSIS .....	11
4.1	EXTERNAL ENVIRONMENT ANALYSIS.....	11
4.2	INTERNAL ENVIRONMENT ANALYSIS .....	15
5.	SWOT ANALYSIS .....	16

### **PART C: MEASURING OUR PERFORMANCE.....** 17

1.	NSF THEORY OF CHANGE .....	18
2.	INSTITUTIONAL PERFORMANCE INFORMATION .....	19
3.	OVERVIEW OF THE NSF RESOURCE CONSIDERATIONS.....	19
4.	MEASURING OUTCOMES.....	21
4.1	PROGRAMME 1: ADMINISTRATION .....	21
4.2	PROGRAMME 2: SKILLS DEVELOPMENT FUNDING.....	23
4.3	PROGRAMME 3: PSET SYSTEM IMPROVEMENT FUNDING.....	26
5.	KEY RISKS AND MITIGATIONS.....	28

### **PART D: TECHNICAL INDICATOR DESCRIPTIONS .....** 30

## I. LIST OF ABBREVIATIONS AND ACRONYMS

<b>4IR</b>	Fourth industrial revolution
<b>APP</b>	Annual performance plan
<b>AGSA</b>	Auditor-General of South Africa
<b>CFO</b>	Chief Financial Officer
<b>DDM</b>	District Development Model
<b>DPME</b>	Department of Planning, Monitoring and Evaluation
<b>DHET</b>	Department of Higher Education and Training
<b>EPWP</b>	Expanded Public Works Programme
<b>ERRP</b>	Economic Reconstruction and Recovery Plan
<b>ERRS</b>	Economic Reconstruction and Recovery Skills Strategy
<b>HRM</b>	Human resource management
<b>HRDSA</b>	Human Resource Development Strategy for South Africa
<b>HRDSCA</b>	Human Resource Development Council of South Africa
<b>HSRC</b>	Human Science Research Council
<b>IPAP</b>	Industrial Policy Action Plan
<b>ICT</b>	Information and communication technology
<b>LMI</b>	Labour Market Intelligence
<b>MS Dynamics</b>	Microsoft Dynamics
<b>MTEF</b>	Medium term expenditure framework
<b>MTSF</b>	Medium term strategic framework
<b>MoA</b>	Memorandum of agreement
<b>NSA</b>	National Skills Authority
<b>NEET</b>	Not in employment, education and training
<b>NSDP</b>	National Skill Development Plan 2030
<b>NSF</b>	National Skills Fund
<b>NP-PSET</b>	National Plan for Post-school Education and Training

<b>NDP</b>	National Development Plan 2030
<b>NGP</b>	New Growth Path
<b>NSDS</b>	National Skills Development Strategy
<b>NARYSEC</b>	National Youth Service Corps
<b>OIHD</b>	Occupations in high demand
<b>PFMA</b>	Public Finance Management Act, 1999 (Act 1 of 1999) as amended
<b>PSET</b>	Post-school education and training
<b>QLFS</b>	Quarterly Labour Force Survey
<b>QCTO</b>	Quality Council for Trades and Occupations
<b>RFP(s)</b>	Request for proposal(s)
<b>SETA(s)</b>	Sector education and training authority/authorities
<b>Stats SA</b>	Statistics South Africa
<b>STI</b>	Science, technology and innovation
<b>SDLA</b>	Skills Development Levy Act, 1999 (Act 9 of 1999) as amended
<b>SDA</b>	Skills Development Act, 1998 (Act 97 of 1998) as amended
<b>SDL</b>	Skills development levy
<b>SDP(s)</b>	Skills development providers
<b>SLA</b>	Service level agreement
<b>SOP(s)</b>	Standard operating procedure(s)
<b>SMME</b>	Small, medium and micro enterprise
<b>SEDA</b>	Small Enterprise Development Agency
<b>SWOT</b>	Strengths, weaknesses, opportunities and threats
<b>TVET</b>	Technical vocational education and training
<b>WP-PSET</b>	White Paper for Post School Education and Training
<b>WP-STI</b>	White Paper for Science, Technology and Innovation

## II. PURPOSE OF THIS DOCUMENT

The NSF 2020–2025 Revised Strategic Plan highlights the NSF's strategic foundation as well as the performance and financial plan for the period 1 April 2020 to 31 March 2025. It is the outcome of an annual planning process that sets targets for the first year as well as projections for the rest of the five-year period. The strategic elements, namely the NSF's vision, mission and values, represent the long-term direction that guides the annual planning process. These strategic elements are normally reviewed over five-year periods.

The revised strategic plan has been compiled based on the requirements of the Public Finance Management Act, 1999 (Act 1 of 1999) (PFMA) and the following guidelines:

1. The Department of Planning, Monitoring and Evaluation (DPME) Revised Framework for Strategic Planning and Annual Performance Plans, updated in 2021
2. The DPME Guidelines for the Implementation of the Revised Framework for Strategic and Annual Performance Plans, updated in 2021
3. The guideline for assessment of strategic plans and annual performance plans issued in October 2020
4. National Treasury Framework for Managing Programme Performance Information published in May 2007.

The revised strategic plan will guide the work of the NSF and serves as a basis for an assessment of the NSF's performance by stakeholders over the strategic period 1 April 2020 to 31 March 2025 and beyond, taking into consideration the implementation of the DHET 2020–2025 Strategic Plan, White Paper for Post-School Education and Training (WP-PSET) and the National Skills Development Plan 2030 (NSDP).

Additionally, the NSF has considered several reports and plans to improve the alignment of its strategic plan and annual performance plan which include the following:

1. Auditor-General of South Africa reports
2. Economic Reconstruction and Recovery Plan
3. New NSF outcomes added to the annual performance plan with effect from 2020/21

### III. DESCRIPTION OF THE STRATEGIC PLANNING PROCESS

In January 2020, the Department of Planning Monitoring and Evaluation (DPME) issued a draft revised strategic planning framework and guideline. In addition, the DPME issued the five-year implementation plan of the National Development Plan (NDP) for 2020 to 2025 in order for departments and entities to align their plans with the objectives of the NDP. The revised framework and guidelines seek to improve planning and effective implementation of government programmes.

On this premise, the NSF management engaged with and discussed the policies, plans and strategic documents that inform the revision of its current strategic planning framework. The NSF also interrogated the audit outcome of the entity for 2020/21 and the prior year and assessed the organisational performance from 1 April 2019/20 to the end of quarter 3 of 2021/22.

Further, the NSF assessed the revised medium term strategic framework (MTSF) of the DHET. The NSF management identified outcomes to which the NSF will contribute and are in line with its mandate and objectives. The DHET participated in the strategic planning session of the NSF convened on 18 to 19 October 2021 with NSF senior managers and which was followed by several follow up engagements with all NSF business unit heads. These engagements provided the basis for the NSF to prepare its draft revised strategic plan for the strategic period commencing 1 April 2020 up to 31 March 2025 and the APP for the 2022/23 financial year. All inputs obtained through the consultations were incorporated into the first draft of the Revised Strategic Plan 2020-2025 and APP 2022/23 which was routed to the Minister of Higher, Education and Innovation at the end of October 2021.

Lastly, in terms of Section 5 of the Skills Development Act, 1998 (Act97 of 1998) (SDA), one of the functions of the National Skills Authority (NSA) is to advise the Minister of Higher Education, Science and Innovation on the NSF's strategic framework and its criteria for the allocation of funds. The NSF will therefore, as in the past, table this revised strategic plan to the NSA for consideration in the presentation thereof to the Minister of Higher Education, Science and Innovation and the Director-General of Higher Education and Training, as the executive and accounting authorities of the NSF, respectively.





**PART A:  
OUR MANDATE**

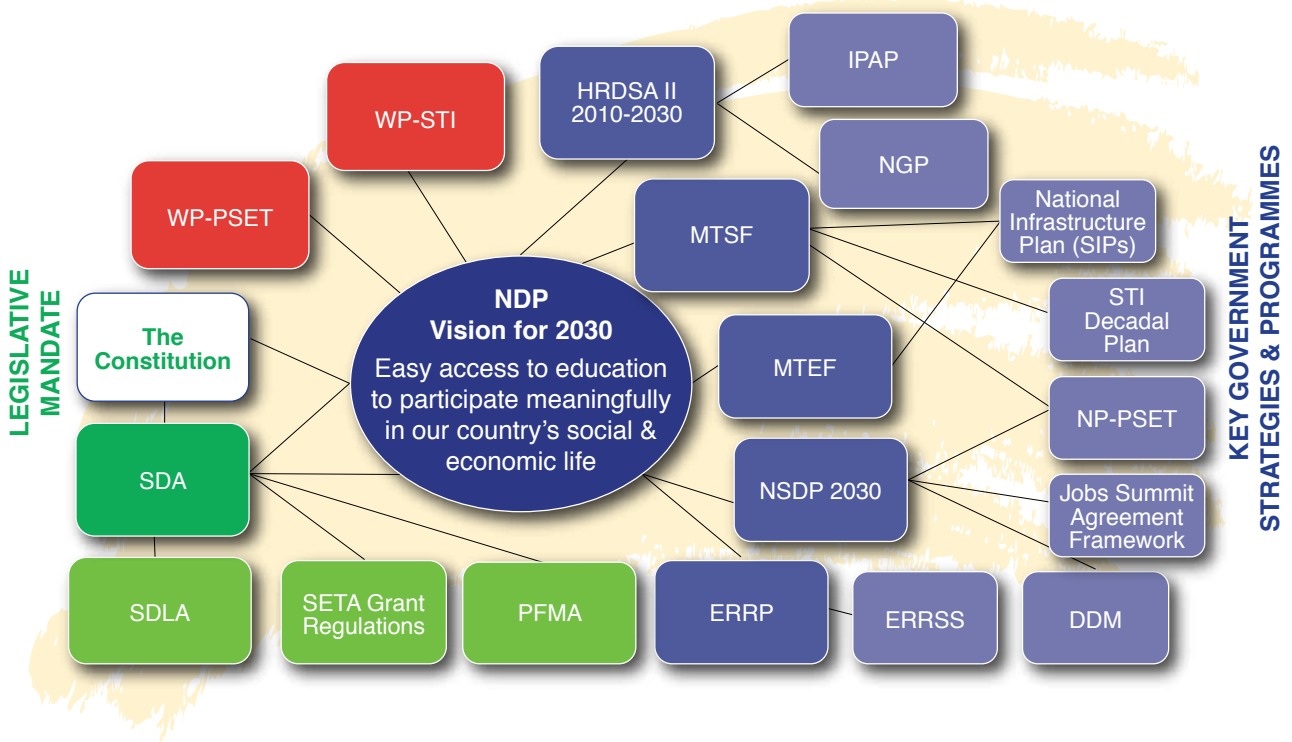


# 1. INSTITUTIONAL POLICIES, LEGISLATION AND STRATEGIES OVER THE FIVE-YEAR PLANNING PERIOD

THE FOLLOWING AMENDMENT WAS MADE UNDER PART A:

Area of revision	Proposed revision	Reason for revision
Institutional policies	Include Economic Reconstruction and Recovery Plan/Skills Strategy	To improve alignment of the key government strategies and programmes

## NSF LEGISLATIVE AND POLICY FRAMEWORK AND KEY GOVERNMENT PROGRAMMES




Refer to Part A: Our Mandate in the 2022/23 Annual Performance Plan

## Economic Reconstruction and Recovery Plan/Skills Strategy

The Economic Reconstruction and Recovery Plan (ERRP) focuses on specific interventions to restore South Africa's economy following the devastation caused by Covid-19. The objectives of the plan, linked to the vision of the country as set out in the National Development Plan, are as follows:

- To create jobs, primarily through aggressive infrastructure investment and mass employment programmes
- To reindustrialise our economy, focusing on growing small businesses
- To accelerate economic reforms to unlock investment and growth
- To fight crime and corruption
- To improve the capability of the state



In response, the Economic Reconstruction and Recovery Skills Strategy addresses the interventions that are required to ensure the successful implementation of the Economic Reconstruction and Recovery Plan. With the key aim of supporting a large number of young people to access opportunities in the short-term, the ERRP skills strategy lays out 10 interventions to introduce specific changes or enabling mechanisms to ensure that skills required are produced:

- Six interventions are focused on delivery (specific skills to be produced immediately linked to sectoral strategies).
- Four interventions are systemic, including mechanisms for refining and adding to skills and qualifications needed for fast responsiveness as the economy changes with the ERRP interventions.

The strategy assigns specific roles to key institutions within the skills sub-system including sector education and training authorities (SETAs) to concentrate on supporting skills planning, industry engagement, funding and workplace-based learning, the National Skills Fund (NSF) to identify critical areas for funding support, targeting unemployed youth and vulnerable groups, particularly in rural parts of the country, and the Quality Council for Trades and Occupations (QCTO) tasked with ensuring that qualifications respond to demand.

## **2. RELEVANT COURT RULINGS**

No relevant court rulings.



**PART B:  
OUR STRATEGIC FOCUS**

## 1. VISION

Funding to skill our nation

## 2. MISSION

To provide funding for national skills development towards a capable South African citizenry, that contributes to improving economic participation and social development.

## 3. VALUES

- Integrity
- Passion
- Accountable
- Service Excellence

### THE FOLLOWING AMENDMENTS WERE MADE UNDER PART B

Area of revision	Proposed revision	Reason for revision
Situational analysis	Provide an updated situational analysis	To provide an updated situational analysis addressing the environment in which the NSF operates.

## 4. SITUATIONAL ANALYSIS

This section discusses the NSF's organisational environment, capacity issues and key determinants of performance. It also provides an analysis of the NSF as an entity and how it is impacted by its environment. The strengths, weaknesses, opportunities and threats (SWOT) analysis technique was used to identify various factors that may impact the NSF. These were then considered during the compilation of the NSF's outcomes setting. The analysis provided an important guideline in the crafting of the NSF strategic priority areas, critical success factors and enablers that would strengthen organisational capacity and coherent delivery, while enhancing the way in which the organisation views and understands its mandate.

### 4.1 External environment analysis

Statistics South Africa (Stats SA) (2021) estimates the mid-year population at 60,14 million people, out of which approximately 51,1% (30,8 million) of the population are females. The country is a youthful nation, with the youth aged 15-24 years and 25-34 years recording the highest unemployment rates of 66,5% and 43,8%, respectively.

The quarter 3 2021 Quarterly Labour Force Survey (QLFS) indicates that the South African labour market is more favourable to men than it is to women. Men are more likely to be in paid employment than women regardless of race. The rate of unemployment among women was 37,3% in the third quarter of 2021 compared to 32,9% amongst men according to the official definition of unemployment. The unemployment rate among black/African women was 41,5% during this period compared to 9,9% among white women, 25,2% among Indian/Asian women and 29,1% among coloured women which dropped by a 0,8-points compared to the previous quarter.

Despite improving educational qualification levels, South Africa's socioeconomic landscape is largely characterised by the triple challenge of inequality, poverty and unemployment. These challenges are interdependent socioeconomic phenomena that require the attention of policymakers, government and businesses across the South African society. "High unemployment remains the key challenge for South Africa and the country struggles to create sufficient jobs". It is a fact that South Africa's official unemployment rate is on the rise. In the third quarter of 2021, the working age population stood at 39,7 million, from which 14,3 million were employed, 7,6 million (34,9%) were unemployed and 3,9 million were discouraged work-seekers. The unemployment rate among the black/African (38,6%) population group remains higher than the national average (34,9%) and other population groups. Generally, the third quarter of 2021 saw the labour force participation rate decreasing by 2,3 percentage points from 57,5% in quarter 2 of 2021 to 55,2%.

While the National Skills Development Strategy (NSDS) III was relevant in terms of the challenges it sought to address and effective in achieving a strategic shift in the way the skills system functions, the evaluation of the NSDS III during the period 2011–2016 further pointed to the need to build a demand-led skills development system. Ensuring the adequate supply of appropriate skills is dependent on knowing what skills are needed to support economic growth and social development. Strengthening research capabilities and gaining a deeper understanding of the labour market dynamics remains a critical focus for the NSF in the medium term towards improving its skills planning.

Improving skills planning is critical, considering the lack of availability of appropriate skills is often said to be a constraint on economic growth and social development. This includes the National Treasury Economic Policy, which states that South Africa's current economic trajectory is unsustainable: economic growth has stagnated, unemployment is rising, and inequality remains high. Therefore, it is imperative for the government to ensure that skills supply responds to skills demand.

Attempts to raise the country's potential growth rate must, therefore, include progress on the fundamental building blocks of long-run sustainable growth. In the PSET environment, this includes enhancing the relevance of the education systems by improving the alignment of the learning outcomes to labour market needs. It includes youth employment interventions such as government programmes that incentivise job creation such as learnerships and internships, as well as apprenticeships that facilitate school-to-work transition based on close cooperation between institutions of learning and the private sector.

Since the advent of democracy, one of the key objectives of the South African government has been the reduction of poverty, disparities and imbalances stemming from the apartheid regime. Several large-scale economic programmes were implemented, specifically aiming at the achievement of various economic goals, such as more rapid economic growth and job creation, improved service delivery, poverty and inequality alleviation. Regarding poverty, it is important to accurately identify the most deprived and vulnerable groups of people and areas so that the NSF effectively targets them by implementing appropriate poverty-reduction strategies.

Furthermore, the literature reflects that South Africa's economic growth still remains low, unemployment remains high, while youth unemployment rates continue to grow, and the levels of inequality remain high and disparate.

The QLFS shows that of the 7,6 million unemployed persons in quarter 3 of 2021, as many as 51,8% had education levels below matric, followed by those with matric at 37,8%. Only 2,7% of unemployed persons were graduates, while 7,2% had other tertiary qualifications as their highest level of education.

Suffice to indicate that between the second and third quarters of 2021, the number of employed persons decreased in all industries except for finance where employment increased by 138 000. The largest decrease in employment was recorded in the trade sector (309 000), followed by community and social services (210 000), construction and private households (65 000 each).

Furthermore, the results show that there were about 10,3 million young people aged 15–24 years in quarter 3 of 2021, of which 33,5% were not in employment, education or training (NEET) – 1,6 percentage points higher than in quarter 3 of 2020. In this age group, the NEET rate for males and females increased by 1,2 percentage points and 2,1 percentage points, respectively. The NEET rate for females was higher than that of their male counterparts in both years. In the third quarters of 2020 and 2021, more than four in every ten young males and females were not in employment, education or training.

The above scenario depicts the proportion of people of working age, versus the proportion of those that are employed, as widening, meaning the market is not creating sufficient jobs to absorb enough South Africans.

## **District Development Model**

The NSF, through the Technical Vocational Education and Training (TVET) Occupational Qualification Phase II Project, has realised a higher enrolment in the TVET sector coupled with simulated and workplace-based learning. These are enablers for increasing workplace experience for learners, increasing workplace opportunities and thus creating access to workplace opportunities including employment. The NSF has funded projects that supported and responded to the presidential pilot of the district development model (DDM) in OR Tambo District Municipality, Waterberg District Municipality and eThekweni Metropolitan Municipality. The funding is targeted at the provision of education and training and infrastructure to support small, medium and micro enterprise (SMME) and cooperative development in the three districts. It should be noted that the NSF funding is allocated across all nine provinces, inclusive of community level skills development support.

During the 2020/21 financial year, the NSF undertook a detailed analysis and mapping of NSF-funded interventions at provincial and district levels. This will see the NSF interventions being strategically spread to the areas that need the most assistance. This is intended to realise the objective of the DDM of ensuring inclusivity by gender and budgeting based on the needs and aspirations of the people and communities at a local level.

## **Economic recovery plan**

The Economic Reconstruction and Recovery Plan (ERRP) coupled with the skills and innovation strategy was borne out of the urgency for a well-coordinated strategy of skills development to support both the management of Covid-19 and the economic and social recovery.

The strategy specifically addresses the interventions that are required to ensure the successful implementation of the ERRP. This situation led the government, through the Minister of Finance, to table the Special

Adjustment Budget in Parliament on 24 June 2020. The Special Adjustment Budget affected the government departments, public entities and other state organisations including the NSF.

To this effect, the NSF, during the 2020/21 financial year drafted the economic recovery plan as per The Presidency's directives. The assessment of the impact of Covid-19 highlighted that the NSF's mandate and strategic priorities remain relevant in addressing the interventions identified in the ERRP, hence it continues to support and fund skills development initiatives identified through the ERRP.

## **NSF response to Covid-19 pandemic**

South Africa has been characterised by persistently and extremely high unemployment throughout the post-apartheid period. The role of skills and education in raising income levels of individuals and reducing inequality among the South African population has been the underlying driver of the government's policy efforts. Recently, the unemployment figures have risen sharply as the country feels the economic impact of the Covid-19 pandemic.

To respond to Covid-19, the NSF reprioritised its targets and budget to strategic priorities and interventions for both the short and medium term. This has led to the NSF identifying areas for reprioritised learning or economic sector interventions, for example training in digital skills. Furthermore, the NSF assessed its strategic plan and identified selected economic sectors to support the state's response to Covid-19. To this effect, the NSF developed the Covid-19 Action Plan and Economic Portfolio Plan underpinning the 2020-2025 strategic period.

Also, the Covid-19 pandemic necessitated the need to bolster the NSF's initial funding allocation to Higher Health with an additional commitment to increase Higher Health's capacity in response to Covid-19 in the post-school education and training (PSET) system.

In an effort to address the interventions identified in the ERRP, the NSF identified critical areas for funding support, targeting unemployed youth and vulnerable groups, particularly in rural areas.

Furthermore, the NSF has identified that for the next five years it will continue to prioritise and invest in post-school provision at universities focusing on bursaries and scholarships in scarce and critical skills as well as supporting learners from rural areas. The NSF's focus in the current strategic period will include the funding of community education and training colleges and also the TVET colleges through specific interventions; namely, the TVET Colleges Occupational Phase III project rollout, TVET campus construction, apprenticeship centres of specialisation and the TVET connectivity projects.

## **The impact of Covid-19 on service delivery**

The Covid-19 global pandemic represents a severe and unexpected exogenous shock to the South African economy, in a context of existing weakness in economic performance. Prior to the onset of the pandemic, the economy was in recession, the rate of unemployment was at its highest level over a decade, poverty and inequality remained deeply entrenched, whilst the fiscal situation was deteriorating due to lower-than-expected revenue earnings and growing sovereign debt. However, reconstruction from Covid-19 should be seen not in terms of recovery to what was, but in terms of transformation to what is next.



Some of the critical skills planning functions and research to inform the NSF's planning and implementation were undertaken through a coordinated research plan, including the Labour Market Intelligence (LMI) project that informs the development of the occupations in high demand (OIHD) and the impact of Covid-19 on the SA labour market and future skills needs. In addition, the NSF funded the crucial work of the Human Resource Development Council of South Africa (HRDCSA) in defining the human resource strategy for South Africa, and the NSA as the skills advisory, monitoring and evaluation body as directed by the NSDS III.

The NSF evaluation study was commissioned by the DHET, National Skills Authority (NSA) and NSF during the 2020/21 financial year. The study commenced on 1 April 2020 and provides insights in terms of the impact realised due to the funding allocated by the NSF over the five-year strategic period, from 2015 to 2020. The strategic plan of the NSF has been reviewed to consider the findings including the recommendations of the evaluation as well as ongoing research funded by the NSF through the NSA and Human Science Research Council (HSRC). This research is critical, considering the need for a comprehensive skills response to the country's post-Covid-19 economic and social recovery plan. Suffice to indicate that the study has been completed and that its results embedded to the deliberations of the strategic planning sessions during 2021 to inform the NSF planning processes.

## 4.2 Internal environment analysis

The mandate of the NSF as enshrined in the Skills Development Act (SDA) is to: 1) fund projects identified in the national skills development strategy as national priorities (section 28(1) of the SDA); b) fund projects related to the achievement of the purposes of the SDA as the Director-General determines (section 28(1) of the SDA); and c) administer the NSF within the prescribed limit (section 28(3) of the SDA).

The 2020/21 financial year was severely affected by the Covid-19 lockdown restrictions and some training sites were closed for certain periods, in compliance to the regulations. This prolonged the duration of training and affected the NSF's performance towards achieving its outcome targets as outlined in the 2020 to 2025 strategic plan. However, the skills development providers were afforded an opportunity to apply for change requests to enable them to finalise outstanding activities on the curriculum.

The performance of the NSF has declined over the past three financial years. This was mainly due to projects reaching the close-out phase with limited or no new projects being initiated. The delays in the implementation of new projects will continue to negatively affect the implementation of the 2022/23 APP.



The limited capacity within the NSF has been identified as one of the growing concerns which require urgent attention. The dependence of the NSF on the Department of Higher Education and Training (DHET) contributes significantly to the delays in recruitment processes.

In the 2019/20 and 2020/21 financial years, the NSF received a disclaimer audit opinion from the Auditor-General of South Africa (AGSA) for its financials and performance information. The NSF is determined to improve from this audit outcome to an unqualified audit opinion by the end of the strategic term. Several strategies including audit debriefing sessions with various directorates were conducted and audit action plans were drafted and are being monitored regularly.

The implementation of the Microsoft (MS) Dynamics is underway and will be fully effective before the end of the 2022/23 financial year. This system will assist to improve performance reporting and collection of supporting evidence.

## 5. SWOT ANALYSIS

Strengths	Weaknesses
<p>Ability to secure funding</p> <p>Capable and dedicated workforce</p> <p>Improved/advanced policies, procedures and processes</p>	<p>Lack of human capacity</p> <p>Lack of human resource management (HRM) independence</p> <p>Lack of project management skills</p> <p>Lack of efficient and effective information and communication technology (ICT) systems</p> <p>NSF not a fully-fledged public entity</p> <p>Turnaround time of initiation interventions</p> <p>Low profile/lack of organisational and stakeholder communication</p>
Opportunities	Threats
<p>Youth unemployment</p> <p>Emerging need for post-school education</p> <p>Possible alternative sources of funds</p> <p>Fostering good partnership to ensure the sustainability of NSF-funded projects</p> <p>National, provincial and local footprint</p>	<p>Increase in the cost of training</p> <p>Unrealistic demands for funding</p> <p>Covid-19 pandemic</p> <p>Skills development providers not implementing projects as envisaged</p> <p>Lack of workplace-based training</p> <p>Lack of job opportunities</p> <p>Fraud and corruption</p> <p>Quality of primary education</p> <p>Impact of Covid-19 (especially on primary education)</p>



**PART C:  
MEASURING OUR  
PERFORMANCE**

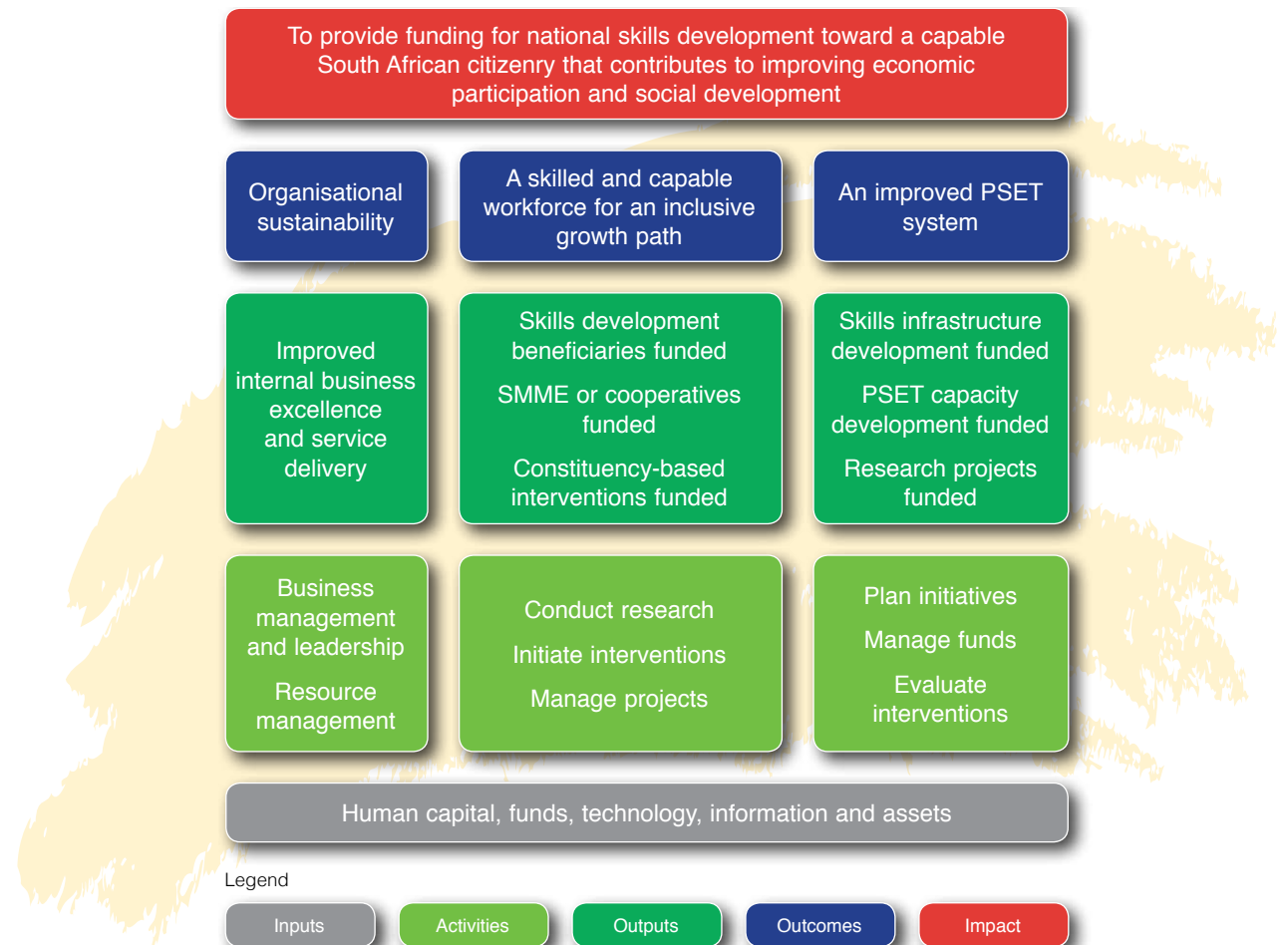
**THE FOLLOWING AMENDMENTS WERE MADE UNDER PART C**

Area of revision	Proposed revision	Reason for revision
Programme name	Programme 1: Administration	To align with the budget and organisational structure
	Programme 2: Skills Development Funding	
	Programme 3: PSET System Improvement Funding	
Indicators	All indicators marked with an asterisk (*) were included in the strategic plan	To ensure alignment with the MTSF outcome priorities and APP

\*Represents a new indicator

## 1. NSF THEORY OF CHANGE

The NSF strategic and annual performance plans are based on the NSF Theory of Change which has been premised on the framework for strategic and annual performance plans published by the National Treasury. The aim of the theory of change is towards measuring the outputs, outcomes and ultimate impact of skills development programmes funded by the NSF. The theory of change as contained in the NSF 2022/23 APP is as follows:



## 2. INSTITUTIONAL PERFORMANCE INFORMATION

### MEASURING THE IMPACT

<b>Impact statement</b>	Reduced inequality and poverty among NSF beneficiaries
-------------------------	--

## 3. OVERVIEW OF THE NSF RESOURCE CONSIDERATIONS

The NSF has revised the revenue budget estimates by 16,2% to R19,979 billion over the five-year strategic period, compared to the initial budget of R17, 191 billion. The NSF had initially anticipated a decline in the skills development levy (SDL) and investment income over the five-year strategic period due to the impact of Covid-19 and the anticipated decrease in revenue streams from the SDL and investment income.

### NSF REVENUE ESTIMATES

	Audited outcome			Revised estimate	Medium-term estimate			Additional two years	
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
<b>REVENUE</b>									
<b>Revenue from non-exchange transaction</b>	<b>3 504 195</b>	<b>3 660 340</b>	<b>2 472 640</b>	<b>3 886 553</b>	<b>4 223 863</b>	<b>4 575 845</b>	<b>4 819 830</b>	<b>5 205 416</b>	<b>5 621 850</b>
Skills development levies	3 496 140	3 656 840	2 472 640	3 786 553	4 123 863	4 465 845	4 819 830	5 205 416	5 621 850
Income from SETAs	8 055	3 500	-	-	-	-	-	-	-
Transfer from DHET	-	-	-	100 000	100 000	110 000	-	-	-
<b>Revenue from exchange transaction</b>	<b>505 359</b>	<b>601 934</b>	<b>440 359</b>	<b>521 147</b>	<b>568 050</b>	<b>624 855</b>	<b>693 589</b>	<b>769 883</b>	<b>862 269</b>
Finance income	445 263	551 744	417 491	484 618	528 233	581 057	644 973	715 919	801 829
Finance income from advance payment to skills development programme and projects	60 096	50 190	22 868	36 529	39 817	43 798	48 616	53 964	60 440
<b>Total revenue</b>	<b>4 009 554</b>	<b>4 262 274</b>	<b>2 912 999</b>	<b>4 407 700</b>	<b>4 791 913</b>	<b>5 200 700</b>	<b>5 513 419</b>	<b>5 975 299</b>	<b>6 484 119</b>
<b>R MOVEMENT IN COMPARISON WITH PRIOR YEAR</b>	<b>251 900</b>	<b>252 720</b>	<b>1 349 275</b>	<b>1 494 701</b>	<b>384 214</b>	<b>408 787</b>	<b>312 719</b>	<b>461 880</b>	<b>508 819</b>
<b>% MOVEMENT IN COMPARISON WITH PRIOR YEAR</b>	<b>6.28%</b>	<b>5.93%</b>	<b>-46.32%</b>	<b>33.91%</b>	<b>8.02%</b>	<b>7.86%</b>	<b>5.67%</b>	<b>7.73%</b>	<b>7.85%</b>

## Expenditure trends

### Skills development funding disbursements

Skills development funding disbursement will be an average of R3,652 billion per year over the medium term expenditure framework (MTEF) period, with an average of R3,351 billion disbursed towards education and training and an average of R300 million disbursed towards improving the PSET system. The skills development funding disbursement towards education and training will focus on the following:

- Bursaries and scholarships
- Occupational programmes
- Skills programmes (part qualification)
- Worker education

### Administrative expenditure

According to Section 28(2) of the SDA, the accounting authority approved the utilisation of 10% of the money allocated to the NSF in terms of Section 8(3)(a) of the Skills Development Levies Act, 1999 (Act 9 of 1999) (SDLA) to administer the fund. The utilisation of the 10% allocation may be applied for short-term employee benefits as well as other operating expenses.

### NSF EXPENDITURE ESTIMATES

	Audited outcome			Revised estimate	Medium-term estimate			Additional two years	
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
<b>EXPENDITURE</b>									
<b>Programme 1: Administration</b>	<b>156 671</b>	<b>145 621</b>	<b>165 608</b>	<b>176 926</b>	<b>185 736</b>	<b>195 024</b>	<b>204 774</b>	<b>215 012</b>	<b>225 764</b>
Employee costs	70 474	81 825	91 022	125 564	131 842	138 434	145 356	152 624	160 255
Operating expenses	80 596	58 128	41 155	45 360	47 629	50 011	52 511	55 136	57 893
Management fees and bank charges	1 813	2 266	2 523	2 655	2 788	2 927	3 073	3 227	3 389
Depreciation and amortisation	3 753	3 409	3 155	3 312	3 478	3 651	3 834	4 026	4 227
Loss on disposal of assets	35	3	33	35	-	-	-	-	-
Fair value adjustment on financial instruments at fair value		- 10	27 720						

	Audited outcome			Revised estimate	Medium-term estimate			Additional two years	
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
<b>EXPENDITURE</b> <i>(continued)</i>									
<b>Programme: Skills Development Funding</b>	<b>2 410 267</b>	<b>2 575 740</b>	<b>1 727 013</b>	<b>3 136 192</b>	<b>3 350 686</b>	<b>3 602 136</b>	<b>3 631 894</b>	<b>3 901 426</b>	<b>4 192 309</b>
Programme 2: Skills Development	2 352 239	1 965 270	1 451 368	2 844 739	3 056 319	3 304 825	3 331 610	3 598 139	3 885 989
Programme 3: Improved PSET System	58 028	594 127	261 805	291 453	294 367	297 311	300 284	303 287	306 320
Impairment provision		16 343	13 840						
<b>SARS collection costs</b>	<b>48 578</b>	<b>48 386</b>	<b>39 012</b>	<b>59 592</b>	<b>62 452</b>	<b>65 450</b>	<b>68 591</b>	<b>71 335</b>	<b>74 188</b>
<b>Total expenses</b>	<b>2 615 516</b>	<b>2 769 747</b>	<b>1 931 633</b>	<b>3 372 710</b>	<b>3 598 874</b>	<b>3 862 610</b>	<b>3 905 259</b>	<b>4 187 773</b>	<b>4 492 261</b>

## 4. MEASURING OUTCOMES

For each outcome, the NSF has selected outcome indicators to measure the achievement of outcomes at the end of the five-year period. In selecting the outcome indicators, consideration has been made to cater for a disaggregation of data with respect to women, youth and people with disabilities, for reporting quarterly and annually over the five-year strategic planning period. Applicable indicators where reporting on the disaggregated data will be made are reflected in Part D: Technical Indicator Descriptions.

### 4.1 Programme 1: Administration

#### 4.1.1 Purpose

The ultimate objective is to ensure a sound service delivery environment and effective resource management within the NSF. Focus will be on ensuring effective business operations in relation to strategic planning, financial and project monitoring and evaluation, organisational positioning, organisational performance management, organisational culture development, corporate image, stakeholder relations management as well as corporate governance, including an unqualified audit outcome.



## 4.1.2 Outcome, performance indicators and targets

MTSF PRIORITY 3: EDUCATION, SKILLS AND HEALTH					
PROGRAMME 1: ADMINISTRATION					
No	Outcome	Outcome indicator	Baseline (2020/21)	Five-year target	Responsible official
1.	Organisational Sustainability	<b>Subprogramme 1.1: Chief Financial Officer</b>			
		1.1.1 Obtain an unqualified audit opinion outcome by the end of the five-year strategic period	Disclaimer	Unqualified audit opinion	Chief Financial Officer
		<b>Subprogramme 1.2: Legal, Governance, Risk and Compliance</b>			
		1.2.1 Percentage of compliance to the PFMA and applicable regulations as per compliance report over the five-year strategic period*	100%	100%	Director: Legal, Governance, Risk and Compliance
		1.2.2 Percentage of approved standard operating procedures and policies implemented over the five-year strategic period*	50%	100%	Director: Legal, Governance, Risk and Compliance
		1.2.3 Percentage of planned policies and procedures developed and revised over the five-year strategic period*	50%	100%	Director: Legal, Governance, Risk and Compliance
		<b>Subprogramme 1.3: Human Resource Management</b>			
		1.3.1 Percentage of funded positions filled by the end of five-year strategic period	76%	90%	Director: Human Resource Management
		<b>Subprogramme 1.4: Public Relations and Communication</b>			
		1.4.1 Achieve a 70% client satisfaction rating by the end of the five-year strategic period	0%	70%	Director: Public Relations and Communication
		<b>Subprogramme 1.5: Information and Communication Technology</b>			
		1.5.1 90% of key information and communication technology (ICT) priorities implemented by the end of the five-year strategic period	60%	90%	Director: ICT and Analytics

\*New indicator

### 4.1.3 Resource consideration

The administration expenses amount to R186 million for 2022/23. Employee costs have been budgeted at R132 million and other operating expenses budgeted at R54 million.

	Audited outcome			Revised estimate	Medium-term estimate			Additional two years	
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
<b>EXPENDITURE</b>									
<b>Programme 1: Administration</b>	<b>156 671</b>	<b>145 621</b>	<b>165 608</b>	<b>176 926</b>	<b>185 736</b>	<b>195 024</b>	<b>204 774</b>	<b>215 012</b>	<b>225 764</b>
Employee costs	70 474	81 825	91 022	125 564	131 842	138 434	145 356	152 624	160 255
Operating expenses	80 596	58 128	41 155	45 360	47 629	50 011	52 511	55 136	57 893
Management fees and bank charges	1 813	2 266	2 523	2 655	2 788	2 927	3 073	3 227	3 389
Depreciation and amortisation	3 753	3 409	3 155	3 312	3 478	3 651	3 834	4 026	4 227
Loss on disposal of assets	35	3	33	35	-	-	-	-	-
Fair value adjustment on financial instruments at fair value		- 10	27 720						

## 4.2 Programme 2: Skills Development Funding

### 4.2.1 Purpose

Measuring the extent to which the NSF has funded learners who may be employed or self-employed within a reasonable period after successfully completing their education and training will provide a reliable measure of success of the skills development initiatives funded against strategic priority interventions in creating a capable South African citizenry that contributes towards improving economic participation and social development.

The NSF's key beneficiaries for skills development funding are the learners funded by the NSF. The expected consequence of achieving specific outputs due to providing funding for skills development initiatives to benefit these key beneficiaries is the attainment of employment or self-employment as a result of successfully acquiring the relevant skills

The attainment of this envisaged impact aims to address South Africa's triple challenge of poverty, inequality and unemployment by providing for those who are from disadvantaged backgrounds and vulnerable groups with education and training opportunities that will contribute towards their employment or self-employment prospects and wealth generation capabilities.

## 4.2.2 Outcome, performance indicators and targets

MTSF PRIORITY 3: EDUCATION, SKILLS AND HEALTH					
PROGRAMME 2: SKILLS DEVELOPMENT FUNDING					
No	Outcome	Outcome indicator	Baseline	Five-year target	Responsible official
2	<b>A skilled and capable workforce to support an inclusive growth path</b>	<b>Subprogramme: 2.1 Skills development</b>			
		2.1.1 Number of learners funded by the NSF for education and training over the five-year strategic period*	34 994	305 000	Chief Director: Skills Development Implementation
		2.1.2 Number of NSF-funded learners who completed their education and training over the five-year strategic period	17 924	116 584	Chief Director: Skills Development Implementation
		2.1.3 Number of NSF-funded learners who completed their education and training towards occupations in high demand (OIHD) over the five-year strategic period	3 880	52 880	Chief Director: Skills Development Implementation
		2.1.4 Number of NSF-funded learners from rural areas who completed their education and training over the five-year strategic period	7 377	60 877	Chief Director: Skills Development Implementation
		2.1.5 Number of NSF bursary funded students who completed their qualifications over the five-year strategic period*	New indicator	8 000	Director: Bursaries
		2.1.6 Number of learners who completed skills development through community-based skills development initiatives over the five-year strategic period	6 008	34 408	Chief Director: Skills Development Implementation
		2.1.7 Number of youth from rural areas who completed skills development in response to innovation and digital technology over five-year period*	New indicator	1 500	Chief Director: Skills Development Implementation
		2.1.8 Number of NSF tracer studies conducted to identify learners who are employed or self-employed after completion of their education and training (2023/24)*	New indicator	1 tracer study	Chief Director: Strategy, Innovation and Organisational Performance

MTSF PRIORITY 3: EDUCATION, SKILLS AND HEALTH					
PROGRAMME 2: SKILLS DEVELOPMENT FUNDING					
No	Outcome	Outcome indicator	Baseline	Five-year target	Responsible official
		<b>Sub-programme 2.2 SMMEs and cooperative interventions</b>			
		2.2.1 Number of NSF-funded learners who completed their education and training through SMME and cooperative skills development initiatives over the five-year strategic period	659	7 250	Chief Director: Skills Development Implementation
		2.2.2 Number of evaluation studies conducted on NSF-funded SMME and cooperative interventions (2023/24)*	New indicator	1 evaluation study	Chief Director: Strategy, Innovation and Organisational Performance
		<b>Sub-programme 2.3: Constituency based interventions</b>			
		2.3.1 Number of learners who completed their education and training through worker education initiatives over the five-year strategic period*	0	3 120	Chief Director: Skills Development Implementation
		2.3.2 Number of learners acquiring workplace experience	n/a	2 300	Chief Director: Skills Development Implementation
		2.3.3 Number of individuals who completed constituency-based interventions funded over the five-year strategic period*	New indicator	4 300	Chief Director: Skills Development Implementation
		2.3.4 Number of constituency-based interventions funded by the NSF over the five-year strategic period	New indicator	35	Chief Director: Skills Development Implementation

\*New indicator

The NSF will fund the education and training of learners to contribute towards other key government and initiatives, which include among others, supporting national programmes such as skills development through the Expanded Public Works Programme (EPWP) and the National Youth Services Corps (NARYSEC) programme, skills development aimed specifically at growing SMMEs and cooperatives, and community-based skills development initiatives.

### 4.2.3 Resource consideration

The budget towards the funding of education and training for 2021/22 and 2022/23 is as follows:

- R2 844 billion in 2021/22
- R3 056 billion in 2022/23

	Audited outcome			Revised estimate	Medium-term estimate			Additional two years	
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
<b>EXPENDITURE</b>									
<b>Programme 2: Skills Development Funding</b>	2 352 239	1 965 270	1 451 368	2 844 739	3 056 319	3 304 825	3 331 610	3 598 139	3 885 989

## 4.3 Programme 3: PSET System Improvement Funding

### 4.3.1 Purpose

The purpose of this outcome target and performance indicator is to measure the outcome of the NSF's investment in expanding, improving effectiveness and integrating the PSET system. The outcome of the NSF's investment in expanding, integrating and improving the effectiveness of the PSET system will be impacted by the success of the NSF's portfolio of projects.

Each project's achievements of specific envisaged outcomes will be evaluated in order to determine the overall achievement of the projects collectively as a portfolio of projects aimed at expanding, improving the effectiveness of and integrating the PSET system. This includes infrastructure development to support expanding access, research and innovation to steer the NSF's priority interventions for PSET, as well as PSET capacity-building to ensure effective and quality provision through PSET educational institutions.

### 4.3.2 Outcome, performance indicators and targets

MTSF PRIORITY 3: EDUCATION, SKILLS AND HEALTH					
PROGRAMME 3: POST-SCHOOL EDUCATION AND TRAINING SYSTEM IMPROVEMENT FUNDING					
No	Outcome	Outcome indicator	Baseline	Five-year target	Responsible official
3.	<b>An improved PSET system (expanded, access to PSET opportunities, efficiency and success, quality of PSET provision, responsive PSET system, more effective and integrated)</b>	<b>Sub-programme: 3.1 Skills infrastructure development</b>			
		3.1.1. Number of NSF-funded infrastructure development projects that achieved 60% of the envisaged outputs over the five-year strategic period*	New indicator	8	Director: Programme Monitoring
		3.1.2 Number of NSF-funded skills infrastructure development projects completed over the five-year strategic period*	New indicator	8	Director: Programme Monitoring
		3.1.3 Number of NSF-funded skills infrastructure related projects completed over the five-year strategic period*	New indicator	1	Director: Programme Monitoring
		<b>Sub-programme 3.2 PSET capacity Development</b>			
		3.2.1 Number of NSF-funded PSET capacity development projects which achieved more than 60% of the envisaged outputs for the five-year strategic period*	New indicator	39	Director: Programme Monitoring
		3.2.2 Number of NSF-funded PSET capacity development projects completed over the five-year strategic period*	New indicator	7	Director: Programme Monitoring
		<b>Sub-programme 3.3 Research and Constituency development</b>			
		3.3.1 Number of NSF-funded research projects that achieved 60% of the envisaged outputs over the five-year strategic period*	New indicator	4	Director: Programme Monitoring
		3.3.2 Number of NSF-funded research projects completed over the five-year strategic period*	New indicator	4	Director: Programme Monitoring
		3.3.3 Number of reports on the evaluation of the PSET level of participation of social partners in the PSET system improvement over the five-year strategic period*	New Indicator	1	Chief Director: Strategy, Innovation and Organisational Performance
		3.3.4 Number of PSET system improvement interventions formally evaluated*	New indicator	1	Chief Director: Strategy, Innovation and Organisational Performance

\* New indicator

The NSF will fund each project aimed at expanding, improving effectiveness of and integrating the PSET system. This includes infrastructure development to support expanding access, research and innovation to steer the NSF's priority interventions for PSET, as well as PSET capacity-building to ensure effective and quality provision through PSET educational institutions.

### 4.3.3 Resource consideration

The budget towards PSET system improvement funding for 2021/22 and 2022/23 is as follows:

- R291 million in 2021/22
- R294 million in 2022/23

	Audited outcome			Revised estimate	Medium-term estimate			Additional two years	
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
<b>EXPENDITURE</b>									
Programme: Skills Development Funding	58 028	594 127	261 805	291 453	294 367	297 311	300 284	303 287	306 320
Programme 3: Improved PSET System	58 028	594 127	261 805	291 453	294 367	297 311	300 284	303 287	306 320

## 5. KEY RISKS AND MITIGATIONS

Outcome	Key risk	Risk mitigation
Organisational sustainability	Inadequate and insufficient human capacity	Review the organisational structure to align to the NSF 2020-2025 Strategic Plan and DHET-NSF Service Level Agreement (SLA) Resuscitation of the Human Resources Unit within the NSF Expand the co/outsourcing model to other directorates within the NSF Review the NSF Delegation of Authority Ministerial Task Team on the NSF Review
	Inability to accurately account and report on approved funds	Expand the co/outsourcing model to other directorates within the NSF Implementation and operationalisation of the MS Dynamics system Implementation of the updated and approved SOPs Re-development of monitoring tools Implementation of the performance information framework Implementation of consequence management and guidelines on non-compliance Improvement of financial management reporting Development of project management capacity



Outcome	Key risk	Risk mitigation
A skilled and capable workforce for an inclusive growth-path	Inability to fund sufficient beneficiaries to complete and contribute to the realisation of a skilled and capable workforce	Alignment of request for proposals (RFPs) to the list of occupations in high demand Monitoring of the NSF portfolio plan Alignment of RFPs to the NSF strategic plans Undertaking research in partnership with the DHET on skills needs NSF funds infrastructure and equipment to support provisioning on skills development interventions
	Inadequate funding mechanisms	Review, approve and implement the NSF Strategic Funding Framework Expand the co/outsourcing/collaboration model to other directorates within the NSF Development of a cost benchmark Development of a costing model Development of capacity to evaluate proposals Development of criteria and evaluation instruments NSF portfolio plan alignment to the cost model
	Inability to attract relevant and sufficient training providers	Strengthen the memoranda of agreement (MoA) to ensure funds are aligned to specific deliverables or throughputs Develop project management and monitoring as well as evaluation capacity RFPs to be developed in line with the NSF strategic briefs Development of the criteria and evaluation instruments Implementation of consequence management
	Changing policy environment	Revision of strategic and annual performance plans Stakeholder engagements and participation on government clusters NSF strategic briefs
An improved PSET system	Inability to fund relevant interventions that contribute to an improved PSET system	Strengthen the Project Coordination Unit in the DHET CFO's Office Development of a tailor-made criteria for PSET interventions Alignment of the NSF strategic plan to the DHET strategic plan Collaboration on research for PSET NSF evaluation studies Development of performance outcomes for PSET projects Implementation of DHET branch approval processes for funding and implementation Strengthen the MoA (including a penalty clause) to ensure funds are aligned to specific deliverables or throughputs
	Inability of funded PSET improvement projects to successfully close with a majority of activities completed as planned	Implementation of the consequence management and restriction policy Improve PSET performance and financial reporting instruments PSET project performance and financial timeframe alignment to the NSF year-end processes Enhancement of project management tools and processes MS Dynamics to be enhanced to make provision for PSET system project reporting and to cater for notifications



**PART D:  
TECHNICAL INDICATOR  
DESCRIPTIONS**

## THE FOLLOWING AMENDMENTS WERE MADE UNDER PART D

Area of revision	Proposed revision	Reason for revision
Technical indicator description	Include all new and revised indicators	New indicators were included and revised those which were not well-defined

## Programme 1: Administration

### Indicator 1.1.1

Indicator title	<b>Obtain an unqualified audit opinion by the end of the five-year strategic period</b>
<b>Definition</b>	An auditor's opinion is a certification that accompanies financial statements. It is based on an audit of the procedures and records used to produce the statements and delivers an opinion as to whether material misstatements exist in the financial statements.  Financially unqualified audit opinion: The financial statements contain no material misstatements. Unless the Auditor-General expresses a clean audit outcome, findings have been raised on either reporting on predetermined objectives or non-compliance with legislation, or both these aspects.
<b>Purpose</b>	The purpose of this indicator is to measure efficiency in the management, transparency, accountability, stewardship and good governance of the fund.
<b>Source of data</b>	Performance information report and annual financial statement
<b>Method of calculation or assessment</b>	The method of calculation is by comparing the previous year's audit opinion with that of the current review year as reported by 31 May of each financial year; and determining whether there has been an improvement in the audit opinion from that of the previous year.  The determination considers the previous year's audit opinion issued by the Auditor-General of South Africa (AGSA) and the movement in the audit outcome issued.  Significant progress (>50% of audit findings raised) made by the NSF in addressing the audit findings raised by the Auditor-General in the external audit action plan.
<b>Means of verification</b>	Management report
<b>Assumptions</b>	All the audit findings raised by the Auditor-General will be addressed through the audit action plan developed by the NSF. The Audit Committee will sit on a quarterly basis to review the external audit action plan.
<b>Disaggregation of beneficiaries</b>	Target for woman: n/a Target for youth: n/a Target for people with disabilities: n/a
<b>Spatial transformation</b>	n/a
<b>Reporting cycle</b>	Quarterly and annually
<b>Calculation method</b>	Cumulative quarterly and year-to-date
<b>Desired performance</b>	By implementing the audit action plan, the NSF will obtain and improve its audit outcome, organisational effectiveness, efficiency and performance.
<b>Indicator responsibility</b>	Chief Financial Officer

## Indicator 1.2.1

<b>Indicator title</b>	<b>Percentage of compliance to the PFMA and applicable regulations as per the compliance report over five-year strategic period</b>
<b>Definition</b>	Compliance means adherence to internal policies and procedures, applicable laws, regulations, rules and ethical standards by employees and independent contractors. Compliance report refers to a document indicating information that the organisation is complying with all the applicable regulatory requirements and standards.
<b>Purpose</b>	To measure efficiency in the management, transparency, accountability, stewardship and good governance in the NSF.
<b>Source of data</b>	Compliance report (relevant legislations) and compliance report (PFMA and Treasury regulations)
<b>Method of calculation or assessment</b>	All identified legal parameters implemented and assured as per the combined assurance report
<b>Means of verification</b>	Compliance report
<b>Assumptions</b>	The PFMA and all other regulations to be made known to the NSF staff
<b>Disaggregation of beneficiaries</b>	Target for woman: n/a Target for youth: n/a Target for people with disabilities: n/a
<b>Spatial transformation</b>	n/a
<b>Reporting cycle</b>	Annually
<b>Calculation method</b>	Cumulative quarterly and year-to-date
<b>Desired performance</b>	100% compliance to sections of the PFMA, legislation and applicable regulations to be incrementally identified and monitored with the aim of institutionalising understanding and compliance.
<b>Indicator responsibility</b>	Directorate: Legal, Governance, Risk and Compliance

## Indicator 1.2.2

<b>Indicator title</b>	<b>Percentage of approved standard operating procedures (SOPs) and policies implemented over five-year strategic period</b>
<b>Definition</b>	Standard operating procedures (SOPs) refer to the set of established and approved processes of operations within the NSF. Policy refers to an approved and adopted system of principles to guide decisions and outcomes within the NSF.
<b>Purpose</b>	To measure the efficiency of the NSF in performing consistently to maintain quality control of processes.
<b>Source of data</b>	Approved SOPs, approved policies and an implementation plan
<b>Method of calculation or assessment</b>	(A) approved standard operating policies and procedures implemented, divided by (I) (B) approved standard operating policies and procedures implementation plan, multiplied by (*) 100 = (Z) percentage $A / B * 100 = Z$
<b>Means of verification</b>	Approved SOPs, approved policies and an implementation plan
<b>Assumptions</b>	The implementation plan for the standard operating policies and procedures will be in place and implemented accordingly
<b>Disaggregation of beneficiaries</b>	Target for woman: n/a Target for youth: n/a Target for people with disabilities: n/a
<b>Spatial transformation</b>	n/a
<b>Reporting cycle</b>	Quarterly and annually
<b>Calculation method</b>	Cumulative quarterly and year-to-date
<b>Desired performance</b>	Ensure standardisation that will improve the NSF's efficiency and effectiveness
<b>Indicator responsibility</b>	Directorate: Legal, Governance, Risk and Compliance

### Indicator 1.2.3

<b>Indicator title</b>	<b>Percentage of planned policies and procedures developed and revised over five-year strategic period</b>
<b>Definition</b>	<p>Percentage of policies and procedures developed and revised over the five-year strategic period.</p> <p>SOPs refer to the set of established and approved process of operations within the NSF.</p> <p>Planned policies and procedures refer to new policies and procedures which are not yet in existence to guide the implementation of a specific mandate.</p> <p>Revised policies and procedures refer to approved policies and procedures to align to the latest trends and new developments.</p>
<b>Purpose</b>	To report progress on new policies and procedures developed and revised
<b>Source of data</b>	<p>List of NSF-approved policies and procedures</p> <p>List of identified policies and procedures to be developed and revised</p>
<b>Method of calculation or assessment</b>	<p>(A) new planned policies and procedures developed and revised, divided by (B) identified policies and procedures planned for revision, multiplied by (*) 100 = (Z) percentage</p> $A / B * 100 = Z$
<b>Means of verification</b>	<p>NSF-approved policies and procedures</p> <p>Policies and procedures to be developed and revised</p>
<b>Assumptions</b>	There will be a need for new policies to be developed and existing ones to be revised.
<b>Disaggregation of beneficiaries</b>	<p>Target for woman: n/a</p> <p>Target for youth: n/a</p> <p>Target for people with disabilities: n/a</p>
<b>Spatial transformation</b>	n/a
<b>Reporting cycle</b>	Quarterly and annually
<b>Calculation method</b>	Cumulative quarterly and year-to-date
<b>Desired performance</b>	Approval of policies and frameworks to ensure standardisation that will improve the NSF's efficiency and effectiveness.
<b>Indicator responsibility</b>	Directorate: Legal, Governance, Risk and Compliance

### Indicator 1.3.1

Indicator title	Percentage of funded positions filled by the end of five-year strategic period
<b>Definition</b>	Funded positions mean those positions that have been approved by the Director-General of Higher Education and Training and/or Minister of Higher Education, Science and Innovation, (whichever is applicable) and there is sufficient funding available to fund the positions as at year-end.  Position filled refers to approved, funded and advertised position which is occupied by an official.
<b>Purpose</b>	To measure the number of positions filled during the strategic period and to determine the vacancy rate
<b>Source of data</b>	A staff establishment register
<b>Method of calculation or assessment</b>	(A) number of funded positions filled during the quarter/year, divided by (I) (B) number of approved funded vacancies during the quarter/year multiplied by 100 = (Z) percentage of funded positions filled by the end of the year  $A / B * 100 = Z$ (70/100 *100= 70%)
<b>Means of verification</b>	Staff establishment register, approved organogram, employment contracts and appointment letters
<b>Assumptions</b>	The Human Resource Management (HRM) to be capacitated in order to fill the vacancies to the expectations. The vacancy rate to be kept at 10%.
<b>Disaggregation of beneficiaries</b>	The positions to be filled in accordance with the NSF employment equity requirements.
<b>Spatial transformation</b>	n/a
<b>Reporting cycle</b>	Quarterly and annually
<b>Calculation method</b>	Cumulative quarterly and year-to-date
<b>Desired performance</b>	The intention of filling the posts is to have requisite capacity to implement the priorities outlined on the strategic plan and annual performance plan.
<b>Indicator responsibility</b>	Directorate: HRM

## Indicator 1.4.1

<b>Indicator title</b>	<b>Achieve 70% client satisfaction rating by the end of the five-year strategic period</b>
<b>Definition</b>	<p>Client refers to the broad range of SDPs and strategic partners that are implementing skills development interventions with funding from the NSF.</p> <p>Client satisfaction is regarded as the measure of how the needs of clients (SDPs and strategic partners) and responses from the NSF are collaborated and delivered to excel client expectation. Client satisfaction is a part of clients' experiences that will expose the NSF's behaviour on clients' expectations.</p>
<b>Purpose</b>	To measure the efficiency of the NSF in responding to client expectation.
<b>Source of data</b>	<p>Final customer satisfaction report produced in the reporting period.</p> <p>Survey administered to clients face-to-face, telephonically or via e-mail</p>
<b>Method of calculation or assessment</b>	(A) the total number of satisfied clients (satisfied and very satisfied), divided by (I) (B) the total number of clients participating in the survey/rating multiplied by (*) 100 = percentage of client satisfaction (70/100 *100 =70%)
<b>Means of verification</b>	Final customer satisfaction report
<b>Assumptions</b>	<p>Availability and responsiveness of SDPs and strategic partners in the surveys, interviews/focus groups.</p> <p>Appropriate sampling to ensure a balanced representation of NSF clients.</p> <p>Budget availability.</p> <p>Responsiveness of suitably qualified (market) research companies to the call for request for proposals/quotations for the research design, implementation and reporting.</p>
<b>Disaggregation of beneficiaries</b>	Sampling of clients (SDPs and strategic partners) to be evenly split across NSF programmes – funding skills development and improved PSET system
<b>Spatial transformation</b>	Sampling of clients (SDPs and strategic partners) to reflect the national footprint of the NSF, with a fair split between SDPs operating in urban, peri-urban and rural areas
<b>Reporting cycle</b>	Biennial (every two years)
<b>Calculation method</b>	Noncumulative
<b>Desired performance</b>	The intention of conducting the client satisfaction evaluation is to establish the perception of key stakeholders, SDPs and strategic partners implementing NSF-funded programmes or projects and to identify actions to improve these relationships.
<b>Indicator responsibility</b>	Directorate: Public Relations and Communication



## Indicator 1.5.1

<b>Indicator title</b>	<b>90% of key information and communication technology (ICT) priorities implemented by the end of the five-year strategic period</b>
<b>Definition</b>	ICT priorities refers to identified and approved ICT projects for implementation during a defined period
<b>Purpose</b>	To report and monitor the implementation of key ICT priorities
<b>Source of data</b>	Approved ICT projects, progress report, minutes of the ICT steering committee
<b>Method of calculation or assessment</b>	(A) number of key ICT priorities implemented, divided by (/) (B) number of key ICT priorities planned for implementation, multiplied by 100 = percentage of key ICT priorities implemented (10/20 * 100 = 50%)
<b>Means of verification</b>	ICT register, ICT priorities
<b>Assumptions</b>	The ICT and Analytics Unit will be well capacitated and able to deliver to implement all 20 key ICT priorities
<b>Disaggregation of beneficiaries</b>	Target for woman: n/a Target for youth: n/a Target for people with disabilities: n/a
<b>Spatial transformation</b>	n/a
<b>Reporting cycle</b>	Quarterly
<b>Calculation method</b>	Cumulative quarterly and year to date
<b>Desired performance</b>	To implement 90% of key ICT priorities
<b>Indicator responsibility</b>	Directorate: ICT and Analytics

## Programme 2: Skills Development Funding

### Indicator 2.1.1

<b>Indicator title</b>	<b>Number of learners funded by the NSF for education and training over the five-year strategic period</b>
<b>Definition</b>	NSF-funded learners refer to all learners who are funded with available contracts as reported and monitored by the NSF, whether through skills development levy (SDL) funding, investment income or other sources of funding.
<b>Purpose</b>	To report the number of learners who are funded by the NSF for education and training.
<b>Source of data</b>	NSF quarterly consolidated and individual performance information reports
<b>Method of calculation or assessment</b>	A simple count of all learners funded by the NSF for education and training for the period under review
<b>Means of verification</b>	Signed learner contract, identity document (ID) or passport copy, signed attendance register, bursary status update report, bursary proof of registration and bursary database
<b>Assumptions</b>	It is assumed that the source documents will be timeously available as means of verification, as per the SOP and guidelines.
<b>Disaggregation of beneficiaries</b>	Target for woman: n/a Target for youth: n/a Target for people with disabilities: n/a
<b>Spatial transformation</b>	n/a
<b>Reporting cycle</b>	Quarterly and annually
<b>Calculation method</b>	Cumulative quarterly and year-to-date
<b>Desired performance</b>	305 000 learners funded by the NSF
<b>Indicator responsibility</b>	Chief Directorate: Skills Development Implementation

## Indicator 2.1.2

<b>Indicator title</b>	<b>Number of NSF-funded learners who completed their education and training over the five-year strategic period</b>
<b>Definition</b>	NSF-funded learners refer to all learners who completed with available contracts as reported and monitored by the NSF, whether through skills development levy (SDL) funding, investment income or other sources of funding.
<b>Purpose</b>	To report the number of learners who completed their education and training.
<b>Source of data</b>	NSF quarterly consolidated and individual performance information reports
<b>Method of calculation or assessment</b>	A simple count of all learners who completed their education and training for the period under review
<b>Means of verification</b>	Signed learner contract, ID or passport copy, signed attendance register, bursary status update report and bursary database, completion certificate or statement of results
<b>Assumptions</b>	It is assumed that the source documents will be timeously available as means of verification, as per the SOP and guidelines.
<b>Disaggregation of beneficiaries</b>	Target for woman: n/a Target for youth: n/a Target for people with disabilities: n/a
<b>Spatial transformation</b>	n/a
<b>Reporting cycle</b>	Quarterly and annually
<b>Calculation method</b>	Cumulative quarterly and year-to-date
<b>Desired performance</b>	116 584 learners completed
<b>Indicator responsibility</b>	Chief Directorate: Skills Development Implementation

### Indicator 2.1.3

<b>Indicator title</b>	<b>Number of NSF-funded learners who completed their education and training towards occupations in high demand (OIHD) over the five-year strategic period</b>
<b>Definition</b>	The total number of NSF-funded learners who completed their education and training towards OIHD over the five-year strategic period  OIHD refer to those occupations that have shown relatively strong employment growth, and/or are experiencing shortages in the labour market, or which are expected to be in demand in the future as per the national list of OIHD.
<b>Purpose</b>	To report the number of learners who completed their education and training towards OIHD.
<b>Source of data</b>	NSF quarterly consolidated and individual performance information reports
<b>Method of calculation or assessment</b>	A simple count of all learners who completed their education and training towards OIHD for the period under review
<b>Means of verification</b>	Signed learner contract, ID or passport copy, signed attendance register, completion certificate or statement of results
<b>Assumptions</b>	It is assumed that the source documents will be timeously available as means of verification, as per the SOP and guidelines.
<b>Disaggregation of beneficiaries</b>	Target for woman: n/a Target for youth: n/a Target for people with disabilities: n/a
<b>Spatial transformation</b>	n/a
<b>Reporting cycle</b>	Quarterly and annually
<b>Calculation method</b>	Cumulative quarterly and year-to-date
<b>Desired performance</b>	52 880 learners completed
<b>Indicator responsibility</b>	Chief Directorate: Skills Development Implementation

## Indicator 2.1.4

<b>Indicator title</b>	<b>Number of NSF-funded learners from rural areas who completed education and training over the five-year strategic period</b>
<b>Definition</b>	<p>The total number of learners from rural areas who who completed their education and training over the five-year strategic period.</p> <p>Rural areas refer to areas located outside towns and cities, and outside the eight metropolitan municipalities. This excludes international learning projects and areas located within the eight metropolitan municipalities. These are the areas most affected by unemployment, poverty, under-development, limited access to basic services and crucial services like water, electricity, education and healthcare. Global warming has negatively impacted the agricultural sector and in some areas resulting in job losses, global recession and skills drainage.</p>
<b>Purpose</b>	To show the number of learners from rural areas who completed their education and training.
<b>Source of data</b>	NSF quarterly consolidated and individual performance information reports
<b>Method of calculation or assessment</b>	A simple count of NSF-funded learners from rural areas who completed training for the period under review
<b>Means of verification</b>	Signed learner contract, ID or passport copy, signed attendance register, completion certificate or statement of results
<b>Assumptions</b>	It is assumed that the source documents will be timeously available as means of verification, as per the SOP and guidelines.
<b>Disaggregation of beneficiaries</b>	<p>Target for woman: n/a</p> <p>Target for youth: n/a</p> <p>Target for people with disabilities: n/a</p>
<b>Spatial transformation</b>	<p>Contribution to spatial transformation priorities:</p> <p>The calculation will only be based on NSF-funded learners from rural areas. Rural areas are regarded as all the district municipalities in South Africa, excluding international learning projects and the eight metropolitan municipalities, namely: Buffalo City (East London area), City of Cape Town, City of Johannesburg, City of Tshwane, Ekurhuleni (East Rand area), eThekweni (Durban area), Mangaung (Bloemfontein area), and Nelson Mandela Bay (Port Elizabeth and Uitenhage area). This definition is in accordance with the definition from the Department of Rural Development and Land Reform. The measurement will also be informed by the location of learning sites.</p> <p>To align to the District Development Model (DDM) to improve coherence and impact of government service delivery and development.</p> <p>Spatial impact area: n/a</p>
<b>Reporting cycle</b>	Quarterly and annually
<b>Calculation method</b>	Cumulative quarterly and year-to-date
<b>Desired performance</b>	To increase the number of the learners from rural areas who are funded by the NSF for education and training.
<b>Indicator responsibility</b>	Chief Directorate: Skills Development Implementation

## Indicator 2.1.5

<b>Indicator title</b>	<b>Number of NSF bursary funded students who completed their qualifications over the five-year strategic period</b>
<b>Definition</b>	The total number of NSF bursary funded students who completed their qualifications over the five-year strategic period. Bursary refers to a fund awarded by the NSF to learners to enable them to study at a university or college.
<b>Purpose</b>	To report the number of NSF bursary students who completed
<b>Source of data</b>	NSF quarterly consolidated and individual performance information reports
<b>Method of calculation or assessment</b>	A simple count of NSF bursary funded students who completed their qualifications for the period under review
<b>Means of verification</b>	Signed learner contract, ID or passport copy, bursary status update report, statement of results or completion results and bursary database
<b>Assumptions</b>	It is assumed that the source documents will be timeously available as means of verification, as per the SOP and guidelines.
<b>Disaggregation of beneficiaries</b>	Target for woman: n/a Target for youth: n/a Target for people with disabilities: n/a
<b>Spatial transformation</b>	n/a
<b>Reporting cycle</b>	Quarterly and annually
<b>Calculation method</b>	Cumulative quarterly and year-to-date
<b>Desired performance</b>	8 000 students who completed
<b>Indicator responsibility</b>	Directorate: Bursaries

## Indicator 2.1.6

<b>Indicator title</b>	<b>Number of learners who completed skills development through community-based skills development initiatives over the five-year strategic period</b>
<b>Definition</b>	<p>The total number of learners who completed skills development through community-based skills development initiatives over the five-year strategic period.</p> <p>Community-based skills development refers to learning programmes that have been categorised as “workplace-based skills programmes – other” and, thus, will be limited to learning programmes categorised as such.</p> <p>Workplace-based skills learning relates to normative skills programmes where students are exposed to normative skills workshops and modules that can be put in practice and developed in the workplace.</p>
<b>Purpose</b>	To show the number of learners who completed their skills development through community-based skills development initiatives.
<b>Source of data</b>	NSF quarterly consolidated and individual performance information reports
<b>Method of calculation or assessment</b>	A simple count of all learners who completed skills development through community-based skills development initiatives for the period under review
<b>Means of verification</b>	Signed learner contract, ID or passport copy, signed attendance register, completion certificate or statement of results
<b>Assumptions</b>	It is assumed that the source documents will be timeously available as means of verification, as per the SOP and guidelines.
<b>Disaggregation of beneficiaries</b>	<p>Target for woman: n/a</p> <p>Target for youth: n/a</p> <p>Target for people with disabilities: n/a</p>
<b>Spatial transformation</b>	n/a
<b>Reporting cycle</b>	Quarterly and annually
<b>Calculation method</b>	Cumulative quarterly and year-to-date
<b>Desired performance</b>	34 408 learners completed
<b>Indicator responsibility</b>	Chief Directorate: Skills Development Implementation

## Indicator 2.1.7

Indicator title	<b>Number of youth from rural areas who completed skills development in response to innovation and digital technology over the five-year strategic period</b>
<b>Definition</b>	<p>The total number of youth from rural areas who completed skills development in response to innovation and digital technology.</p> <p>Rural areas refer to areas located outside towns and cities. This excludes international learning projects and the eight metropolitan municipalities. These are the areas most affected by unemployment, poverty, under-development, limited access to basic services and crucial services like water, electricity, education and healthcare. Global warming has negatively impacted the agricultural sector and in some areas resulting in job losses, global recession and skills drainage.</p> <p>Innovation is the implementation of a new or significantly improved product (good or service) or process, or a new marketing method, or a new organisational model in business practice, workplace organisation or external relations.</p>
<b>Purpose</b>	To show the youth from rural areas who completed skills development in response to innovation and digital technology
<b>Source of data</b>	NSF quarterly consolidated and individual performance information report
<b>Method of calculation or assessment</b>	A simple count of youth funded by the NSF from rural areas who completed skills development in response to innovation and digital technology
<b>Means of verification</b>	Signed learner contract, ID or passport copy, signed attendance register, completion certificate or statement of results
<b>Assumptions</b>	It is assumed that the source documents will be timeously available as means of verification, as per the SOP and guidelines.
<b>Disaggregation of beneficiaries</b>	<p>Target for woman: n/a</p> <p>Target for youth: n/a</p> <p>Target for people with disabilities: n/a</p>
<b>Spatial transformation</b>	<p>Rural areas are regarded as all the district municipalities in South Africa, excluding international learning projects and the eight metropolitan municipalities, namely: Buffalo City (East London area), City of Cape Town, City of Johannesburg, City of Tshwane, Ekurhuleni (East Rand area), eThekweni (Durban area), Mangaung (Bloemfontein area), and Nelson Mandela Bay (Port Elizabeth and Uitenhage area). This definition is in accordance with the definition from the Department of Rural Development and Land Reform. The measurement will also be informed by the location of learning sites.</p> <p>To align to the DDM to improve coherence and impact of government service delivery and development.</p> <p>Spatial impact area: n/a</p>
<b>Reporting cycle</b>	Quarterly and annually
<b>Calculation method</b>	Cumulative quarterly and year-to-date
<b>Desired performance</b>	To get learners ready and capable to respond and make use of digital technology, including to respond to the fourth industrial revolution (4IR).
<b>Indicator responsibility</b>	Chief Directorate: Skills Development Implementation



## Indicator 2.1.8

<b>Indicator title</b>	<b>Number of NSF tracer studies conducted to identify learners who are employed or self-employed after completion of their education and training (2023/24)</b>
<b>Definition</b>	A total number of NSF tracer studies completed to identify learners who are employed or self-employed after completion of their education and training. Tracer studies completed in line with the approved plan.
<b>Purpose</b>	To report the number of NSF tracer studies conducted to identify learners who are employed or self-employed after completion of their education and training.
<b>Source of data</b>	The information will be collated from the tracer study reports.
<b>Method of calculation or assessment</b>	A simple count and verification of the presence of the plan.
<b>Means of verification</b>	The tracer study report(s).
<b>Assumptions</b>	The tracer study plan will be approved.
<b>Disaggregation of beneficiaries</b>	Target for woman: n/a Target for youth: n/a Target for people with disabilities: n/a
<b>Spatial transformation</b>	n/a
<b>Reporting cycle</b>	Annual
<b>Calculation method</b>	Cumulative
<b>Desired performance</b>	Tracer study report(s)
<b>Indicator responsibility</b>	Chief Directorate: Strategy, Innovation and Organisational Performance

## Indicator 2.2.1

<b>Indicator title</b>	<b>Number of NSF-funded learners who completed their education and training through SMME and cooperative skills development initiatives over five-year strategic period</b>
<b>Definition</b>	<p>The total number of NSF-funded learners who completed their education and training through SMME and cooperative skills development initiatives</p> <p>SMMEs refer to small businesses which have a major role to play in the South African economy in terms of employment creation, income generation and output growth. They are often the vehicle by which the people with the lowest income gain access to economic opportunities and thereby redressing the economic challenges.</p> <p>A cooperative is an autonomous association of persons united voluntarily to meet their common economic, social and cultural needs and aspirations through a jointly owned and democratically controlled enterprise. A cooperative society is defined as a business owned and controlled equally by the people who uses its services or work for it.</p>
<b>Purpose</b>	To report the number of learners who completed their education and training through SMME and cooperative skills development initiatives.
<b>Source of data</b>	Performance information report from SDPs
<b>Method of calculation or assessment</b>	A simple count of learners who completed their education and training through SMMEs and cooperatives for skills development for the period under review.
<b>Means of verification</b>	Signed learner contract, ID copy and signed attendance register
<b>Assumptions</b>	To support the growth and development of SMMEs and cooperatives by providing access to education and training/PSET opportunities that supports the growth and development of the SMME and cooperative sector.
<b>Disaggregation of beneficiaries</b>	<p>Target for woman: n/a</p> <p>Target for youth: n/a</p> <p>Target for people with disabilities: n/a</p>
<b>Spatial transformation</b>	n/a
<b>Reporting cycle</b>	Quarterly and annually
<b>Calculation method</b>	Cumulative quarterly and year-to-date
<b>Desired performance</b>	7 250 learners completed
<b>Indicator responsibility</b>	Chief Directorate: Skills Development Implementation

## Indicator 2.2.2

<b>Indicator title</b>	<b>Number of evaluation studies conducted on NSF-funded SMMEs and cooperatives (2023/24)</b>
<b>Definition</b>	A total number of evaluation studies conducted on NSF-funded SMMEs and cooperatives (2023/24) Tracer studies completed in line with the approved plan.
<b>Purpose</b>	To report the number of evaluation studies conducted on NSF-funded SMMEs and cooperatives (2023/24)
<b>Source of data</b>	The information will be collated from the evaluation study report(s).
<b>Method of calculation or assessment</b>	A simple count and verification of the presence of the plan.
<b>Means of verification</b>	The evaluation study report(s).
<b>Assumptions</b>	The evaluation study plan will be approved.
<b>Disaggregation of beneficiaries</b>	Target for woman: n/a Target for youth: n/a Target for people with disabilities: n/a
<b>Spatial transformation</b>	n/a
<b>Reporting cycle</b>	Annual
<b>Calculation method</b>	Cumulative
<b>Desired performance</b>	Evaluation study report(s)
<b>Indicator responsibility</b>	Chief Directorate: Strategy, Innovation and Organisational Performance

## Indicator 2.3.1

<b>Indicator title</b>	<b>Number of learners who completed their education and training through worker education initiatives over the five-year strategic period</b>
<b>Definition</b>	<p>Number of learners who completed their education and training through worker education initiatives over the five-year strategic period.</p> <p>Worker education refers to learning programmes which are funded by the NSF that relate to trade unions, worker federations or similar organisations and their education programmes. It includes other worker-initiated training programmes related to the further education and training of workers in sectoral policy and capacity to effectively engage in the workplace and broader economy.</p>
<b>Purpose</b>	To report the number of learners who completed their education and training through worker education initiatives
<b>Source of data</b>	NSF quarterly consolidated and individual performance information reports
<b>Method of calculation or assessment</b>	A simple count of all learners who are funded by the NSF for worker education for the period under review
<b>Means of verification</b>	Signed attendance register
<b>Assumptions</b>	<p>The identification of education and training plans and interventions are in place or that require development.</p> <p>The accuracy, completeness and validity of the indicator depend on the accuracy, completeness and validity of the data related to workers reported in project reports.</p>
<b>Disaggregation of beneficiaries</b>	<p>Target for woman: n/a</p> <p>Target for youth: n/a</p> <p>Target for people with disabilities: n/a</p>
<b>Spatial transformation</b>	n/a
<b>Reporting cycle</b>	Quarterly and annually
<b>Calculation method</b>	Cumulative quarterly and year-to-date
<b>Desired performance</b>	Trade unions, their education programmes, as well as other worker-initiated training programmes play an important role in the further education and training of workers in sectoral policy and capacity to effectively engage in the workplace and broader economy. Trade unions and worker education and training initiatives are able to use the critical networks of their organisations (e.g. shop stewards and union officials) to educate their members and other workers to suit their needs in a manner that is also beneficial to the economy as a whole. South Africa has a long history of worker education and training that needs to be supported and expanded. Worker-initiated education and training can contribute to a workforce that is better able to understand the challenges faced by the economic sectors in which they operate. This would benefit the workplace, our economy as well as the developmental objectives of our country.
<b>Indicator responsibility</b>	Chief Directorate: Skills Development Implementation

## Indicator 2.3.2

<b>Indicator title</b>	<b>Number of learners acquiring workplace experience</b>
<b>Definition</b>	The total number of learners acquiring workplace experience
<b>Purpose</b>	To report the number of learners acquiring workplace experience
<b>Source of data</b>	NSF quarterly consolidated and individual performance information reports
<b>Method of calculation or assessment</b>	A simple count of learners acquiring workplace experience
<b>Means of verification</b>	Signed learner contract and ID copies
<b>Assumptions</b>	The identification of education and training plans and interventions are in place or that require development. The accuracy, completeness and validity of the indicator depend on the accuracy, completeness and validity of the data related to work placement reported in project reports.
<b>Disaggregation of beneficiaries</b>	Target for woman: n/a Target for youth: n/a Target for people with disabilities: n/a
<b>Spatial transformation</b>	n/a
<b>Reporting cycle</b>	Quarterly and annually
<b>Calculation method</b>	Cumulative quarterly and year-to-date
<b>Desired performance</b>	To increase the number of learners acquiring workplace experience
<b>Indicator responsibility</b>	Chief Directorate: Skills Development Implementation

### Indicator 2.3.3

<b>Indicator title</b>	<b>Number of individuals who completed constituency-based interventions funded over the five-year strategic period</b>
<b>Definition</b>	The total number of individuals who completed constituency-based interventions funded over the five-year strategic period  Constituency based intervention refers to a broad range of initiatives funded by the NSF such as workshops, training courses, study visits and seminars that seek to build the ability for social representatives as per the National Economic Development and Labour Council (Nedlac) constitution.
<b>Purpose</b>	To report the number of individuals who completed constituency-based education
<b>Source of data</b>	NSF quarterly consolidated and individual performance information reports
<b>Method of calculation or assessment</b>	A simple count of individuals who completed constituency-based interventions funded for the period under review
<b>Means of verification</b>	Memoranda of agreement (MoA) and attendance register
<b>Assumptions</b>	The identification of education and training plans and interventions are in place or that require development.  The accuracy, completeness and validity of the indicator depend on the accuracy, completeness and validity of the data related to constituency-based interventions reported in project reports.
<b>Disaggregation of beneficiaries</b>	Target for woman: n/a Target for youth: n/a Target for people with disabilities: n/a
<b>Spatial transformation</b>	n/a
<b>Reporting cycle</b>	Quarterly and annually
<b>Calculation method</b>	Non cumulative quarterly and year-to-date
<b>Desired performance</b>	2 300 individuals completed constituency-based interventions
<b>Indicator responsibility</b>	Chief Directorate: Skills Development Implementation

## Indicator 2.3.4

Indicator title	Number of constituency-based interventions funded by the NSF over the five-year period
<b>Definition</b>	The total number of constituency-based interventions funded by the NSF over the five-year period.  Constituency based intervention refers to a broad range of initiatives funded by the NSF such as workshops, training courses, study visits and seminars that seek to build the ability for social representatives as per the National Economic Development and Labour Council (Nedlac) constitution.
<b>Purpose</b>	To report the constituency-based interventions funded by the NSF
<b>Source of data</b>	NSF quarterly consolidated and individual performance information reports
<b>Method of calculation or assessment</b>	A simple count of constituency-based interventions funded
<b>Means of verification</b>	MoA and attendance register
<b>Assumptions</b>	The identification of education and training plans and interventions are in place or that require development.  The accuracy, completeness and validity of the indicator depend on the accuracy, completeness and validity of the data related to constituency-based interventions reported in project reports.
<b>Disaggregation of beneficiaries</b>	Target for woman: n/a Target for youth: n/a Target for people with disabilities: n/a
<b>Spatial transformation</b>	n/a
<b>Reporting cycle</b>	Quarterly and annually
<b>Calculation method</b>	Cumulative quarterly and year-to-date
<b>Desired performance</b>	35 constituency-based interventions funded
<b>Indicator responsibility</b>	Chief Directorate: Skills Development Implementation

## Programme 3: PSET system improvement Funding

### Indicator 3.1.1

<b>Indicator title</b>	<b>Number of NSF-funded infrastructure development projects that achieved 60% of the envisaged outputs over the five-year strategic period</b>
<b>Definition</b>	Infrastructure refers to: a) immovable assets which are acquired, constructed or result from construction operations; or b) movable assets which cannot function independently from purpose-built immovable assets.
<b>Purpose</b>	To report the number of NSF-funded projects that are aimed at skills infrastructure development which achieved more than 60% of the envisaged outputs.
<b>Source of data</b>	NSF quarterly consolidated and individual performance information reports
<b>Method of calculation or assessment</b>	A simple count of NSF-funded infrastructure development projects that achieved 60% of the envisaged outputs
<b>Means of verification</b>	Business plan/implementation plan and MoA
<b>Assumptions</b>	It is assumed that the source documents will be timeously available as means of verification, as per the SOP and guidelines.
<b>Disaggregation of beneficiaries</b>	Target for woman: n/a Target for youth: n/a Target for people with disabilities: n/a
<b>Spatial transformation</b>	n/a
<b>Reporting cycle</b>	Quarterly and annually
<b>Calculation method</b>	Cumulative quarterly and year-to-date
<b>Desired performance</b>	To improve and integrate the PSET system towards increasing access to quality education and training in response to strategic priority interventions that seek to support the realisation of socio-economic development in South Africa. To improve project management and the close-out of projects in support of strengthening the PSET system in order to increase access to quality and relevant education and training. This includes infrastructure and innovation.
<b>Indicator responsibility</b>	Directorate: Programme Monitoring



## Indicator 3.1.2

<b>Indicator title</b>	<b>Number of NSF funded skills infrastructure development projects completed over the five-year strategic period</b>
<b>Definition</b>	Infrastructure refers to: a) immovable assets which are acquired, constructed or result from construction operations; or b) movable assets which cannot function independently from purpose-built immovable assets.  Completed refers to when a project close-out report has been approved by the relevant authority.
<b>Purpose</b>	To report the number of NSF-funded infrastructure development completed
<b>Source of data</b>	NSF quarterly consolidated and individual performance information reports
<b>Method of calculation or assessment</b>	A simple count of NSF-funded infrastructure development projects completed
<b>Means of verification</b>	Business plan/implementation plan, MoA and project close-out report
<b>Assumptions</b>	It is assumed that the source documents will be timeously available as means of verification, as per the SOP and guidelines.
<b>Disaggregation of beneficiaries</b>	Target for woman: n/a Target for youth: n/a Target for people with disabilities: n/a
<b>Spatial transformation</b>	n/a
<b>Reporting cycle</b>	Quarterly and annually
<b>Calculation method</b>	Cumulative quarterly and year-to-date
<b>Desired performance</b>	To improve and integrate the PSET system towards increasing access to quality education and training in response to strategic priority interventions that seek to support the realisation of socio-economic development in South Africa. To improve project management and the close-out of projects in support of strengthening the PSET system in order to increase access to quality and relevant education and training. This includes infrastructure and innovation.
<b>Indicator responsibility</b>	Directorate: Programme Monitoring

### Indicator 3.1.3

<b>Indicator title</b>	<b>Number of NSF funded skills infrastructure related projects completed over the five-year strategic period</b>
<b>Definition</b>	<p>Infrastructure refers to: a) immovable assets which are acquired, constructed or result from construction operations; or b) movable assets which cannot function independently from purpose-built immovable assets.</p> <p>Infrastructure related refers to movable assets.</p> <p>Completed refers to when a project close-out report has been approved by the relevant authority.</p>
<b>Purpose</b>	To report on NSF-funded skills infrastructure related projects completed
<b>Source of data</b>	NSF quarterly consolidated and individual performance information reports
<b>Method of calculation or assessment</b>	A simple count of NSF-funded skills infrastructure related projects completed
<b>Means of verification</b>	Business plan/implementation plan, MoA and project close-out report
<b>Assumptions</b>	It is assumed that the source documents will be timeously available as means of verification, as per the SOP and guidelines.
<b>Disaggregation of beneficiaries</b>	<p>Target for woman: n/a</p> <p>Target for youth: n/a</p> <p>Target for people with disabilities: n/a</p>
<b>Spatial transformation</b>	n/a
<b>Reporting cycle</b>	Quarterly and annually
<b>Calculation method</b>	Cumulative quarterly and year-to-date
<b>Desired performance</b>	To improve and integrate the PSET system towards increasing access to quality education and training in response to strategic priority interventions that seek to support the realisation of socio-economic development in South Africa. To improve project management and the close-out of projects in support of strengthening the PSET system in order to increase access to quality and relevant education and training. This includes infrastructure and innovation.
<b>Indicator responsibility</b>	Directorate: Programme Monitoring

### Indicator 3.2.1

<b>Indicator title</b>	<b>Number of NSF-funded PSET capacity development projects which achieved more than 60% of the envisaged outputs over the five-year strategic period</b>
<b>Definition</b>	Total number of NSF-funded PSET capacity development projects which achieved more than 60% of the envisaged outputs over the five-year strategic period
<b>Purpose</b>	To report the number of completed NSF-funded projects that are aimed at PSET capacity development which achieved more than 60% of the envisaged outputs.
<b>Source of data</b>	NSF quarterly consolidated and individual performance information reports
<b>Method of calculation or assessment</b>	A simple count of NSF-funded PSET capacity development projects which achieved more than 60% of the envisaged outputs during the year
<b>Means of verification</b>	Business plan/implementation plan and MoA
<b>Assumptions</b>	It is assumed that the source documents will be timeously available as means of verification, as per the SOP and guidelines.
<b>Disaggregation of beneficiaries</b>	Target for woman: n/a Target for youth: n/a Target for people with disabilities: n/a
<b>Spatial transformation</b>	n/a
<b>Reporting cycle</b>	Quarterly and annually
<b>Calculation method</b>	Cumulative quarterly and year-to-date
<b>Desired performance</b>	To improve and integrate the PSET system towards increasing access to quality education and training in response to strategic priority interventions that seek to support the realisation of socio-economic development in South Africa. To improve project management and the close-out of projects in support of strengthening the PSET system in order to increase access to quality and relevant education and training. This includes infrastructure and innovation.
<b>Indicator responsibility</b>	Directorate: Programme Monitoring

## Indicator 3.2.2

<b>Indicator title</b>	<b>Number of NSF-funded PSET capacity development projects completed over the five-year strategic period</b>
<b>Definition</b>	Total number of NSF-funded PSET capacity development projects completed over the five-year strategic period
<b>Purpose</b>	To report the number of NSF-funded PSET capacity development projects completed during the strategic period.
<b>Source of data</b>	NSF quarterly consolidated and individual performance information reports
<b>Method of calculation or assessment</b>	A simple count of NSF-funded PSET capacity development projects completed during the year.
<b>Means of verification</b>	Business plan/implementation plan, MoA and project close-out report
<b>Assumptions</b>	It is assumed that the source documents will be timeously available as means of verification, as per the SOP and guidelines.
<b>Disaggregation of beneficiaries</b>	Target for woman: n/a Target for youth: n/a Target for people with disabilities: n/a
<b>Spatial transformation</b>	n/a
<b>Reporting cycle</b>	Quarterly and annually
<b>Calculation method</b>	Cumulative quarterly and year-to-date
<b>Desired performance</b>	To improve and integrate the PSET system towards increasing access to quality education and training in response to strategic priority interventions that seek to support the realisation of socio-economic development in South Africa. To improve project management and the close-out of projects in support of strengthening the PSET system in order to increase access to quality and relevant education and training. This includes infrastructure and innovation.
<b>Indicator responsibility</b>	Directorate: Programme Monitoring

### Indicator 3.3.1

<b>Indicator title</b>	<b>Number of NSF-funded research projects that achieved 60% of the envisaged outputs over the five-year strategic period</b>
<b>Definition</b>	Total number of NSF-funded research projects that achieved 60% of the envisaged outputs over the five-year strategic period.
<b>Purpose</b>	To report the number of NSF-funded research projects that achieved 60% of the envisaged outputs during the year
<b>Source of data</b>	NSF quarterly consolidated and individual performance information reports
<b>Method of calculation or assessment</b>	A simple count of the number of NSF-funded research projects that achieved 60% of the envisaged outputs during the year.
<b>Means of verification</b>	Business plan/implementation plan and MoA
<b>Assumptions</b>	It is assumed that the source documents will be timeously available as means of verification, as per the SOP and guidelines.
<b>Disaggregation of beneficiaries</b>	Target for woman: n/a Target for youth: n/a Target for people with disabilities: n/a
<b>Spatial transformation</b>	n/a
<b>Reporting cycle</b>	Quarterly and annually
<b>Calculation method</b>	Cumulative quarterly and year-to-date
<b>Desired performance</b>	To improve and integrate the PSET system towards increasing access to quality education and training in response to strategic priority interventions that seek to support the realisation of socio-economic development in South Africa. To improve project management and the close out of projects in support of strengthening the PSET system in order to increase access to quality and relevant education and training. This includes infrastructure and innovation.
<b>Indicator responsibility</b>	Directorate: Programme Monitoring

### Indicator 3.3.2

<b>Indicator title</b>	<b>Number of NSF-funded research projects completed over the five-year strategic period</b>
<b>Definition</b>	Total number of NSF-funded research projects completed over the five-year strategic period.
<b>Purpose</b>	To report the number of NSF-funded research interventions completed during the strategic period.
<b>Source of data</b>	NSF quarterly consolidated and individual performance information reports
<b>Method of calculation or assessment</b>	A simple count of the number of NSF-funded research interventions completed during the year
<b>Means of verification</b>	Business plan/implementation plan, MoA and project close-out report
<b>Assumptions</b>	It is assumed that the source documents will be timeously available as means of verification, as per the SOP and guidelines.
<b>Disaggregation of beneficiaries</b>	Target for woman: n/a Target for youth: n/a Target for people with disabilities: n/a
<b>Spatial transformation</b>	n/a
<b>Reporting cycle</b>	Quarterly and annually
<b>Calculation method</b>	Cumulative quarterly and year-to-date
<b>Desired performance</b>	To improve and integrate the PSET system towards increasing access to quality education and training in response to strategic priority interventions that seek to support the realisation of socio-economic development in South Africa. To improve project management and the close out of projects in support of strengthening the PSET system in order to increase access to quality and relevant education and training. This includes infrastructure and innovation.
<b>Indicator responsibility</b>	Directorate: Programme Monitoring

### Indicator 3.3.3

<b>Indicator title</b>	<b>Number of reports on the evaluation of the PSET level of participation of social partners in the PSET system improvement over the five-year strategic period</b>
<b>Definition</b>	Number of reports on the evaluation of the PSET level of participation of social partners in the PSET system improvement over the five-year strategic period.
<b>Purpose</b>	To report the level of participation of social partners in the PSET system
<b>Source of data</b>	NSF quarterly consolidated and individual performance information reports
<b>Method of calculation / assessment</b>	A simple count of reports on the evaluation of the PSET level of participation of social partners in the PSET system improvement over the five-year strategic period
<b>Assumptions</b>	It is assumed that the source documents will be timeously issued by the relevant body as means of verifications, as per the SOP and guidelines.
<b>Disaggregation of beneficiaries</b>	Target for woman: n/a Target for youth: n/a Target for people with disabilities: n/a
<b>Spatial transformation</b>	n/a
<b>Reporting cycle</b>	Quarterly and annually
<b>Calculation method</b>	Cumulative quarterly and year-to-date
<b>Desired performance</b>	To improve and integrate the PSET system towards increasing access to quality education and training in response to strategic priority interventions that seek to support the realisation of socio-economic development in South Africa. To improve project management and close-out of projects in support of strengthening the PSET system to increase access to quality and relevant education and training. This includes infrastructure and innovation.
<b>Indicator responsibility</b>	Chief Directorate: Skills Development Implementation

### Indicator 3.3.4

<b>Indicator title</b>	<b>Number of PSET system improvement interventions formally evaluated</b>
<b>Definition</b>	Number of PSET system improvement interventions formally evaluated
<b>Purpose</b>	To report the number of PSET system improvement interventions formally evaluated
<b>Source of data</b>	NSF quarterly consolidated and individual performance information reports
<b>Method of calculation / assessment</b>	A simple count PSET system improvement interventions formally evaluated over the strategic period
<b>Assumptions</b>	It is assumed that the source documents will be timeously issued by the relevant body as means of verifications, as per the SOP and guidelines.
<b>Disaggregation of beneficiaries</b>	n/a
<b>Spatial transformation</b>	n/a
<b>Reporting cycle</b>	Annually
<b>Calculation method</b>	Cumulative quarterly and year-to-date
<b>Desired performance</b>	To improve and integrate the PSET system towards increasing access to quality education and training in response to strategic priority interventions that seek to support the realisation of socio-economic development in South Africa. To improve project management and close-out of projects in support of strengthening the PSET system to increase access to quality and relevant education and training. This includes infrastructure and innovation.
<b>Indicator responsibility</b>	Chief Directorate: Skills Development Implementation













## HEAD OFFICE

Postal Private Bag X174,  
Pretoria, 0001  
Physical Ndinaye House, 7th Floor,  
178 Francis Baard Street, Pretoria, 0002

Tel: 012 943 3101

Web: <http://www.dhet.gov.za/SitePages/NSF.aspx>

**RP48/2022**

**ISBN: 978-0-621-50091-2**