higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NSF
National Skills Fund

NATIONAL SKILLS FUND

2023/24 ANNUAL PERFORMANCE PLAN

Table of Contents

I. LIST OF ABBREVIATIONS AND ACRONYMS 3
II. EXECUTIVE AUTHORITY'S STATEMENT 5
III. DEPUTY MINISTER'S STATEMENT 8
IV. ACCOUNTING AUTHORITY'S STATEMENT 11
V. OVERVIEW BY THE ACTING EXECUTIVE OFFICER 14
VI. OFFICIAL SIGN-OFF 17
VII. PURPOSE OF THIS DOCUMENT 18
VIII. DESCRIPTION OF THE STRATEGIC PLANNING PROCESS 18
PART A: OUR MANDATE 20
1. UPDATES TO RELEVANT LEGISLATION AND POLICY MANDATES 20
2. CONSTITUTIONAL MANDATE 21
3. RELEVANT LEGISLATIVE AND POLICY MANDATES 21
4. MANDATE OF THE NSF 23
5. OTHER KEY LEGISLATION APPLICABLE TO THE NSF 24
6. INSTITUTIONAL POLICIES AND GOVERNMENT STRATEGIES 25
7. RELEVANT COURT RULINGS 34
PART B: OUR STRATEGIC FOCUS 35
1. VISION 35
2. MISSION 35
3. VALUES 35
4. SITUATIONAL ANALYSIS 35
5. SWOT ANALYSIS 43
6. MACRO ORGANISATIONAL STRUCTURE 44
7. THEORY OF CHANGE 45
PART C: MEASURING THE NSF'S PERFORMANCE 46
1. INSTITUTIONAL PROGRAMME PERFORMANCE INFORMATION 46
2. OVERVIEW OF THE NSF'S RESOURCE CONSIDERATIONS 46
3. OVERVIEW OF THE 2023/24 BUDGET AND MTEF ESTIMATES 49
4. PROGRAMME 1: ADMINISTRATION 51
5. PROGRAMME 2: SKILLS DEVELOPMENT FUNDING 55
6. PROGRAMME 3: PSET SYSTEM IMPROVEMENT FUNDING 63
7. KEY RISKS 68
8. PUBLIC-PRIVATE PARTNERSHIPS 70

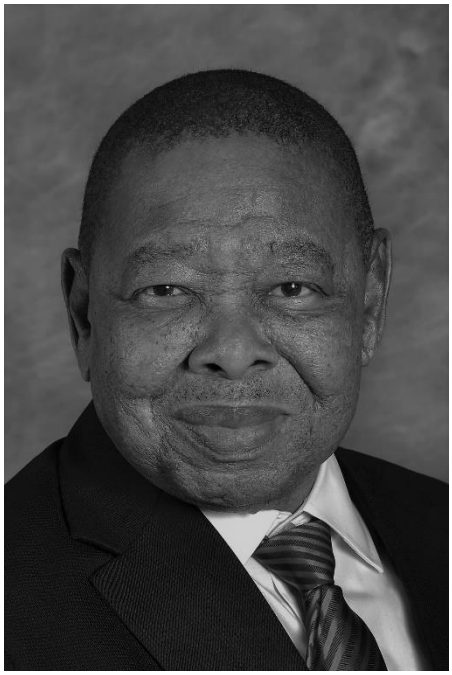
PART D: TECHNICAL INDICATOR DESCRIPTIONS.....71
ANNEXURES 104
ANNEXURE A: MATERIALITY AND SIGNIFICANCE FRAMEWORK 104
ANNEXURE B: CHANGES TO THE 2022/23 ANNUAL PERFORMANCE PLAN.108
ANNEXURE C: DISTRICT DEVELOPMENT MODEL 120

I. LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	Acquired immunodeficiency syndrome
APP	Annual performance plan
CET	Community education and training
COVID-19	Coronavirus
DDM	District Development Model
DHET	Department of Higher Education and Training
Director-General	Director-General of Higher Education and Training
DPME	Department of Planning, Monitoring and Evaluation
EPWP	Expanded Public Works Programme
ERRP	Economic Reconstruction and Recovery Plan
FAC	Funding Adjudication Committee
GBV	Gender-based violence
HIV	Human immunodeficiency virus
HRDCSA	Human Resource Development Council of South Africa
HRM	Human resource management
ICT	Information and communication technology
IPAP	Industrial Policy Action Plan
LMIP	Labour Market Intelligence Project
MS Dynamics app	Microsoft Dynamic Skills Development Provider application
MTEF	Medium term expenditure framework
MTSF	Medium term strategic framework
NDP	National Development Plan 2030
NEET	Not in employment, education nor training
NP-PSET	National Plan for Post-school Education and Training
NSA	National Skills Authority
NSDP	National Skill Development Plan 2030
NSF	National Skills Fund
NSFAS	National Student Financial Aid Scheme
NSI	National system of innovation
OIHD	Occupations in high demand
PFMA	Public Finance Management Act, 1999 (Act 1 of 1999) as amended, including related regulations and practice notes
PSET	Post-school education and training

QLFS	Quarterly Labour Force Survey
RFP(s)	Request for proposal(s)
SA	South Africa/South African
SARS	South African Revenue Service
SDA	Skills Development Act, 1998 (Act 97 of 1998) as amended, including related regulations and practice notes
SDL	Skills development levy
SDLA	Skills Development Levies Act, 1999 (Act 9 of 1999) as amended, including related regulations and practice notes
SDP(s)	Skills development provider(s)
SETA(s)	Sector education and training authority/authorities
SMME	Small, micro and medium-sized enterprises
SOP(s)	Standard operating procedure(s)
SPLUMA	Spatial Planning and Land Use Management Act, 2013 (Act 16 of 2013)
STI	Science, technology and innovation
SWOT	Strengths, weaknesses, opportunities and threats
TVET	Technical vocational education and training
WPBL	Workplace-based learning
WP-PSET	White Paper for Post-school Education and Training
WP-STI	White Paper for Science, Technology and Innovation

II. EXECUTIVE AUTHORITY'S STATEMENT



The National Skills Fund's (NSF's) mission is to provide skills development funding as an enabler of a capable workforce and inclusive growth. In the 2023/24 financial year, the entity will, therefore, continue to fulfil a key role in realising South Africa's aspirations of an inclusive economy as envisaged by the National Development Plan (NDP); which recognises education, skills and innovation as the critical instruments for transforming the economy and combatting the triptych of challenges - poverty, inequality and unemployment.

The role of skills development and education in raising the income levels of individuals and reducing inequality among the South African population has been one of the key underlying drivers of the government's policy efforts. In the 2023/24 financial year, skills development will, therefore, remain an important enabler to ensure the successful realisation of South Africa's socio-economic development efforts.

Alignment to policy priorities

To this end, various government policies and strategies are geared towards realising scaled-up delivery. There will be even more of a focus on young people, women and persons with disability, expanded occupational programmes, especially in colleges, alignment with labour market requirements, innovation and entrepreneurship support, and strengthened partnerships with sector education and training authorities (SETAs).

The NSF has aligned its outputs to key government policy instruments such as the Medium Term Strategic Framework (MTSF) 2019-2024 and addresses key post-school training and education priorities as expressed in the National Plan for Post-School Education and Training (NP-PSET) and National Skills Development Plan 2030 (NSDP).

For instance, the MTSF's Priority 2: Education, Skills and Health highlights the promotion of workplace-based learning in partnership with the SETAs, an intensified focus on artisan development, infrastructure support for universities and colleges, the promotion of entrepreneurship and support for skills programmes.

On the other hand, the NP-PSET and NSDP emphasise that the NSF should provide increased support to marginalised groups and the unemployed, particularly young people.

The NSDP identifies the training role of the NSF – to increase the number of unemployed people for the labour market or self-employment and address the needs of the poor. The NSDP also prioritises the not in employment, education or training (NEET) cohort and supports broader government strategies such as youth programmes, building small businesses and co-operatives, and rural development.

Similarly, the NP-PSET requires that the NSF regain its focus over the medium term on supporting marginalised groups, including the unemployed, primarily in the community education and training (CET) college system. The NP-PSET calls for alignment with national programmes such as the Expanded Public Works Programme (EPWP), partnerships with SETAs to expand occupational programmes in the technical vocational education and training (TVET) colleges and improved research, innovation, commercialisation and entrepreneurship in higher education.

In response to existing structural problems in the economy, which COVID-19 worsened, the Economic Reconstruction and Recovery Skills Strategy unpacks those interventions necessary to successfully implement the Economic Reconstruction and Recovery Plan. The strategy's implementation will focus on interventions that have the potential for many young people to access opportunities in the short term. In addition, the skills strategy seeks to mobilise the support of government departments such as Economic Development, Labour, Public Works, Rural Development, Small Business Development and the private sector to respond and ensure there are no constraints in the implementation.

It includes the Presidential Youth Employment Initiative (PEYI), the inter-departmental and multi-sector initiative co-ordinated by The Presidency in response to the inordinate number of young people who do not transition from learning to earning. Through the PEYI, the government aims to facilitate greater access to opportunities for marginalised youth through active pathway management and skills linked to economic demand. It also offers various opportunities for different categories of youth.

Commitment to implementation

This Annual Performance Plan (APP) aligns with the policy imperatives aimed at growth, employment and development. The Director-General of Higher Education and Training, Dr Nkosinathi Sishi, as the Accounting Authority, has a huge responsibility to control the NSF and steer the entity towards meeting its commitments in this APP for the strategic period up

to 2025 and a sustainable trajectory. As the Executive Authority of the NSF, I, the Minister of Higher Education, Science and Innovation, endorse the NSF's APP and commit to monitoring its implementation and evaluating performance on an ongoing basis to ensure effective service delivery.

Dr BE Nzimande, MP

Minister of Higher Education, Science and Innovation

Executive Authority of the NSF

III. DEPUTY MINISTER'S STATEMENT

The National Skills Fund's Annual Performance Plan (APP) for the 2023/24 financial year is focused on fulfilling the mandated duty to fund education and training programmes and interventions intended to strengthen the post-school education and training (PSET) system in meeting current and future demand. It is founded on the spirit of greater inclusivity and collaboration within the public sector as well as between the public and private sectors to support effective skills development in contributing to the education and skilling of South Africans.

Further, this APP considers the need to ensure that the PSET system continues being an active agent in realising the National Development Plan Vision 2030 of eliminating poverty and reducing inequality while realising tangle strides in the Revised Medium-Term Strategic Framework (MTSF) 2019-2024 priorities as set out in the five-year strategic plan for the current administration as well as implementing outstanding and ongoing State of Nation Address (SONA) commitments.

On the back of the COVID-19 pandemic, the July 2021 unrest that disrupted KwaZulu-Natal (KZN) and Gauteng, and the 2022 April KZN floods, all levels of government are expected to intensify their contributions towards priority interventions in support of a strategy of stabilisation, recovery and reconstruction.

Against this backdrop, the NSF is expected to prioritise employment creation interventions through a rollout of work-integrated learning programmes that are designed to facilitate the transition of graduates and technical vocational education and training college students into the labour market. Further, the role of infrastructure towards accelerated inclusive growth remains an essential cog in the government's economic machinery. In its support of this growth, the NSF's funding of skills infrastructure development remains important for expanding access to the PSET opportunities, creating downstream benefits such as local employment during the development phase, and identifying, through research, the future skills for government infrastructure programmes. To contribute to the efforts of a capable state, closer collaboration between the Department of Higher Education and Training (DHET) and Department of Science and Innovation (DSI) is necessary to realise the aspirations of a

digitised and modernised economy. Since the 2021/22 financial year, the NSF incorporated digital skills in its reprioritised learning interventions by funding additional students taking digital occupations in universities and TVET colleges, and which are all intended to contribute towards the intensified development of digital skills programmes and training of beneficiaries in digital occupations and workplace opportunities.

It includes partnerships with the Presidential Youth Employment Initiative and the Department of Communications and Digital Technologies. The NSF will be positioned to build digital skills capabilities in South Africa and improve the employability of the country's youth in ICT as identified in the National Digital and Future Skills Strategy.

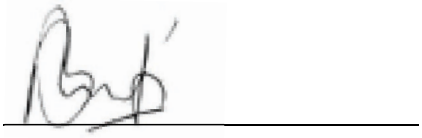
As articulated in the White Paper for PSET, one of the primary purposes of the PSET system is to prepare workers for the labour market or to enable individuals to earn sustainable livelihoods through self-employment. Hence, the partnership with the Small Business Development and Rural Development and Land Reform departments to identify and increase support for workplace and skills development support for micro, small and medium enterprises, and co-operatives is a key focus of the NSF in the 2023/24 financial year.

Additionally, the partnership arrangements with the Department of Public Enterprise should be formalised for the continued use of state-owned companies' training academy capacity to ramp up the production of artisans for the country. It remains an imperative for the NSF's three-year apprentice programmes designed to ensure the NSF makes an ongoing contribution towards the production of artisans.

Dealing with gender-based violence (GBV) remains a key focus of the government, and in the PSET environment, Higher Health is enabled by NSF funding. They will continue leading GBV initiatives and other pressing health and wellness issues that negatively impact the PSET's system throughput.

Notably, the finalisation of the forensic investigation processes will bode well for the entity to restore public confidence in the NSF and account for skills development funding expenditure.

This APP will guide the NSF as it balances the demand to invest its funding in national skills priorities and leverages the resources of strategic partners that contribute to building a vibrant, integrated and progressive PSET system.



Mr BK Manamela, MP

Deputy Minister of Higher Education, Science and Innovation

IV. ACCOUNTING AUTHORITY'S STATEMENT

The National Skills Fund (NSF) plays an important role in the ongoing efforts to realise the goals of the post-school education and training (PSET) system and, particularly, in providing access to PSET opportunities and improving the success and efficiency of the PSET system.

The NSF funds education and training initiatives such as bursaries and scholarships, learnership and skills programmes, and workplace-based learning interventions to improve the PSET system, focusing on capacity building, skills infrastructure, research, and innovation to fulfil its vision of providing funding to skill the nation.

Strategic focus over the medium to long-term period

The Medium Term Strategic Framework (MTSF) 2019-2024 targets creating and increasing access to PSET opportunities and ensuring quality skills development. In 2023/24, the NSF must contribute to the DHET priorities, which are the bedrock of its strategy until 2025, and, in particular, expanding access to PSET opportunities, improving the success and efficiency of the PSET system, improving the quality of PSET provisioning, and creating a responsive PSET system.

Furthermore, the PSET and science, technology and innovation (STI) systems should produce adequate skills and knowledge to meet the economy's and society's current and future needs. In the medium to long term, it requires increased training in digital skills and harnessing knowledge to navigate the rapid technological growth of the Fourth industrial revolution (4IR). Therefore, the critical and scarce skills lists and occupations in high demand will continue to be vital instruments for identifying existing and future skills demands and directing the NSF's funding commitment.

For the NSF, it means a deliberate investment toward developing specific skills that drive new value and value streams in different sectors of the economy.

Importantly, in South Africa's economic and social recovery efforts post the national state of disaster lifted on 5 April 2022, the NSF is expected to continue balancing the country's short and long-term skills needs.

High-level overview of the NSF's strategy and key performances

In the 2020–2025 strategic period, the National Skills Development Plan 2030 (NSDP) and COVID-19 Economic Reconstruction and Recovery Skills Strategy (ERRSS), coupled with the new ministerial vision and leadership drive towards innovation-led skills development within the higher education, science and innovation landscape, form the basis for the NSF's strategic outcomes and outputs.

The ERRSS calls for increased access to programmes that result in qualifications in the priority sectors. The strategy also supports access to targeted skills programmes. It requires the DHET Skills Branch and the NSF to work actively with the relevant SETAs in specific sectors to create a funding window to support short-term training programmes.

Within this background, the NSF's Revised Strategy for 2020-2025 is three-pronged: Firstly, it focuses on realising organisational sustainability. These activities ensure a sound service delivery environment and effective management of the levy income entrusted to the entity for national skills development priorities.

Secondly, through its funding decisions, the entity must contribute meaningfully to developing the right skills for the labour market and self-employment through various post-school learning pathways.

Lastly, the NSF supports research, infrastructure and other initiatives to achieve equitable access to quality PSET provisioning.

True to this mandate, as prescribed by the White Paper for PSET and the NSDP, coupled with the responsibility of stewarding 20% of the skills development levies as contemplated in the Skills Development Levies Act, 1999 (Act 9 of 1999), the NSF achieved significant milestones during the previous financial year.

A notable highlight was the improved scaling of funding for the training of the unemployed. The NSF also continued to support extensive research in the PSET system. The research

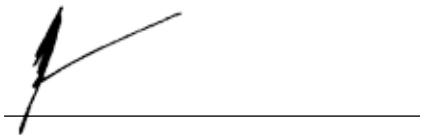
aims to identify the required human and infrastructure capacity needed to increase enrolment and throughput for programmes in high demand.

Further, the NSF's funding commitment towards major research interventions has begun to generate insights that shape the programme qualification mixes relative to the world of work. It includes the NSF's commitment to better understanding the TVET sector.

In strengthening the NSF's oversight and operational environment, a key priority has been implementing the recommendations of the forensic investigation into the affairs of the NSF and institutionalising the Ministerial Task Team recommendations of the strategic review of the NSF.

Conclusion

This APP is consistent with the NSF 2020–2025 Revised Strategic Plan that is aligned with the outcomes of crucial government policy instruments and the most salient post-school priorities. This APP will, therefore, guide the NSF management, staff, implementing partners and PSET stakeholders as they navigate the task of allocating resources to meet the priority skills needs of the country and assist in building the capacity of the PSET system.



Dr N Sishi
Director-General of Higher Education and Training
Accounting Authority of the National Skills Fund

V. OVERVIEW BY THE ACTING EXECUTIVE OFFICER

In the 2023/24 financial year, the entity will focus further on improving operational efficiencies and internal controls. While we need to continue to support skills development and improving the post-school education and training (PSET) system, a further focus area for the National Skills Fund (NSF) will be to ensure a sound service delivery environment and effective resource management.

Central to improving the NSF's efficiency and effectiveness is resourcing its organisational structure, realigning its business processes, and implementing the integrated Enterprise Resource Planning (ERP) and reporting system. The NSF has made some progress with these goals. However, it aims to accelerate the changes it wants to see in the organisation.

Therefore, the APP is a critical document that spells out what targets need to be met during the 2023/24 financial year and provides the roadmap for achieving the projections for the current five-year strategic period up to 2025.

The NSF has budgeted R3,901 billion for its 2023/24 financial year for its continuing contractual commitments and new skills development interventions that span education and training and initiatives designed to improve the efficiency and effectiveness of the PSET system, such as skills infrastructure, research, and capacity building. The NSF is committed to funding interventions that improve access to quality education and training. Implementing this Annual Performance Plan will see NSF rolling out several priority interventions, including the new Presidential Youth Employment Initiative focusing on digital skills and business process services, funding students enrolled at agricultural colleges and skills for people with disabilities.

The NSF's qualified audit opinion from the Auditor-General of South Africa (AGSA) for the 2021/22 financial year's financial statements was a notable achievement, considering the disclaimed audit opinion in 2019/20 and 2020/21. However, being entrusted with the skills

development levy (SDL) for advancing national skills priorities obligates the entity to address historical challenges, which hindered its ability to provide an acceptable account of its funding decisions and activities. It plans to achieve a clean audit by the end of the current strategic period in 2024/25.

Since the 2020/21 financial year, the lack of public confidence in the NSF has been apparent due to the poor audit outcomes of 2019/20 and 2020/21. The poor audit outcomes drew the attention of the Standing Committee on Public Accounts (SCOPA), the Portfolio Committee on Higher Education, Science and Innovation (PCHESI), and the forensic investigation sanctioned by the Minister of Higher Education, Science and Innovation, the NSF's executive authority.

While maintaining the focus on the production of skills, equally important is the basis of assessing the work of the NSF through the AGSA's annual audit as set out in the technical indicator descriptions (Part D). It speaks to the NSF's responsibility to ensure that it employs appropriate record-keeping for all its activities in the disbursement of funds.

Building the public's trust in the NSF has been an important consideration in its strategic planning for 2023/24 and towards implementing the Economic Reconstruction and Recovery Skills Strategy. The strategy places the responsibility on the NSF for securing stakeholder and public support for funding demand-led qualifications.

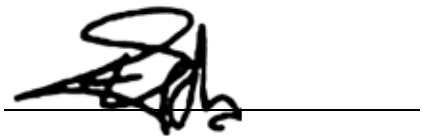
The engagements between the Minister, SCOPA and PCHESI has allowed the NSF to highlight factors that may continue jeopardising improvements in the entity's audit outcomes.

Formal engagements, which began in 2022/23, to gain limited autonomy for business functions such as Information, Communication and Technology (ICT), Human Resource Management (HRM) and Supply Chain Management (SCM), are expected to continue during 2023/24. These priority support areas are critical enablers for ensuring that the NSF organogram is adequately resourced and that the organisation has the requisite capacity for the segregation of duties, improved internal controls, facilitation of a more efficient transition from manual reporting to the automated enterprise resource management system; and improved responsiveness for procurement and the implementation of an envisaged co/outsourcing model to augment the capacity of NSF business units.

Furthermore, the MTT review on the NSF is another notable intervention commissioned by the Minister that promises to course-correct the NSF's trajectory towards improved efficiencies and effectiveness and increased responsiveness to its mandate and government's programmes. In 2021/22, we started implementing the recommendations of the MTT strategic review and the forensic investigation reports. In 2022/23, in line with the MTT report's recommendation that the NSF business operations must be completely independent of the Department of Higher Education and Training (DHET), the NSF started procuring office accommodation separate from the Department. The relocation process, which will follow the National Treasury regulations and SCM prescripts, is expected to be finalised during the 2023/24 financial year.

On the other hand, the forensic processes will also continue to bring finality to the minimisation of financial risks in the organisation and give direction to an improved internal control environment.

Adequate human capacity, the full implementation of the integrated online system and the development and rollout of policies and standard operating procedures for our business processes remain critical tools for a more agile and responsive NSF that supports innovative and creative responses to skills development, including skills initiatives that tackle the impact of COVID-19. This APP will, therefore, guide the NSF's management and staff in realising the service delivery improvements and accountability in allocating resources that meet the priority skills needs of the country and in building the PSET's capacity.

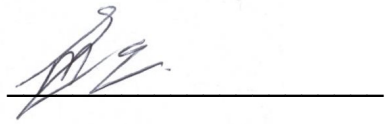


Mr DK Mabusela
NSF Acting Executive Officer

VI. OFFICIAL SIGN-OFF

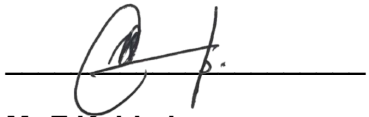
It is hereby certified that this annual performance plan –

- 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 National Skills Fund is responsible; and
- accurately reflects the impact, outcomes and outputs which the National Skills Fund will endeavour to achieve over the period 1 April 2023 to 31 March 2024 given the resources budgeted during the period.



Ms MD Erra

Chief Director: Strategy, Innovation and Organisational Performance

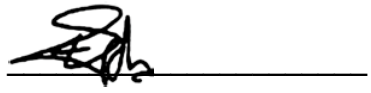


Mr Z Kubheka

Chief Financial Officer

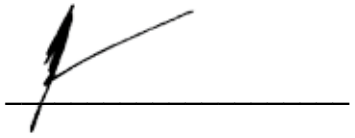
Vacant

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

VII. PURPOSE OF THIS DOCUMENT

The National Skills Fund's Annual Performance Plan (APP) highlights its strategic foundation and the performance and financial plan for the 2023/24 financial year. The outcome of an annual planning process sets the targets for the third year and the projections for the remaining part of the five-year period. The strategic elements - the NSF's vision, mission and values - represent the long-term direction that guides the annual planning process. These strategic elements are usually reviewed over five-year periods.

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

- The Department of Planning, Monitoring and Evaluation (DPME) Revised Framework for Strategic Plans and Annual Performance Plans, updated 2021
- The DPME Guidelines for the Implementation of the Revised Framework for Strategic and Annual Performance Plans, updated 2021
- The Guideline for Assessment of Strategic Plans and Annual Performance Plans, issued October 2020
- The National Treasury Framework for Managing Programme Performance Information, published in May 2007.

The APP will guide the NSF's and serves as a basis for assessing the NSF's performance by stakeholders for the 2023/24 financial year (1 April 2023 to 31 March 2024).

VIII. DESCRIPTION OF THE STRATEGIC PLANNING PROCESS

In January 2020, the DPME issued a revised strategic planning framework and guidelines to improve the planning and effective implementation of the government's programmes. In addition, the DPME issued a five-year implementation plan for the National Development Plan (NDP) 2020 to 2025 for departments and entities to align their plans with the objectives of the NDP.

Accordingly, the NSF's management discussed the policies, plans and strategic documents that inform the development of its final strategic planning framework. The NSF also interrogated the audit outcomes of the entity for 2020/21 and 2021/22 and assessed the organisational performance. These engagements, which resulted in the drafting and finalising the 2023/24 APP, included the NSF's business unit heads (senior managers.

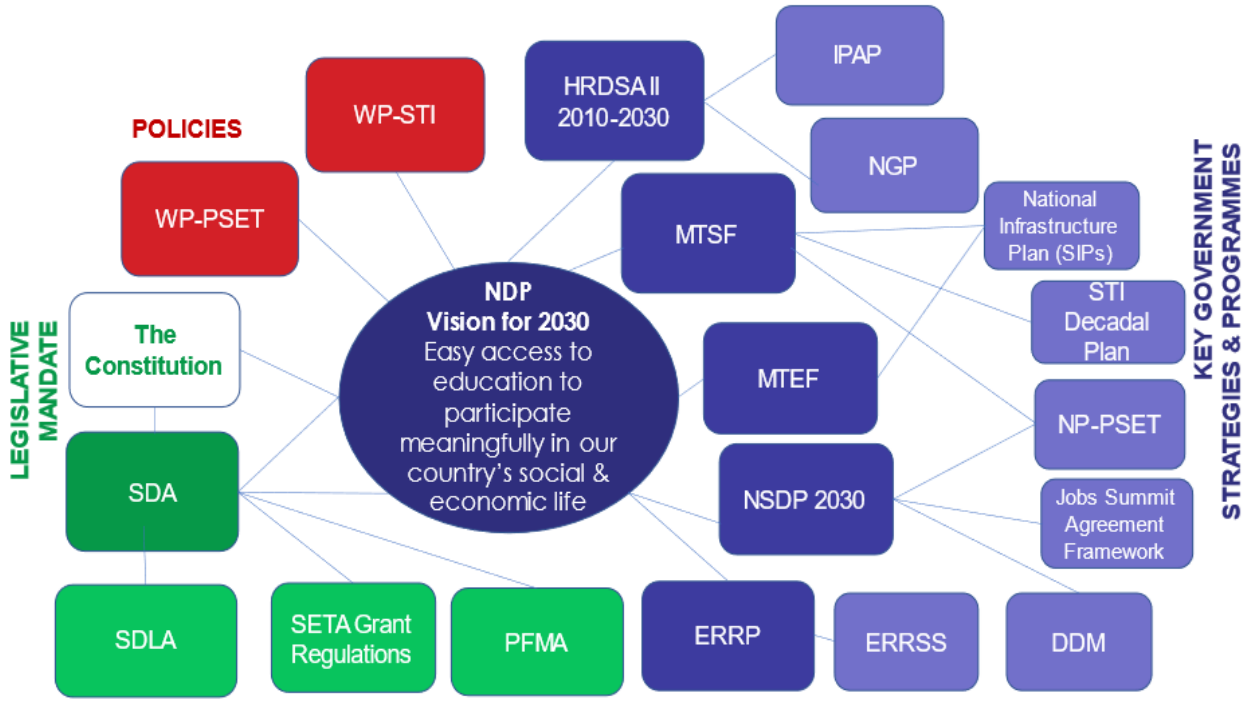
Furthermore, the NSF assessed the revised MTSF and the Department of Higher Education and Training's strategic plan. The NSF management identified the outcomes to which it will contribute and are in line with its mandate and objectives. The DHET participated in the NSF strategic planning session on 18 and 19 October 2022.

These processes and engagements provided the basis for the NSF to draft its APP for the financial year - 1 April 2023 to 31 March 2024 – and which is in line with its revised Strategic Plan.

Lastly, in terms of Section 5 of the Skills Development Act, 1998 (Act 97 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 strategic framework and criteria for the allocation of funds from the NSF. The NSF will, therefore, as in the past, table this Annual Performance Plan to the NSA for consideration in the presentation 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.

PART A: OUR MANDATE

Figure 1: NSF Legislative and Policy Framework



DDM	District Development Model	NP-PSET	National Plan for Post-school Education and Training
ERRP	Economic Reconstruction and Recovery Plan	NSDP	National Skills Development Plan
ERRSS	Economic Reconstruction and Recovery Skills Strategy	SDA	Skills Development Act, 1998 (Act 97 of 1998)
HRDSA II	Human Resource Development Strategy of South Africa	SDLA	Skills development levy
IPAP	Industrial Policy Action Plan	SETA	Sector education and training authorities
MTSF	Medium Term Strategic Framework	SIPs	Strategic infrastructure projects
MTEF	Medium Term Expenditure Framework	STI	Science, technology and innovation
NDP	National Development Plan	WP-PSET	White Paper for Post-school Education and Training
NGP	New Growth Path	WP-STI	White Paper for Science, Technology and Innovation

1. UPDATES TO RELEVANT LEGISLATION AND POLICY MANDATES

There are no updates to the legislative and policy mandates relating to the National Skills Fund (NSF). The mandate as stated in the NSF Revised Strategic Plan 2020-2025 remains as indicated in Figure 1.

- **PFMA**: Provides for the listing of the NSF as a schedule 3A public entity in terms of the act.
- **SDLA**: Provides for the imposition of skills development levies and matters related thereto.
- **SDA**: The NSF derives its mandate from Section 28(1) and Section 30B of the SDA. The SDA is in support of Section 29(1) of the Bill of Rights, as enshrined in The Constitution, which outlines that everyone has the right to further education, which the state, through reasonable measures, must make progressively available and accessible.

2. CONSTITUTIONAL MANDATE

The Constitution of the Republic of South Africa, 1996 (Act 108 of 1996) (the Constitution) is the country's supreme law. Therefore, all laws of the country must be consistent with the Constitution. All government institutions and entities derive their mandate from the Constitution. The Constitution makes provision for other legislation regarding planning and performance monitoring across the three spheres of government.

''The National Skills Fund derives its mandate from Section 28(1) and Section 30B of the Skills Development Act, 1998 (Act 97 of 1998) (SDA). The SDA supports Section 29(1) of the Bill of Rights, as enshrined in the Constitution, which outlines that everyone has the right to further education, which the state, through reasonable measures, must make progressively available and accessible.''

3. RELEVANT LEGISLATIVE AND POLICY MANDATES

Skills Development Act (SDA)

The NSF was established in 1999 in terms of Section 27(1) of the SDA, stating the following: "The National Skills Fund is hereby established''. The National Skills Fund (NSF) is not established with a legal persona.

In terms of Section 29(1) of the SDA, the Director-General of Higher Education and Training is the accounting authority of the NSF as contemplated by Section 49(2)(b) of the Public Finance Management Act, 1999 (Act 1 of 1999) (PFMA).

In terms of Section 29(1)(d) of the SDA, the Director-General must, subject to the laws governing the public service, appoint the executive officer of the NSF who will, upon such appointment, be employed in the public service.

Purpose of the SDA

- To ensure credible labour market analysis to provide a supply and demand analysis of national skills priorities
- To require alignment with policies of the state and the Department of Higher Education and Training
- To develop the skills of the South African workforce
- To increase the levels of investment in education and training in the labour market
- To encourage employers to use the workplace as an active learning environment
- To encourage workers to participate in learning programmes
- To improve the employment prospects of South African citizens, specifically those who have been previously disadvantaged
- To ensure quality learning in and for the workplace and ensure quality delivery in line with the establishment of the Quality Council for Trades and Occupations
- To establish the NSF and other skills levy institutions that must collaborate to achieve the objectives of the SDA
- To provide financing through the skills levy.

Public Finance Management Act (PFMA)

On 12 October 2012, the Minister of Finance listed the NSF as a Schedule 3A public entity in terms of the PFMA, retrospectively effective from 1 April 2012 (Notice 821 of Government Gazette 35759).

The listing of the NSF as a public entity does not determine the legal persona status of the NSF but prescribes the compliance framework that the NSF must adhere to in terms of the PFMA. The NSF's founding legislation determines the legal persona status, that is, the SDA.

4. MANDATE OF THE NSF

The money of the NSF may be used for the primary objectives as defined by the prescripts of the SDA:

- Fund projects identified in the National Skills Development Strategy as national priorities (Section 28(1) of the SDA);
- Fund projects related to the achievement of the purposes of the SDA as the Director-General determines (Section 28(1) of the SDA);
- Fund any activity undertaken by the Minister of Higher Education, Science and Innovation to achieve a national standard of good practice in skills development (Section 30B of the SDA); and
- Administer the NSF within the prescribed limit (Section 28(3) of the SDA). Regulations prescribing the limit for the administration of the NSF at 10% of revenue have been approved and published in Notice R.1030 of Government Gazette 33740, dated November 2010.

Revenue sources of the NSF

Currently, the NSF's main revenue sources are:

- 20% of the skills development levies as contemplated in the Skills Development Levies Act, 1999 (Act 9 of 1999) (SDLA); and
- Interest earned on investments held at the Public Investment Corporation (PIC).

The NSF may also receive revenue from:

- The skills development levies collected and transferred to the NSF, in terms of the SDLA, in respect of those employers or sectors for which there is no SETA
- Money appropriated by Parliament for the NSF
- Donations to the NSF
- Money received from any other source.

Retention of accumulated surplus

In terms of Section 29(3) of the SDA, the unexpended balance in the NSF at the end of the financial year must be carried forward to the next financial year as a credit to the NSF.

5. OTHER KEY LEGISLATION APPLICABLE TO THE NSF

Legislation or regulation	Summary of its purpose
National Qualifications Framework Amendment Act, 2019 (Act 12 of 2019)	• Creates a single integrated national framework for learning. • Facilitates access to education, training and career paths. • Enhances the quality of education and training. • Accelerates the redress of past unfair discrimination. • Allows the South African Qualifications Authority (SAQA) and the quality councils to oversee the National Qualifications Framework (NQF). • Recent amendments make provision for skills development providers to be registered, processes for verification, and offences and penalties for fraudulent qualifications.
Workplace-based Learning Programme Regulations of 2018	• Provides a framework for the types of workplace-based learning through PSET, including funding directed through the NSF and SETAs. • Provides for the administration and role of parties in workplace-based learning, including employers, learners, education and training providers, quality councils and the DHET.
SETA Grant Regulations, 3 December 2012, Vol. 570, 35940	While developed for SETAs, the SETA grant regulations benchmark the management of the skills levy, including the thresholds for administration costs and the governance and operational considerations for managing skills levies.
Spatial Planning and Land Use Management Act, 2013 (Act 16 of 2013) (SPLUMA)	The SPLUMA was adopted shortly after the introduction of the NDP. SPLUMA is an important component for setting the broad spatial agenda of the country, promoting the development principles of spatial justice, spatial sustainability, efficiency, spatial resilience and good administration.

Legislation or regulation	Summary of its purpose
South African Intergovernmental Relations Framework Act, 2005 (Act 13 of 2005)	The act emphasises that the three spheres of the government are distinctive, interdependent and interrelated. The spheres of the government (local, provincial and national) are autonomous. Even with their autonomy, the spheres of government must collaboratively plan the use of scarce resources and ensure the government's priorities are achieved.

6. INSTITUTIONAL POLICIES AND GOVERNMENT STRATEGIES

National Development Plan (NDP) 2030

The NDP 2030 is the overarching long-term strategy of the government to eliminate poverty and reduce inequality by 2030, among other policy imperatives. It is the most important long-term strategy to which all government strategies must be aligned.

The 2023/24 Annual Performance Plan (APP) of the NSF is comprehensively aligned with the objectives of the NDP.

The NDP places the following specific funding responsibility on the NSF:

> "Training for start-ups and emerging businesses, rural development, adult basic education and training, and community development should be supported by money from the National Skills Fund and managed by relevant departments or agencies, such as Small Enterprise Development Agency, *Kha Ri Gude* and the National Youth Development Agency. It enables the National Skills Fund to focus on large skills development programmes that form part of a broader programme. It simplifies the grant funding mechanism by supporting fewer but larger programmes" (NDP, p. 286).

The NDP further outlines specific objectives and actions to improve the education, training and innovation system. The following objectives, as outlined in the NDP for enhancing the education, training and innovation system, may entail additional funding responsibilities being placed on the NSF to contribute towards achieving these objectives and implementing the relevant actions:

- Expand the college system with a focus on improving quality. Better quality will build confidence in the college sector and attract more learners.
- The recommended participation rate of 25% would accommodate about 1,25 million enrolments.

- Provide one million learning opportunities through community education and training centres.
- Produce 30 000 artisans per year.
- Increase enrolment at universities by at least 70% by 2030 so that enrolments increase to about 1,62 million from 950 000 in 2010.
- Increase the number of students eligible to study mathematics and science degrees to 450 000 by 2030.
- Increase the percentage of Doctor of Philosophy (PhD) qualified staff in the higher education sector from the current 34% to over 75% by 2030.
- Produce more than 100 doctoral graduates per million per year by 2030. That implies an increase from 1 420 in 2010 to well over 5 000 a year.
- Expand science, technology and innovation outputs by increasing research and development spending by the government and encouraging industry to do so.

The following actions are outlined in the NDP for technical vocational education and training (TVET):

- Support the development of specialised university programmes, focus on training college lecturers, and provide funding for universities to research the vocational education sector.
- Improve TVET institutions' capacity to become the preferred institutions for vocational education and training. Learners should be able to choose their vocational pathways before completing Grade 12. Expand the geographical spread of TVET institutions.
- Build a stronger relationship between the college sector and industry. SETAs play a crucial role in building relationships between educational institutions and employers.

The following actions are outlined in the NDP for higher education:

- Implement a national programme to develop the next generation of academics for South African higher education.
- Complete the construction of two new universities in Mpumalanga and the Northern Cape, new medical schools in Limpopo and several academic hospitals, expand the infrastructure of existing institutions and allow all universities to use distance education to reach more learners.
- Provide an option of a four-year university degree with bridging courses and more support for universities to help students from disadvantaged backgrounds.
- Provide all students who qualify for the National Student Financial Aid Scheme (NSFAS) with access to full funding through loans and bursaries to cover the costs of tuition, books, accommodation, and other living expenses. Students who do not qualify should have

access to bank loans backed by state securities. NSFAS and bank loans should be recovered through arrangements with the South African Revenue Service. Service-linked scholarships should be available in nursing, teaching, and social work.

White Paper for Post-school Education and Training (WP-PSET)

The WP-PSET sets out the government's vision for an integrated system of PSET that responds to the needs of South Africans and their economy. It outlines the policy direction to guide the DHET and its institutions to contribute to building a developmental state with a vibrant democracy and a flourishing economy. Its main policy objectives are:

- A post-school system that assists in building a fair, equitable, non-racial, non-sexist and democratic South Africa
- A single, co-ordinated PSET system
- Expanded access, improved quality and increased diversity of provision
- A stronger and more co-operative relationship between education and training institutions and the workplace
- A PSET system that is responsive to the needs of individual citizens, employers in public and private sectors, and broader societal and developmental objectives.

Among others, the WP-PSET directs attention to critical improvement and capacitation areas within the PSET system integration, which include:

- TVET college capacitation and infrastructure
- Educational institution and employer partnerships and work integrated learning
- Artisan development strategy operationalisation
- Recognition of prior learning
- Community colleges and public adult learning centre development
- Development of scarce and critical skills (occupations in high demand)
- Education and training improvement
- Skills system and landscape review as part of the broader PSET system.

National Skills Development Plan (NSDP) 2030

The NSDP 2030 was approved by the Minister of Higher Education and Training on 7 March 2019 for implementation with effect from 1 April 2020. The vision of the NSDP is an educated, skilled, and capable workforce for South Africa.

The NSDP builds on the implementation of the National Skills Development Strategy (NSDS) III and addresses systemic considerations to improve the effectiveness and efficiency of the skills development system and institutions. The NSDP seeks to further integrate skills development interventions with the PSET system to address the triple challenge of high unemployment, poverty and inequality levels through skills development interventions such as learnerships, apprenticeships and other forms of workplace-based learning. It is envisaged that improving and increasing access to high-demand occupations and priority skills will contribute to economic growth, employment creation and social development. The NSDP will contribute to the strategies and priorities of the economy's various sectors, emphasising inclusive growth and employment generation, as set out in the NDP, Industrial Policy Action Plan (IPAP), and other key policy documents of the government.

The NSDP further outlines the following national priority outcomes that take precedence in the NSF:

- Outcome 1: Identify and increase production of occupations in high demand
- Outcome 2: Link education and the workplace
- Outcome 3: Improve the level of skills of the South African workforce
- Outcome 4: Increase access to occupationally-directed programmes
- Outcome 5: Support the growth of the public college system
- Outcome 6: Skills development support for entrepreneurship and co-operative development
- Outcome 7: Encourage and support worker-initiated training
- Outcome 8: Support career development services.

In addition, the NSDP continues to focus on the societal transformational imperatives and parameters enunciated in the NSDS III and which remain relevant in the South African socio-economic climate. These are:

- Gender: Provide more access opportunities for women
- Youth: Increase access opportunities for the youth
- Geography: Shift the focus to previously neglected rural areas
- Race: Provide programmes to address racial skill disparities
- Class: Redress imbalances brought about by class
- People with disabilities: Avail more training and workplace opportunities for people with disabilities

- HIV/AIDS: Provide programmes that embrace awareness and education advocacy on the subject of HIV/AIDS
- Equity and access: Provide access and reduce inequality through increased access by the previously disadvantaged.

As guided by the NSDP (which builds on the work undertaken under the NSDS III), the NSF measures each education and training project funded against the developmental and transformation imperatives mentioned.

Human Resource Development Strategy of South Africa (HRDSSA) 2010–2030

The HRDSSA is the long-term overarching strategy to drive human development in the country. The NSF's funding strategy responds to and supports the priorities that emanate from the HRDSSA's two commitments:

- Commitment 1: We will urgently overcome the shortages in the supply of people with the priority skills needed to implement current strategies to achieve accelerated economic growth successfully.

- Commitment 2: We will increase the number of appropriately skilled people to meet the demands of the current and emerging economic and social development priorities.

Medium Term Strategic Framework (MTSF) 2019–2024

The MTSF is the government's strategic planning framework for the 2019–2024 electoral term. It is the government's monitoring framework for the NDP five-year implementation plan during the electoral cycle. It reflects how the government measures its progress against the commitments made in the governing party's election manifesto and the NDP five-year implementation plan. It is a basis for measuring government performance and must be aligned with the measurement of performance in the local, provincial, and national government spheres. The MTSF sets out the government's actions and targets to be achieved.

By 2030, South Africa should have access to education and training of the highest quality, leading to significantly improved learning outcomes. The education, training and innovation system should cater to different needs and produce highly skilled individuals. The graduates of South Africa's universities and TVET colleges should have the skills and knowledge to meet the needs of the economy and society.

In his State of Nation Address in June 2019, the President of the Republic of South Africa, Mr Cyril Ramaphosa, identified the following seven government priorities derived from the electoral mandate:

- Priority 1: Building a capable, ethical and developmental state
- Priority 2: Economic transformation and job creation
- Priority 3: Education, skills and health
- Priority 4: Consolidating the social wage through reliable and quality basic services
- Priority 5: Spatial integration, human settlements and local government
- Priority 6: Social cohesion and safe communities
- Priority 7: A better Africa and world.

While the above priorities are interrelated, the NSF's focus will be on priority 3, namely Education, Skills and Health, as part of the DHET. This priority contributes to Pillar 2 of the three NDP pillars, which is ''capabilities of South Africans''

Further, emanating from the MTSF and State of the Nation Addresses of February and June 2019 are 14 priority economic sectors to strengthen coordination of state interventions up to 2025. In addition, a more targeted and consolidated approach has been conceptualised for spatial integration. As a national entity, the NSF will be required to prioritise these interventions. The NSF will also need to undertake more detailed research and planning support to attain the MTSF priorities as these relate to the NSF's mandate.

Department of Higher Education and Training Strategic Plan 2020–2025

The DHET has set the four outcomes in line with the MTSF. These priority outcomes steer the NSF's contributions in achieving the MTSF outcomes:

- **Expanded access to PSET opportunities**

The WP-PSET targets an enrolment of one million students in CET colleges, 2,5 million in TVET colleges, and 1,6 million in higher education institutions by 2030. Given the 2017 enrolments of 258 199 CET students, 688 028 TVET students, and 1,2 million higher education students, the size and shape of the PSET system will change markedly over the next 10 years. It is envisaged that the TVET sector will become the biggest sector, with the CET sector approaching the enrolment size of the public higher education sector. Enrolments in the technical and vocational programmes are expected to increase considerably compared to current enrolments. There will also be expanded entry-level access to the world of work in the various trades and occupations and improved readiness for entrepreneurship or self-employment by students.

Expanding the PSET system requires a careful, judicious and systematic enrolment planning process that aligns with available resources, capacity, and funding. Therefore, targeted interventions will be developed to ensure equitable participation supported by increased numbers of quality staff, affordable fees and inclusive and sustainable financial aid. In addition, institutional differentiation is necessary to foster a wider variety of modalities of provision, learning programmes and pedagogy to cater for diverse student and employer needs and to permit all PSET institutions (public and private) to develop niche areas that respond to national development imperatives.

- **Responsive PSET system**

As the WP-PSET points out, the PSET system is an important institutional mechanism that must respond to the needs of society. Improved responsiveness entails developing a better understanding of demand and supply, which, in turn, requires enhanced liaison and engagement with local, regional and international communities and socially responsive research, collaboration, partnerships and capacity building. The objective is to provide qualification programmes and curricula responsive to the needs of the world of work, society and students.

Greater cooperation is envisaged between PSET institutions and the world of work by focusing on the connections and interactions between provider institutions, skills levy institutions, and employers, mainly, although not exclusively, for workplace-based learning (WPBL). The cooperation will also strengthen research and innovation. Strengthening WPBL at the system and institutional levels, and encouraging employer participation will help to improve education and employment outcomes. Employer participation should also stimulate greater industry involvement in financing research and development, developing partnerships and promoting synergies with higher education institutions and research councils.

- **Improved quality of PSET provisioning**

If the 2030 targets are to be met, every institution across the entire PSET system will need to improve the quality of education. Permitting quality to lag while access expands will be wasteful and negligent. The quality of teaching and learning, research, management and governance, staff, quality assurance and infrastructure need to be improved to improve the quality of PSET provision. Most importantly, the quality of PSET teaching and learning must be prioritised. Better learning will be supported by improving and diversifying student services,

housing, foundational programmes and modes and programme delivery models. Better teaching will be supported by increasing the numbers, quality, and qualifications of lecturers (especially, but not only) black academics at senior levels. At the same time, lecturer pedagogical, curriculum development, and research capacities will be improved. In addition, their abilities to harness digital technologies to support teaching and learning in innovative ways will be improved. The development of digital pedagogies will be supported. Institutional governance, leadership and management, including student leadership, will be strengthened to realise quality institutional goals while driving their sector forward in pursuit of national objectives.

- **Improved success and efficiency of the PSET system**

As mentioned, quality education is premised on qualified, experienced and committed staff, informed, caring, focused and reliable student support services, and adequate and available infrastructure. Increased efficiency and success across all PSET sectors will promote a culture of completion, which, in turn, will improve cost-effectiveness, build work-readiness and facilitate employment and help to embed lifelong learning capabilities among citizens.

White Paper for Science, Technology and Innovation

In May 2019, the President of South Africa reconfigured several ministries and departments in the sixth government administration. A new Ministry of Higher, Education Science and Innovation was pronounced, with Dr BE Nzimande appointed the first minister in the portfolio. Consequently, the Minister of Higher Education, Science and Innovation is the Executive Authority of the Department of Higher Education and Training and the Department of Science and Innovation. The new configuration has a number of policy and system opportunities for South African citizens and the state. Both departments have approved white papers, namely the White Paper for Post-school Education and Training (WP-PSET), issued in 2017, and the White Paper for Science, Technology and Innovation (WP-STI), issued in March 2019.

In successful and leading skills development systems globally, some success has been attributed to the alignment of industrial policies, fiscal-wide policies and incentives and close linkages with the systems of innovations and patent developments. While the departments had not been merged at the time of preparing this plan, the processes of collaboration and alignment between the two departments were informed by the white papers were underway.

The WP-STI sets the long-term policy direction for the South African government to ensure a growing role for science, technology and technology (STI) in a more prosperous and inclusive society. It focuses on using STI to accelerate inclusive economic growth, make the economy more competitive and improve people's daily lives. It aims to help South Africa benefit from global developments such as rapid technological advancement and geopolitical and demographic shifts and respond to the threats associated with some of these global trends. The vision set out is "Science, technology and innovation enabling inclusive and sustainable South African development in a changing world" (WP-STI, p.11), with the following objectives:

- Improved coherence and coordination
- Increased national system of innovation (NSI) partnering between business, academia, government and civil society
- Strengthened and transformed NSI institutions
- Increased human capabilities
- Expanded research enterprise
- Enhanced enabling environment for innovation
- Improved funding across the NSI.

These WP-STI objectives, coupled with the scope of emerging trends, technology and innovation, including the green economy, circular economy and fourth industrial revolution, will provide key insights for the emerging fields of knowledge and material that will shape the future. These shifts will impact the type of education, training and skills development required to develop capable South African citizens and to ensure a supply of capable and skilled workforce for the future labour market.

Economic Reconstruction and Recovery Plan/Skills Strategy

The Economic Reconstruction and Recovery Plan focuses on 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:

- To create jobs, primarily through aggressive infrastructure investment and mass employment programmes
- To reindustrialise the South African 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 required to implement the Economic Reconstruction and Recovery Plan successfully. To help more young people access opportunities in the short term, the ERRP skills strategy lays out 10 interventions to introduce specific changes or enabling mechanisms to ensure that the skills required are produced:

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

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

In 2021, the DHET, through the National Treasury, obtained approval and co-funding to establish the NSF as the outcome fund to pilot the pay-for-performance model, targeting 4 500 beneficiaries in digital and global business services as part of the employment stimulus phase four being spearheaded by The Presidency in the Presidential Youth Employment Initiative. This will be implemented in the 2023/24 financial year.

7. RELEVANT COURT RULINGS

None

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
- Accountability
- Service excellence.

4. SITUATIONAL ANALYSIS

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

EXTERNAL ENVIRONMENT ANALYSIS

The National Development Plan (NDP) vision 2030 highlights key socio-economic challenges facing the country which require direct interventions by the government, private sector, civil society, and other stakeholders. The challenges are compounded by low economic growth, which includes the triptych of challenges of poverty, inequality and unemployment. These challenges can be attributed primarily to skills deficiencies, skills mismatches, and non-actionable skills.

In the face of pressing socio-economic challenges, optimal skills planning should co-ordinate several priorities, including promoting economic growth, facilitating transformation, and reducing unemployment, poverty, and inequality. While considerable skills planning is needed, sustained skills imbalances reflect the need for a co-ordinated, coherent, responsive skills planning system informed by evidence.

High unemployment remains a critical challenge for South Africa as the country struggles to generate sufficient jobs. From the beginning of the 20th century, unemployment has been highlighted as an alarming global issue. Youth unemployment, in particular, has gained increased concern in the wake of the 21st century.

Although South Africa's high level of unemployment is not unique, it is compounded by skills shortages that result in a structural mismatch between labour demand and supply. The structural mismatch happens because many skills shortages occur in the high-end skills market, while most employed and the unemployed have low-level skills.

The Labour Market Intelligence Project (LMIP) (2022) reveals that South Africa had a poor-performing economy before the COVID-19 pandemic, while the arrival of the pandemic brought South Africa to the brink of a severe social and economic crisis. In 2020, the economy contracted by 6,4%, and poor economic performance contributed to the inability of the labour market to absorb new labour market entrants. It led to an increase in the unemployment rate. South Africa's unemployment rate is amongst the highest in the world and has remained consistently high throughout the post-apartheid era.

The official unemployment rate decreased by 1,0 percentage point to 32,9% in Q3: 2022 compared to Q2: 2022 (33,9%). The results continue to show that youth remain vulnerable in the labour market as the number of unemployed youth aged (15-34) and (25-34) recorded the highest unemployment rates of 59,6% and 40,5% respectively. Of the 10,2 million young people aged 15 – 24 years, roughly 3,5 million or 34.5% were not in employment, education or training (NEET).

In respect of education levels, of the 7,7 million unemployed persons in the third quarter of 2022, as many as 51,5% had education levels below matric, followed by those with matric

(38,2%). Only 2,7% of unemployed persons were graduates, while 6,9% had other tertiary qualifications as their highest level of education (QLFS, 2022: Q3).

Despite improving educational qualification levels, South Africa's socio-economic situation is largely characterised by inequality, poverty and unemployment. These challenges are interdependent socio-economic phenomena that require attention from policymakers, the government, and businesses across South Africa. It is well-known that high unemployment remains a critical challenge for South Africa, which is struggling to create sufficient jobs.

The QLFS 2022: Q3 shows that the working age population was 40,3 million of the 15,8 million employed. Another 7,7 million were unemployed, while 3,5 million were discouraged (QLFS, 2022: Q3). Furthermore, the QLFS 2022: Q3 research findings showed significant job gains in six of the 10 formal sector industries. Notably, increases in employment were observed in the manufacturing, trade and construction sectors.

The World Bank noted that South Africa is the most unequal country in the world, with race playing a determining factor in a society where 10 per cent of the population owns more than 80 per cent of the wealth. Therefore, without the policy interventions modelled on the current economic trajectory, South Africa would be unable to attain its development targets of creating sufficient jobs, eradicating poverty, and reducing inequality.

Therefore, a clear sense of the required mix of skills is needed to formulate appropriate policies that will improve the alignment between skills demand and supply. The LMIP research results reveal that the change in the demand for skills is caused by four drivers: Globalisation, technological change, economic growth path and production structure. Understanding how these factors change skills demand and planning will help to address the skills quagmire.

The role of skills and education in raising the income levels of individuals and reducing inequality among the South African population has been the driver of policy efforts. The end of the National State of Disaster in April 2022, coupled with the relaxation of disaster management rules, opened economic activity, which provided businesses with a certainty that they could operate and invest without further restrictions. As a result, all NSF projects commenced with full implementation. It resulted in improved access to workplace protocols for workplace-based learning interventions to recoup the delays in education and training interventions from the previous quarter.

The impact of COVID-19 highlighted that the NSF's mandate and strategic priorities remain relevant in addressing the interventions identified in the Economic and Reconstruction and Recovery plan (ERRP). Therefore, it will continue to plan, consult and support the funding of the skills development initiatives identified through ERRP.

The NSF's strategic plan has been reviewed to consider the findings, including the recommendations of the evaluation and ongoing research funded by the NSF through the National Skills Authority (NSA) and Human Research Development Council of South Africa (HRDC). The research is critical because a comprehensive skills response to the country's post-COVID-19 economic and social recovery plan is needed.

The highlights during the 2022/23 financial year are:

a. During the NSF Strategic Planning Session, held between 18-19 October 2022, the NSF Evaluation Study's critical findings were presented, which helped to inform the planning process.
b. Most recommendations from the NSF Evaluation report are being implemented.
c. The implementation of the NSF Evaluation Study's recommendations are being tracked. The progress made by the various Chief Directorates and Directorates is also being monitored quarterly. The process culminated in the submission of the monitoring report for approval before reported to the NSA.
d. The Ministerial Task Team appointed by the Executive Authority to conduct the NSF strategic review concluded its work in 2022/2023. The implementation of the recommendations to improve the efficiency and relevance of the entity to national skills development priorities is underway. The NSF's executive committee (EXCO) has developed an implementation plan for the Ministerial Task Team that conducted the NSF strategic review. The implementation plan and progress will be shared with the Department of Higher Education and Training Director-General and EXCO.
e. During the same financial year, the NSF's forensic audit was tabled and presented at various parliamentary committees. It was followed by the implementation of recommendations and processes which are in line with the findings. The implementation is ongoing and being reported as required to the DG and Minister.

During the 2023/24 financial year, the NSF will remain vital in realising the government's national skills priorities. It will continue to be a catalytic funder of education, training and

innovation to improve the employability and entrepreneurial potential of South Africans to reduce the three challenges. Against this background, a concerted effort by all role players will see the South African economy growing optimally and an improved quality of life for all being realised.

The NSF is a critical national skills development resource funded through the skills development levy. It is strategically positioned as an entity within higher education and training and is mandated to implement policies and priorities that build a skilled and capable workforce as part of an inclusive growth path.

District Development Model (DDM)

The NSF continues to fund projects that support and respond to the presidential pilot of the DDM. The funding provides education, training, and infrastructure to support SMMEs and co-operative development in the four districts. Of importance is that the NSF funding covers all nine provinces, and includes community-level skills development and support. The NSF continues to analyse and map its funded interventions at the provincial and district levels to inform the fund of its planning.

It assists informed decision-making regarding its resource allocation strategy so that it responds to the DDM objective of ensuring inclusivity by gender and budgeting based on the needs and aspirations of the people and communities.

Economic Reconstruction and Recovery Plan (ERRP)

The ERRP, coupled with the Skills and Innovation Strategy (SIS), is borne out of the urgency for a well-coordinated skills development strategy to support the management of COVID-19 and economic and social recovery.

During the 2023/24 financial year, the NSF will continue to support and respond to the Presidential Youth Employment Intervention, which aims to reduce barriers and expand employment and training opportunities for young people in digital and information and communication technology skills.

The COVID-19 impact assessment highlighted that the NSF's mandate and strategic priorities would remain relevant in addressing the interventions identified in the Economic and

Reconstruction and Recovery plan (ERRP). Consequently, it will continue to plan, consult and support the funding of skills development initiatives that identified by the ERRP.

Key policy development and legislative changes

The White Paper for Post-School Education and Training sets out a vision for a single, coherent, differentiated and articulated post-school education and training system. It will result in the review of all post-school education and training legislation and a drive towards a higher degree of integration with the post-school education and training system. The National Plan for Post-School Education and Training is being finalised for implementation. Once the National Plan for Post-School Education and Training is approved, the NSF will ensure that it aligns with its Strategic Plans and Annual Performance Plan, the National Plan for Post-School Education and Training, and the National Skills Development Plan. The NSF will review the published draft bill to establish if any changes to key policy and legislative changes relating to the NSF mandate are required.

INTERNAL ENVIRONMENT ANALYSIS

The NSF's mandate, as enshrined in the SDA, is to:

a) Fund projects identified in the NSDS 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 2021/2022 was severely affected by the COVID-19 lockdown restrictions. Some training sites closed in compliance with the regulations. The prolonged duration of the training affected the NSF's performance in achieving its outcome targets as outlined in the 2020/2025 Strategic Plan. However, the skills development providers were allowed to apply for a change request so they could finalise outstanding curriculum activities.

The NSF's performance declined over the past three financial years. It was largely due to projects reaching their close-out phase with limited or no new projects being initiated. Implementation delays for new projects will continue to negatively affect the implementation of the 2022/23 APP.

The NSF's limited capacity has been identified as a growing concern that requires urgent attention. The dependence of the NSF on the DHET has contributed significantly to the delays in the recruitment processes. The 2022/23 financial year has led to the recruitment of most key posts within the HR Directorate, enabling the HR team to function more effectively. This has also assisted in ensuring that general NSF staffing capacity is addressed by monitoring and tracking recruitment and selection processes being managed by the DHET, and ensuring that new employees are recruited into vacant NSF posts. NSF's recruitment processes are tracked weekly. It is anticipated that by the end of 2022/23 financial year, more than 50% of existing vacancies will be filled. For the same period (2022/23), the NSF should therefore have filled more than 70% of its funded posts, just short of the 90% filled funded post goal of 2025.

The NSF's HR Team has also made some positive strides towards independence with new recruitment being managed by the NSF. The workplace skills plan, also being managed by the NSF, will be ready for implementation from April 2023. In addition, it is anticipated by April 2023, HR aspects related to performance management, training and development, employee wellness, bursaries, recruitment, and the management of interns will also be managed by the NSF's HR Team.

In line with the MTT report recommendation that the NSF business operations must be completely independent of the DHET, the NSF is procuring separate office accommodation from the DHET. The relocation process, which will follow the National Treasury regulations and SCM prescripts, is expected to be finalised in the 2023/24 financial year. Furthermore, in the coming year 2023/24, the HR team will also deal with the MTT's recommendations by focusing on a work-study across all NSF chief directorates and directorates. Once completed, the existing organisational structure will be reviewed to ensure alignment with work-study outcomes.

In the past two financial years, the NSF received a disclaimer audit opinion from the AGSA for its financial statements and performance information. The NSF is determined to improve this audit outcome to an unqualified audit opinion by the end of the strategic term. Several strategies, including audit debriefs with various directorates, were conducted, and audit action plans were drafted and monitored regularly.

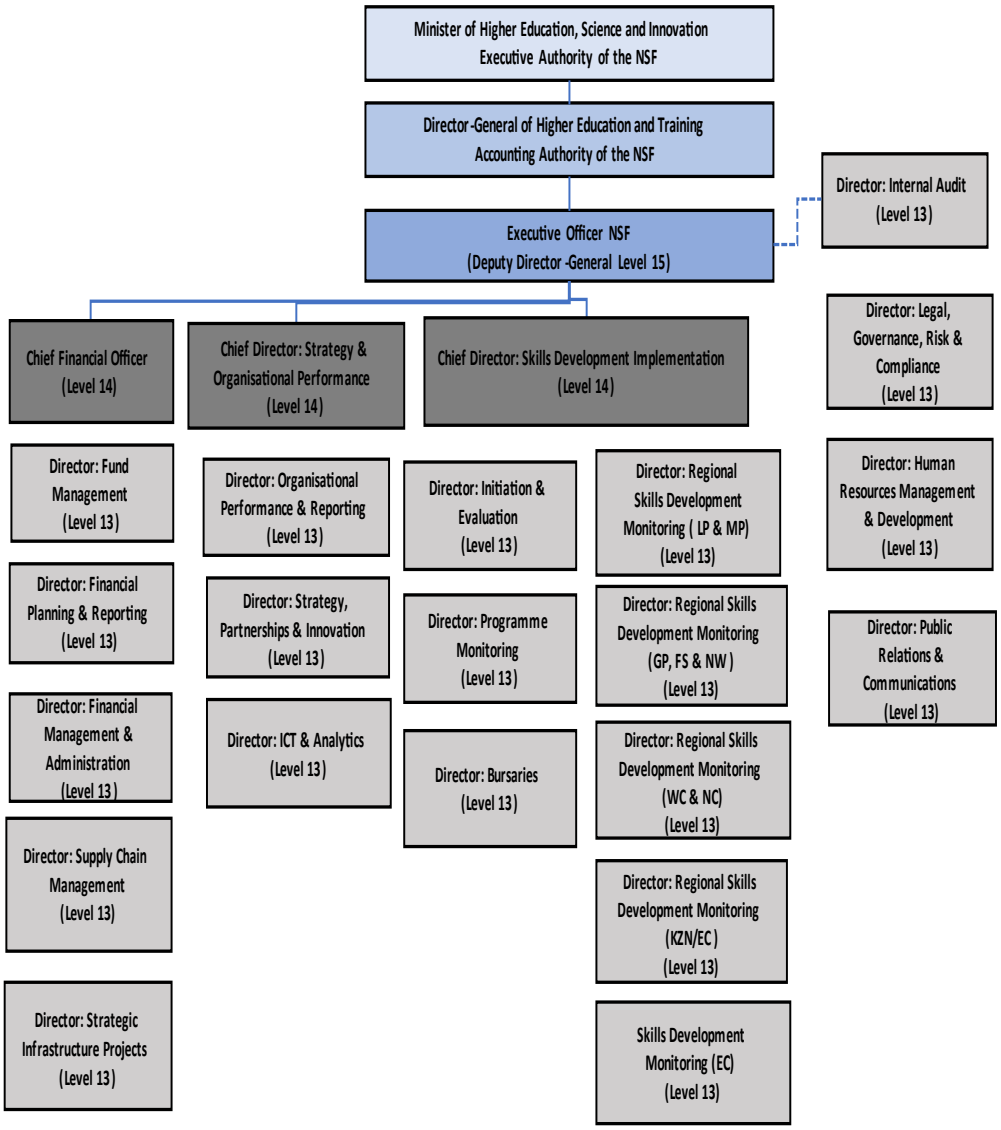
The Microsoft (MS) Dynamics implementation is underway and will be fully effective before the end of the 2022/23 financial year. The system will help to improve performance reporting and the collection of supporting evidence.

5. SWOT ANALYSIS

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

6. MACRO ORGANISATIONAL STRUCTURE

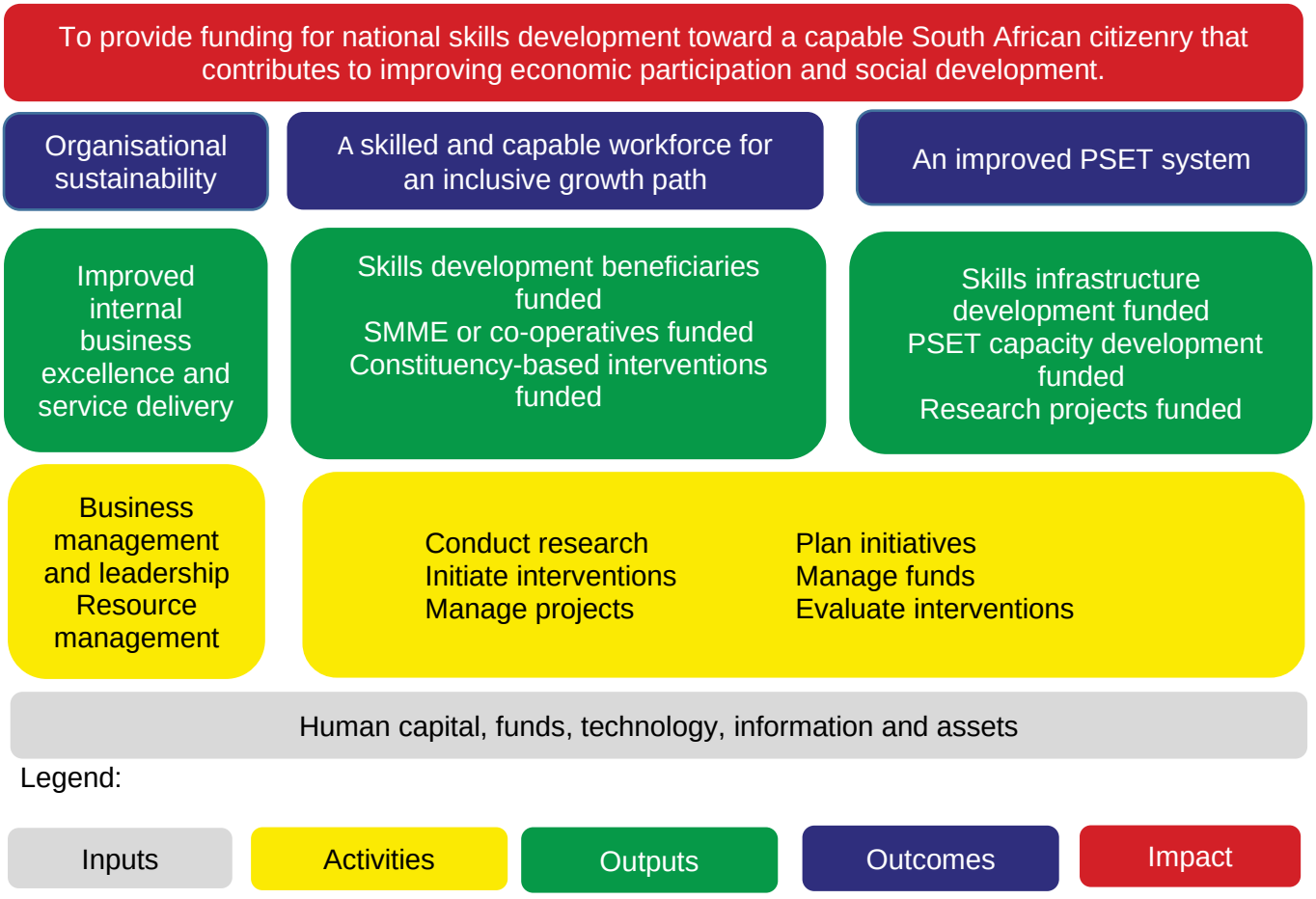
Figure 2: NSF Macro Organisational Structure



7. THEORY OF CHANGE

The NSF strategic and annual performance plans are based on the NSF's theory of change which is premised on the National Treasury's framework for strategic and annual performance plans. The theory of change aims to measure the outputs, outcomes and ultimate impact of skills development programmes funded by the NSF. The theory of change, as contained in the NSF 2023/24 APP, is:

Figure 3: NSF Theory of Change



PART C: MEASURING THE NSF'S PERFORMANCE

1. INSTITUTIONAL PROGRAMME PERFORMANCE INFORMATION

Measuring the impact

Impact statement	Reduced inequality and poverty among National Skills Fund (NSF) beneficiaries

2. OVERVIEW OF THE NSF'S RESOURCE CONSIDERATIONS

Revenue trends

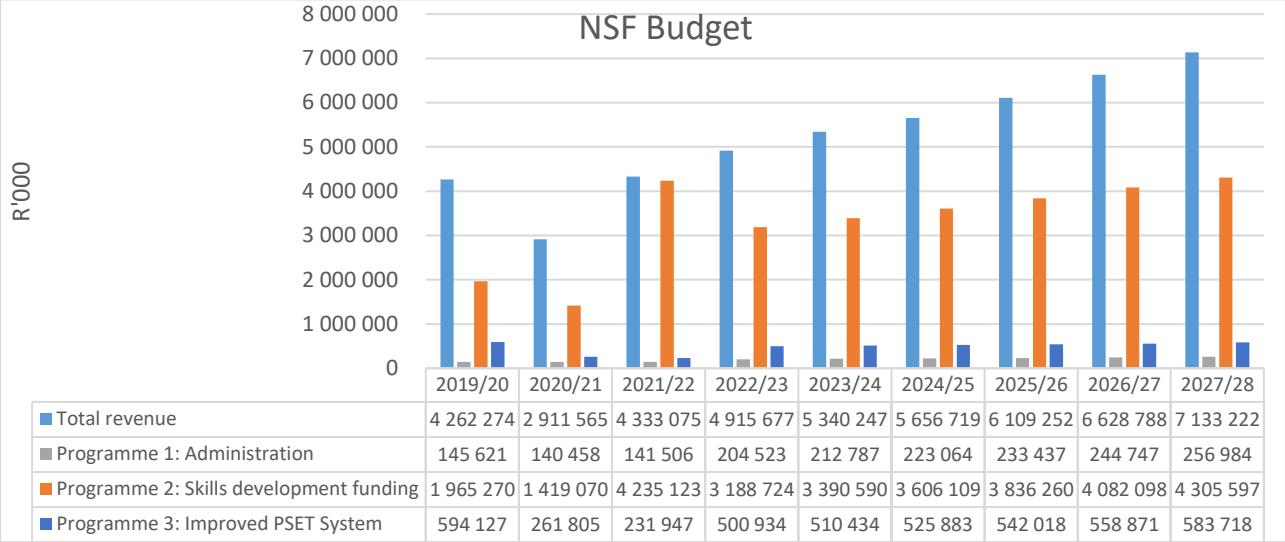
The NSF revenue budget estimates is based on the skills development levies collected for the year. The NSF has revised the 2022/23 financial year and medium-term revenue budget estimates as per the adjusted estimates of national expenditure, which increased by 3% compared to the estimates of national expenditure (ENE) allocation for the 2021/22 financial year. The revenue budget estimate over the five-year strategic period is R30,868 billion.

Expenditure trends

The projected skills development funding disbursements over the five-year strategic period is R25,631 billion. The projections for the 2022/23 and 2023/24 financial years for the skills development disbursements were revised to R3,690 billion and R3,901 billion due to new interventions approved for implementation in the current year, the delays in the number of capacity development projects funded as per the approved implementation plan for the prior year, and the number of interventions funded for HRDSSA research and NSA that were earmarked for implemented.

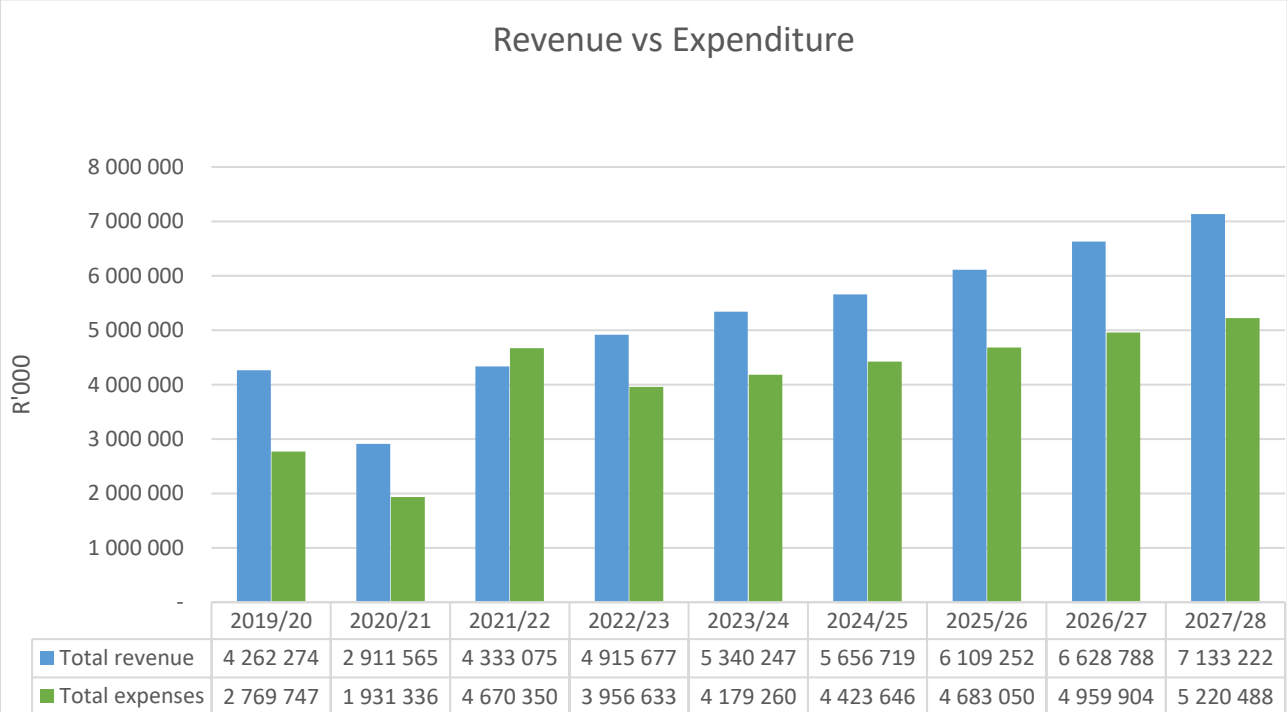
The following graph illustrates the NSF's total budget:

Figure 4: NSF Budget



	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Total revenue	4 262 274	2 911 565	4 333 075	4 915 677	5 340 247	5 656 719	6 109 252	6 628 788	7 133 222
Programme 1: Administration	145 621	140 458	141 506	204 523	212 787	223 064	233 437	244 747	256 984
Programme 2: Skills development funding	1 965 270	1 419 070	4 235 123	3 188 724	3 390 590	3 606 109	3 836 260	4 082 098	4 305 597
Programme 3: Improved PSET System	594 127	261 805	231 947	500 934	510 434	525 883	542 018	558 871	583 718

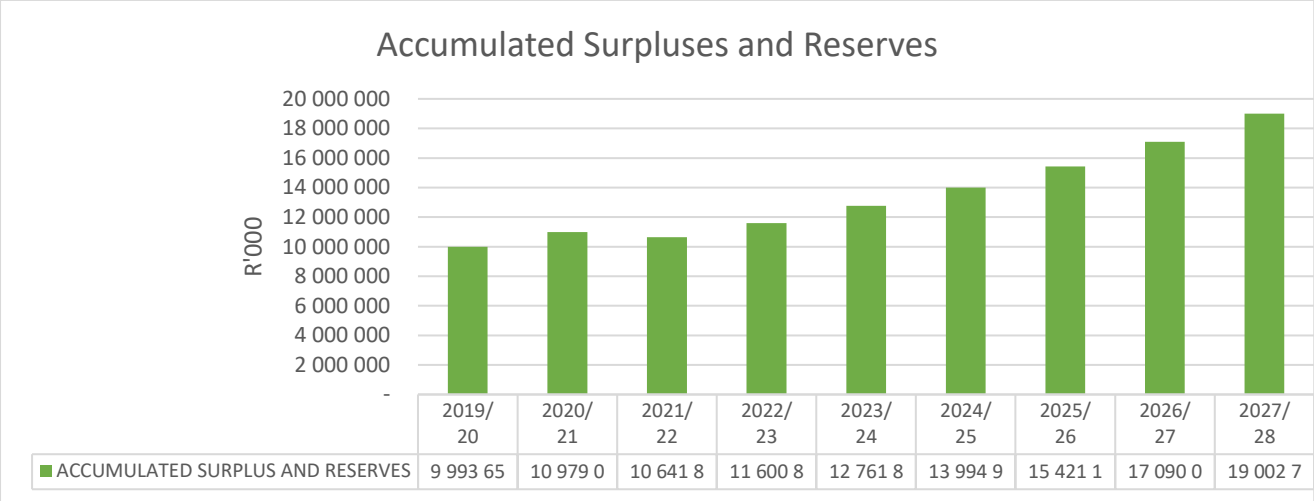
Figure 5: NSF Revenue vs Expenditure



	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Total revenue	4 262 274	2 911 565	4 333 075	4 915 677	5 340 247	5 656 719	6 109 252	6 628 788	7 133 222
Total expenses	2 769 747	1 931 336	4 670 350	3 956 633	4 179 260	4 423 646	4 683 050	4 959 904	5 220 488

The graph below illustrates the gradual increase in accumulated surplus.

Figure 6: NSF Accumulated Surplus



3. OVERVIEW OF THE 2023/24 BUDGET AND MTEF ESTIMATES

NSF revenue estimates

	Audited outcome			Revised estimate	Medium-term estimate			Additional 2 years	
	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
REVENUE									
Revenue from non-exchange transaction	**3 660 340**	**2 472 600**	**3 905 322**	**4 347 627**	**4 715 392**	**4 963 130**	**5 339 369**	**5 766 519**	**6 227 840**
Skills development levies	3 656 840	2 472 600	3 802 322	4 247 627	4 605 392	4 963 130	5 339 369	5 766 519	6 227 840
Income from SETAs	3 500	-	3 000	-	-	-	-	-	-
Transfer from DHET	-	-	100 000	100 000	110 000	-	-	-	-
Revenue from exchange transaction	**601 934**	**438 965**	**427 753**	**568 050**	**624 855**	**693 589**	**769 883**	**862 269**	**905 382**
Finance income	551 744	417 491	407 260	528 233	581 057	644 973	715 919	801 829	841 920
Finance income from advance payment to skills development programme and projects	50 190	21 474	20 493	39 817	43 798	48 616	53 964	60 440	63 462
Total revenue	**4 262 274**	**2 911 565**	**4 333 075**	**4 915 677**	**5 340 247**	**5 656 719**	**6 109 252**	**6 628 788**	**7 133 222**
R MOVEMENT IN COMPARISON WITH PRIOR YEAR	**252 720**	**- 1 350 709**	**1 421 510**	**123 764**	**424 570**	**316 472**	**452 533**	**519 536**	**504 435**
% MOVEMENT IN COMPARISON WITH PRIOR YEAR	**5.93%**	**-46.39%**	**32.81%**	**2.52%**	**7.95%**	**5.59%**	**7.41%**	**7.84%**	**7.07%**

NSF expenditure

	Audited outcome			Revised estimate	Medium-term estimate			Additional 2 years	
	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
EXPENDITURE									
Programme 1: Administration	**145 621**	**140 458**	**141 506**	**204 523**	**212 787**	**223 064**	**233 437**	**244 747**	**256 984**
Programme 2: Skills development funding	**1 965 270**	**1 419 070**	**4 235 123**	**3 188 724**	**3 390 590**	**3 606 109**	**3 836 260**	**4 082 098**	**4 305 597**
Programme 3: Improved PSET system	**594 127**	**261 805**	**231 947**	**500 934**	**510 434**	**525 883**	**542 018**	**558 871**	**583 718**
Impairment provision	**16 343**	**94**	**21 580**						
Provision for less than threshold		**43 144**	**11 816**						
SARS collection costs	**48 386**	**39 012**	**48 179**	**62 452**	**65 450**	**68 591**	**71 334**	**74 188**	**74 188**
Total expenses	**2 769 747**	**1 931 336**	**4 670 350**	**3 956 633**	**4 179 260**	**4 423 646**	**4 683 050**	**4 959 904**	**5 220 488**
R MOVEMENT IN COMPARISON WITH PRIOR YEAR	**154 231**	**- 838 411**	**2 739 014**	**455 201**	**222 627**	**244 386**	**259 403**	**276 855**	**260 584**
% MOVEMENT IN COMPARISON WITH PRIOR YEAR	**5.57%**	**-43.41%**	**58.65%**	**11.50%**	**5.33%**	**5.52%**	**5.54%**	**5.58%**	**4.99%**

Accumulated surplus

	Audited outcome			Revised estimate	Medium-term estimate			Additional 2 years	
	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
ACCUMULATED SURPLUS AND RESERVES									
Opening balance	8 487 313	9 993 658	10 979 099	10 641 824	11 600 868	12 761 855	13 994 927	15 421 130	17 090 013
Prior period errors	13 818	5 212							
Surplus/(Deficit)	1 492 527	980 229	-337 275	959 044	1 160 987	1 233 073	1 426 202	1 668 883	1 912 735
Closing balance	**9 993 658**	**10 979 099**	**10 641 824**	**10 600 868**	**12 761 855**	**13 994 927**	**15 421 130**	**17 090 013**	**19 002 748**

4. PROGRAMME 1: ADMINISTRATION

PURPOSE

The ultimate objective is ensuring a sound service delivery environment and effective resource management at the NSF. The focus is to ensure effective business operations like strategic planning, financial and project monitoring and evaluation, organisational positioning, organisational performance management, organisational culture development, corporate image, stakeholder relations management and corporate governance, and an unqualified audit outcome.

OUTCOMES, OUTPUTS, PERFORMANCE INDICATORS AND TARGETS

Outcome	Output	Output indicators	Audited or actual performance			Estimated performance	Medium-term targets		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Organisational sustainability	Sub-programme 1.1: Chief Financial Officer								
	1.1 Improved internal business excellence and service delivery	1.1.1 Percentage of material audit findings addressed	New indicator	New indicator	13%	100%	100%	100%	100%
		Measurable outputs: Address 100% of the audit findings annually							
		1.1.2 Percentage of B-BBEE spend on targeted designated group in procurement of goods and services	n/a	n/a	n/a	New indicator	42%	42%	52%
		Measurable outputs: 42% B-BBEE spend on targeted designated group in procurement of goods and services by 2023/24							
		1.1.3 Percentage of valid invoices paid within 30 days from date of receipt	n/a	n/a	n/a	New indicator	100%	100%	100%
		Measurable outputs: 100% undisputed and valid invoices paid within 30 days from date of receipt by 2023/24							
		1.1.4 Percentage of new project Memorandums of Agreement (MoA) that are registered on the NSF finance systems within 14 days upon receipt of project's registration pack documentation	n/a	n/a	n/a	New indicator	100%	100%	100%
		Measurable output: 100% of new project MoA that are registered on the NSF finance systems within 14 days upon receipt of project's registration pack documentation by 2023/24							

Outcome	Output	Output indicators	Audited or actual performance			Estimated performance	Medium-term targets		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
		1.1.5 Percentage of tranche payment processed to contracted skills development providers within 30 days from receipt date of valid claim invoice	n/a	n/a	n/a	New Indicator	100%	100%	100%
		Measurable outputs: 100% of tranche payment processed to contracted skills development providers within 30 days from receipt date of valid claim invoice by 2023/24							
		Sub-programme 1.2: Legal, Governance, Risk and Compliance							
		1.2.1 Percentage of compliance to the PFMA and applicable regulations as per the compliance report	New indicator	New indicator	100%	100%	100%	100%	100%
		Measurable outputs: 100% compliance to the PFMA and applicable regulations annually as per the compliance report							
		1.2.2 Percentage of approved standard operating procedure and policies implemented	New indicator	New indicator	50%	100%	100%	100%	100%
		Measurable outputs: Implement 100% of the approved standard operating procedures and policies annually							
		1.2.3 Percentage of planned policies and procedures developed and revised	New indicator	New indicator	50%	100%	100%	100%	100%
		Measurable outputs: Develop and revise 100% of the new planned policies and procedures annually							
		Measurable outputs: Develop and revise 100% of the planned policies and procedures annually							
		Sub-programme 1.3: Human Resource Management							
		1.3.1 Percentage of funded positions filled by the end of the year	New indicator	76%	2%	90%	90%	90%	90%
		Measurable outputs: 90% of funded positions filled by end of 2023/24							
		1.3.2 Percentage of NSF staff trained in line with the approved workplace skills plan	n/a	n/a	n/a	New indicator	100%	100%	100%
		Measurable outputs: 100% of NSF staff trained in line with the approved workplace skills plan in 2023/24							
		Subprogramme 1.4: Public Relations and Communication							

Outcome	Output	Output indicators	Audited or actual performance			Estimated performance	Medium-term targets		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
		1.4.1 Percentage of client satisfaction rating	New indicator	0%	n/a	55%	n/a	70%	n/a
		Sub-programme 1.5: Information and Communication Technology							
		1.5.1 Percentage of key ICT priorities implemented	67%	70%	50%	80%	85%	90%	90%
		Measurable outputs: 85% of key ICT priorities implemented by 2023/24							

INDICATORS, ANNUAL AND QUARTERLY TARGETS

PROGRAMME 1: ADMINISTRATION					
Output indicators	Annual target 2023/24	Quarterly targets			
		Quarter 1 target	Quarter 2 target	Quarter 3 target	Quarter 4 target
1.1.1 Percentage of material audit findings addressed	100%	30%	60%	90%	100%
1.1.2 Percentage of B-BBEE spend on targeted designated groups in the procurement of goods and services	42%	15%	25%	30%	42%
1.1.3 Percentage of valid invoices paid within 30 days from date of receipt	100%	100%	100%	100%	100%
1.1.4 Percentage of new project MoA that are registered on the NSF finance systems within 14 days upon receipt of project's registration pack documentation	100%	100%	100%	100%	100%
1.1.5 Percentage of tranche payment processed to contracted skills development providers within 30 days from date receipt of valid claim invoice	100%	100%	100%	100%	100%
1.2.1 Percentage of compliance with the PFMA and applicable regulations as per the compliance report	100%	30%	60%	90%	100%
1.2.2 Percentage of approved standard operating policies and procedures implemented	100%	30%	60%	90%	100%
1.2.3 Percentage of new planned policies and procedures developed or revised	100%	30%	60%	90%	100%
1.3.1 Percentage of funded positions filled by the end of the year	90%	30%	50%	70%	90%
1.3.2 Percentage of NSF staff trained in line with the approved workplace skills plan	100%	30%	40%	85%	100%
1.4.1 Percentage of client satisfaction rating	n/a	0%	0%	0%	0%
1.5.1 Percentage of key ICT priorities implemented	85%	25%	40%	60%	85%

RESOURCE CONSIDERATION

The administration expenses amount to R212 million for 2023/24. Employee costs have been budgeted at R138 million while operating expenses and other expenses are budgeted at R74 million.

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

Programme 1: Administration budget allocation

	Audited outcome			Revised estimate	Medium-term estimate			Additional 2 Years	
	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
EXPENDITURE									
Programme 1: Administration	145 621	140 458	141 506	204 523	212 787	223 064	233 437	244 747	256 984
Employee costs	81 825	91 022	92 210	131 842	138 434	145 356	152 624	160,255	168 267
Operating expenses	58 128	43 758	43 388	66 416	67 774	70 801	73 561	76 877	80 721
Management fees and bank charges	2 266	2 523	2 865	2 787	2 927	3 073	3 227	3 388	3 557
Depreciation and amortisation	3 409	3 155	3 044	3 478	3 652	3 834	4 026	4 227	4 439
Loss on disposal of assets	3	33	35						
Fair value adjustment on financial instruments at fair value	-10	27 720	-19 814						

5. PROGRAMME 2: SKILLS DEVELOPMENT FUNDING

PURPOSE

The NSF measures the success of its funded learners by tracking those who may be employed or self-employed within a reasonable period after successfully completing their education and training. This measurement provides a reliable measure of the success of the funded skills development initiatives against the 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 funded learners. The expected consequence, because funding for skills development initiatives has provided, is employment or self-employment as a result of successfully acquiring the relevant skills.

The PSET system produces a skilled and capable workforce for the labour market (including self-employment). Therefore, expanding and making the PSET system more effective and integrated directly contributes to the NSF's envisaged impact: Contributing towards improving economic participation and social development by funding the development of capable South African citizenry.

The perceived success of the programme aims to address South Africa's challenges of poverty, inequality and unemployment by providing those from disadvantaged backgrounds and vulnerable groups with education and training opportunities that contribute towards their employment or self-employment prospects and wealth generation capabilities.

OUTCOMES, OUTPUTS, PERFORMANCE INDICATORS AND TARGETS

Outcome	Output	Output indicators	Audited or actual performance			Estimated performance	Medium-term targets		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
A skilled and capable workforce to support an inclusive growth path	**Sub programme 2.1: Skills Development**								
	2.1 Skills development beneficiaries funded	2.1.1 Number of learners funded by the NSF for education and training	48 942	34 994	81 532	61 000	61 500	62 500	62 500
		Measurable outputs: The NSF should fund 61 500 learners for education and training by 2023/24							
		2.1.2 Number of NSF-funded learners who completed their education and training	19 364	17 924	13 639	31 690	26 600	29 210	29 210
		26 600 NSF-funded learners completed their education and training by 2023/24							
		2.1.3 Number of learners funded by the NSF for education and training towards occupations in high demand (OIHD)	27 142	12 489	58 761	38 000	39 000	40 000	41 000
		Measurable outputs: The NSF should fund 39 000 learners for education and training towards OIHD by 2023/24							
		2.1.4 Number of NSF-funded learners who completed their education and training towards OIHD	8 687	3 880	4 113	11 000	13 000	14 500	15 000
		13 000 NSF-funded learners who completed their education and training towards OIHD by 2023/24							
		2.1.5 Number of learners from rural areas funded by the NSF for education and training	28 023	21 904	37 188	35 600	35 800	36 000	36 400
		Measurable outputs: The NSF should fund 35 800 learners from rural areas for education and training by 2023/24							
		2.1.6 Number of NSF-funded learners from rural areas who completed education and training	11 647	7 377	10 800	13 000	13 500	14 500	15 000
		Measurable outputs: 13 500 NSF-funded learners from rural areas who completed education and training by 2023/24							
		2.1.7 Number of bursary students funded by the NSF for their qualification	10 223	6426	55 017	5 000	5 000	5 000	5 000
		Measurable outputs: 5 000 bursaries students funded by the NSF for their qualifications by 2023/24							

Outcome	Output	Output indicators	Audited or actual performance			Estimated performance	Medium-term targets		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
		2.1.8 Number of NSF bursary funded students who completed their qualifications	n/a	n/a	New indicator	1 500	3 000	3 500	3 500
		3 000 NSF bursary funded students who completed their qualifications by 2023/24							
		2.1.9 Number of learners funded by the NSF for skills development through community-based skills development initiatives	10 044	10 346	9 200	11 000	11 500	12 000	12 500
		Measurable outputs: 11 500 learners funded for skills development through community-based skills development initiatives by 2023/24							
		2.1.10 Number of learners who completed skills development through community-based skills development initiatives	n/a	6 008	n/a	9 000	9 400	10 000	10 500
		Measurable output: 9 400 learners who completed skills development through community-based skills development initiatives by 2023/24							
		2.1.11 Number of youth from rural areas funded by the NSF for skills development in response to innovation and digital technology	n/a	n/a	851	1 000	1 000	1 000	1 000
		Measurable outputs: 1 000 youth from rural areas funded by NSF for skills development in response to innovation and digital technology by the end of 2023/24							
		2.1.12 Number of youth from rural areas who completed skills development in response to innovation and digital technology	n/a	n/a	New indicator	500	500	500	500
		Measurable outputs: 500 youth from rural areas who completed skills development in response to innovation and digital technology by the end of 2023/24							
		2.1.13 Number of NSF tracer studies conducted to identify learners who are employed or self-employed after	n/a	n/a	New indicator	n/a	1	n/a	1

Outcome	Output	Output indicators	Audited or actual performance			Estimated performance	Medium-term targets		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
		completion of their education and training							
		Measurable outputs: One NSF tracer study conducted to identity learners who are employed or self-employed after completion of their education and training							
		2.1.14 Turnaround time for project initiation	n/a	n/a	n/a	New indicator	6 months	6 months	6 months
		Measurable outputs: Projects initiated within six months by 2023/24							
		2.1.15 Number of projects initiated per annum	n/a	n/a	n/a	New indicator	50	50	50
		Measurable outputs: 50 projects initiated by 2023/24							
		2.1.16 Number of Requests for Proposal (RFPs) issued per annum	n/a	n/a	n/a	New indicator	2	2	2
		Measurable outputs: Two RFPs issued by 2023/24							
	Sub-programme 2.2: SMME or Co-operative Interventions								
	2.2 SMME or co-operative interventions funded	2.2.1 Number of SMMEs and co-operatives funded by the NSF for skills development	816	491	0	1 500	1 600	1 700	1 800
		Measurable outputs: The NSF should fund 1 600 SMME and co-operative skills development by 2023/24							
		2.2.2 Number of learners funded by the NSF for education and training through SMME and co-operative skills development initiatives	3 247	1 199	0	5 250	5 500	5 750	5 750
		Measurable outputs: The NSF should fund 5 500 learners through SMME and co-operative skills development initiatives by 2023/24							
		2.2.3 Number of NSF-funded learners for education and training who completed their education and training through SMME and co-operative skills	1 356	659	0	1 500	1 700	2 000	2 000

Outcome	Output	Output indicators	Audited or actual performance			Estimated performance	Medium-term targets		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
		development initiatives							
		Measurable outputs: 1 700 NSF-funded learners for education and training who completed their education and training through SMME and co-operative skills development initiatives by 2023/24							
		2.2.4 Number of evaluation studies conducted on NSF-funded SMME and co-operative intervention	n/a	n/a	New indicator	n/a	1	n/a	1
		Measurable outputs: One evaluation study conducted on NSF-funded SMME and co-operative interventions by 2023/24							
	Sub-programme 2.3: Constituency-based Interventions								
	2.3 Constituency-based interventions funded	2.3.1 Number of learners who completed their education and training through worker education	725	0	1 119	690	700	710	710
		Measurable outputs: 700 learners to complete their education and training through worker education by 2023/24							
		2.3.2 Number of learners acquiring workplace experience	485	n/a	n/a	570	580	600	600
		580 learners acquiring workplace experience by 2023/24							
		2.3.3 Number of individuals who completed constituency-based interventions funded	n/a	New indicator	399	1 050	1 100	1 150	1 150
		Measurable outputs: 1 100 individuals who completed constituency-based interventions funded by 2023/24							
		2.3.4 Number of constituency-based interventions funded	n/a	New indicator	2	25	30	35	35
		Measurable outputs: The NSF should fund 30 constituency-based interventions by 2023/24							

OUTPUTS, PERFORMANCE INDICATORS AND TARGETS

PROGRAMME 2: SKILLS DEVELOPMENT FUNDING					
Output indicators	**Annual target 2023/24**	**Quarterly targets**			
		Quarter 1 target	**Quarter 2 target**	**Quarter 3 target**	**Quarter 4 target**
2.1.1 Number of learners funded by the NSF for education and training	61 500	15 000	30 000	45 000	61 500
2.1.2 Number of NSF-funded learners who completed their education and training	26 600	6 500	13 000	19 500	26 600
2.1.3 Number of learners funded by the NSF for education and training towards OIHD	39 000	9 750	19 500	29 250	39 000
2.1.4 Number of NSF-funded learners who completed their education and training towards OIHD	13 000	3 750	7 500	11 250	13 000
2.1.5 Number of learners from rural areas funded by the NSF for education and training	35 800	8 950	17 900	26 850	35 800
2.1.6 Number of NSF-funded learners from rural areas who completed education and training	13 500	3587	71 74	10 761	13 500
2.1.7 Number of bursary students funded by the NSF for their qualifications	5 000	1 250	1 250	1 250	5 000
2.1.8 Number of NSF bursary funded students who completed their qualifications	3 000	750	750	750	3 000
2.1.9 Number of learners funded by the NSF for skills development through community-based skills development initiatives	11 500	2 875	2 875	2 875	11 500
2.1.10 Number of learners who completed skills development through community-based skills development initiatives	9 400	2 350	2 350	2 350	9 400
2.1.11 Number of youth from rural areas funded by the NSF for skills development in response to innovation and digital technologies	1 000	250	250	250	1 000
2.1.12 Number of youth from rural areas who completed skills development in response to innovation and digital technologies	500	100	300	350	500
2.1.13 Number of NSF tracer studies conducted to identify learners who are employed or self-employed after completion of their education and training	1 trace study	0	0	0	1

PROGRAMME 2: SKILLS DEVELOPMENT FUNDING					
Output indicators	**Annual target 2023/24**	**Quarterly targets**			
		Quarter 1 target	**Quarter 2 target**	**Quarter 3 target**	**Quarter 4 target**
2.1.14 Turnaround time for project initiation	6 months	6 months	6 months	6 months	6 months
2.1.15 Number of projects initiated per annum	50	50	50	50	50
2.1.16 Number of RFPs issued per annum	2	2	2	2	2
2.2.1 Number of SMMEs and co-operatives funded by the NSF for skills development	1 600	300	550	750	1 600
2.2.2 Number of learners funded by the NSF for education and training through SMME and co-operative skills development initiatives	5 500	1 375	2 750	4 125	5 500
2.2.3 Number of NSF-funded learners who completed their education and training through SMME and co-operative skills development initiatives	1 700	425	850	1 275	1 700
2.2.4 Number of evaluation studies conducted on NSF-funded SMME and co-operative interventions	1	0	0	0	1
2.3.1 Number of learners who completed their education and training through worker education	700	175	350	525	700
2.3.2 Number of learners acquiring workplace experience	580	145	290	435	580
2.3.3 Number of individuals participating in constituency-based interventions funded	1 100	275	550	825	1 100
2.3.4 Number of constituency-based interventions funded	30	10	20	25	30

RESOURCE CONSIDERATION

The NSF will fund learner education and training of learners that contributes towards post-school provision at universities. The funding will focus on bursaries and scholarships in scarce and critical skills and supporting learners from rural areas, the TVET college rollout of the occupational phase III and other key government initiatives. It would include supporting national programmes such as skills development through the Expanded Public Works Programme, skills development aimed specifically at growing SMMEs and co-operatives, and community-based skills development initiatives. Due to new interventions approved for implementation in the current year of the five-year strategic period ending 31 March 2028, projected disbursements for skills development for the 2022/23 and 2023/24 financial years have been revised to R3,189 billion and R3,391 billion.

Programme 2: Skills development funding budget allocation

	Audited outcome			Revised budget	Medium-term estimate			Additional 2 years	
	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
EXPENDITURE									
Programme 2: Skills development funding	**1 965 270**	**1 419 070**	**4 235 123**	**3 188 724**	**3 390 590**	**3 606 109**	**3 836 260**	**4 082 098**	**4 305 597**
BURSARIES AND SCHOLARSHIPS (University sub-system)	1 210 488	893 955	2 667 952	1 830 222	1 921 417	2 017 172	2 117 715	2 223 285	2 334 133
OCCUPATIONAL PROGRAMMES (TVET college sub-system)	188 243	138 831	414 332	273 592	295 479	319 117	344 647	372 218	390 829
SKILLS PROGRAMMES (PART QUALIFICATIONS (CET college sub-system, including non-profit organisations - NGOs, CBOs, for example)	81 936	60 510	180 589	349 085	380 503	414 748	452 076	492 762	537 111
WORKPLACE-BASED LEARNING (FULL QUALIFICATIONS) (Apprenticeships, learnerships, cadet ships, candidacy, internships -Students and graduate interns)	471 877	316 375	944 201	685 825	740 691	799 946	863 942	933 057	979 710
WORKER EDUCATION	12 726	9 399	28 049	50 000	52 500	55 125	57 881	60 775	63 814

6. PROGRAMME 3: PSET SYSTEM IMPROVEMENT FUNDING

PURPOSE

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

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

OUTCOMES, OUTPUTS, PERFORMANCE INDICATORS AND TARGETS

Outcome	Output	Output indicators	Audited or actual performance			Estimated performance	Medium-term targets		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
An improved PSET system	**Sub-programme 3.1: Skills Infrastructure Development**								
	3.1 Skills infrastructure development funded	3.1.1 Number of skills infrastructure development projects funded	n/a	9	9	5	3	1	1
		Measurable outputs: Three skills infrastructure development projects to be funded by 2023/24							
		3.1.2 Number of NSF-funded infrastructure development projects that achieved 60% of the envisaged outputs	n/a	New indicator	33%	2	2	2	2
		Measurable outputs: Two skills infrastructure development projects which achieved 60% of the envisaged outputs by 2023/24							
		3.1.3 Number of NSF-funded skills infrastructure development project completed	n/a	n/a	n/a	5	3	1	1

Outcome	Output	Output indicators	Audited or actual performance			Estimated performance	Medium-term targets		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
		Measurable outputs: Three NSF-funded skills infrastructure development projects completed by 2023/24							
		3.1.4 Number of NSF-funded skills infrastructure-related projects	n/a	n/a	n/a	1	1	1	1
		Measurable outputs: One skills infrastructure-related project by 2023/24							
		3.1.5 Number of NSF-funded skills infrastructure-related projects completed	n/a	n/a	n/a	1	1	1	1
		Measurable outputs: One NSF-funded skills infrastructure-related projects completed by 2023/24							
	Sub-programme 3.2: PSET capacity development								
	3.2 PSET capacity development funded	3.2.1 Number of capacity development projects funded	n/a	49	27	39	36	31	31
		Measurable outputs: 36 capacity development projects to be funded by 2023/24							
		3.2.2 Number of NSF-funded PSET capacity development projects which achieved more than 60% of the envisaged outputs	n/a	21	New indicator	35	32	28	28
		Measurable outputs: 32 PSET capacity development projects which achieved more than 60% of the envisaged outputs by 2023/24							
		3.2.3 Number of NSF-funded PSET capacity building projects completed	n/a	n/a	New indicator	3	2	2	2
		Measurable outputs: Two PSET capacity development projects completed by 2023/24							
	Sub-programme 3.3 Research and Constituency Development								
	3.3 Research	3.3.1 Number of NSF research interventions funded	n/a	New indicator	3	4	3	2	2
		Measurable outputs: Four research interventions funded by 2023/24							
		3.3.2 Number of research projects funded that achieved 60% of	n/a	New indicator	3	2	1	2	2

Outcome	Output	Output indicators	Audited or actual performance			Estimated performance	Medium-term targets		
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
		the envisaged outputs							
		Measurable outputs: One research intervention to be funded by 2023/24							
		3.3.3 Number of NSF-funded research projects completed	n/a	New indicator	New indicator	2	1	1	1
		3.3.4 Number of reports on the evaluation of the PSET levels of participation by social partners in the PSET system	n/a	n/a	New indicator	n/a	1	n/a	1
		Measurable outputs: One report on the evaluation of the PSET level of participation of social partners in the PSET system by 2023/24							
		3.3.5 Number of PSET system improvement interventions formally evaluated	n/a	n/a	New indicator	n/a	1	n/a	1
		Measurable outputs: One evaluation report on PSET system improvement interventions by 2023/24							

INDICATORS, ANNUAL AND QUARTERLY TARGETS

PROGRAMME 3: PSET SYSTEM IMPROVEMENT FUNDING					
Output indicators	Annual target 2023/24	Quarterly targets			
		Quarter 1 target	Quarter 2 target	Quarter 3 target	Quarter 4 target
3.1.1 Number of skill infrastructure development projects funded	3	3	3	3	3
3.1.2 Number of NSF-funded infrastructure development projects that achieved 60% of the envisaged outputs	2	2	2	2	2
3.1.3 Number of NSF-funded skills infrastructure development projects completed	3	3	3	3	3
3.1.4 Number of NSF-funded skills infrastructure-related projects	1	1	1	1	1
3.1.5 Number of NSF-funded skills infrastructure-related projects completed	1	1	1	1	1
3.2.1 Number of capacity development projects funded	36	36	36	36	36
3.2.2 Number of NSF-funded PSET capacity development projects which achieved more than 60% of the envisaged outputs.	32	32	32	32	32

PROGRAMME 3: PSET SYSTEM IMPROVEMENT FUNDING					
Output indicators	**Annual target 2023/24**	**Quarterly targets**			
		Quarter 1 target	**Quarter 2 target**	**Quarter 3 target**	**Quarter 4 target**
3.2.3 Number of NSF-funded PSET capacity development projects completed	2	0	0	0	2
3.3.1 Number of NSF-research interventions funded	3	3	3	3	3
3.3.2 Number of research projects funded that achieved 60% of the envisaged outputs	1	0	0	1	1
3.3.3 Number of NSF-funded research projects completed	1	0	0	0	1
3.3.4 Number of reports on the evaluation of the PSET level of participation of social partners in the PSET system	1	0	0	0	1
3.3.5 Number of PSET system improvement interventions formally evaluated	1	0	0	0	1

RESOURCE CONSIDERATION

The NSF will fund projects to expand and improve the effectiveness and integration of the PSET system. It includes infrastructure development that helps to expand access, research and innovation to steer the NSF's PSET priority interventions and PSET capacity-building to ensure effective and quality provision through the PSET educational institutions.

The PSET system improvement budget for the 2022/23 and 2023/24 financial years of R501 million and R510 million was revised due to delays in the capacity development projects. These interventions were earmarked for funding and implementation by the HRDCSA and NSA in the prior year. However, the projects had not yet been implemented.

Programme 3: PSET system improvement funding budget allocation

	Audited outcome			Revised budget	Medium-term estimate			Additional 2 years	
	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000	R'000
EXPENDITURE									
Programme 3: Improved PSET system	**594 127**	**261 805**	**231 947**	**500 934**	**510 434**	**525 883**	**542 018**	**558 871**	**583 718**
PSET SYSTEM DEVELOPMENT AND CAPACITY BUILDING	321 295	141 580	125 434	238 911	244 744	256 413	268 647	281 474	295 080
PSET INFRASTRUCTURE DEVELOPMENT	258 500	113 909	100 918	175 586	177 558	179 561	181 595	183 662	192 845
RESEARCH, INNOVATION, COMMUNICATION AND ADVOCACY	14 332	6 315	5 595	86 438	88 131	89 909	91 776	93 736	95 794

7. KEY RISKS

OUTCOME	KEY RISK	RISK MITIGATION
Organisational sustainability	Inadequate and insufficient human capacity	• Review the organisational structure to align to the revised NSF 2020-2025 Strategic Plan and DHET-NSF Service Level Agreement • Establish and resource the NSF's Human Resources Unit • Expand the co-sourcing/outsourcing model to other directorates within NSF • Review the NSF's Delegation of Authority • Implement the Ministerial Task Team recommendations
	Inability to accurately account and report on approved funds	• Expand the co-sourcing/outsourcing model to other directorates within NSF • Implement and operationalise the MS Dynamics system • Implement the updated and approved Standard Operating Procedures • Redevelop monitoring tools • Implement the performance information framework • Implement consequence management and guidelines on non-compliance • Improve the financial management reporting • Develop project management capacity
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	• Align Requests for Proposal (RFPs) to a list of occupations in high demand • Monitor the NSF portfolio plan • Align RFPs to the strategic plans • Undertake research in partnership with the DHET on skills needs • Provide NSF funds infrastructure and equipment to support the provisioning of skills development interventions
	Inadequate funding mechanisms	• Review, approve and implement the NSF Strategic Funding Framework • Expand the co-sourcing/outsourcing/collaboration model to other directorates within NSF • Develop a cost benchmark • Develop a costing model

OUTCOME	KEY RISK	RISK MITIGATION
		• Develop capacity to evaluate proposals • Develop criteria and evaluation instruments • Align the NSF's portfolio plan to the cost model
	Inability to attract relevant and sufficient training providers	• Strengthen the Memorandums of Agreement (MoA) to ensure funds are aligned to specific deliverables or throughputs • Develop project management and monitoring as well as evaluation capacity • Develop RFPs in line with the NSF strategic briefs • Develop the criteria and evaluation instruments • Implement consequence management
	Changing policy environment	• Revise the strategy and annual performance plans • Engage and participate with stakeholders through government clusters • Produce NSF strategic briefs
An improved PSET system	Inability to fund relevant interventions that contribute to an improved PSET system	• Strengthen the project co-ordination unit in the DHET CFO's Office • Develop a tailor-made criteria for PSET interventions • Align the NSF strategic plan to the DHET strategic plan • Collaborate on research for PSET • Produce NSF evaluation studies • Develop performance outcomes for PSET projects • Implement the DHET branch approval processes for funding and implementation • Strengthen the MoA (including the penalty clause) to ensure funds are aligned to specific deliverables or throughputs
	Inability of funded PSET improvement projects to successfully close with majority of activities completed as planned	• Implement consequence management and restriction policy • Improve PSET performance and financial reporting instruments • Align PSET project performance and financial timeframe to the NSF year-end processes • Enhance project management tools and processes • Enhance MS Dynamics to make provision for the PSET system project reporting and cater for notifications.

8. PUBLIC-PRIVATE PARTNERSHIPS

The NSDP 2030 emphasises that the skills levy institutions will play an intermediation role to encourage partnerships between institutions and workplaces and, where relevant, between public and private providers. It will, in turn, support the planning processes undertaken by the skills levy institutions with workplace-occupational learning linked programmes and workplace-based learning opportunities. Implementing the NSF strategic objectives can be achieved with the co-operation and participation of social partners. Social partners remain at the heart of the NSDP as set out by National Skills Accord in 2011. The accord's parties agreed that "action and implementation should be a hallmark of the partnership, with constituencies identifying areas where they can make firm commitments as well as identifying actions that other constituencies would need to undertake."

In line with the outcomes of the NSDP to link education and workplaces, the NSF will continue to collaborate with social partners and other stakeholders involved in determining required skills and occupations. Partnerships and collaboration with higher education and research institutions, among others, are central to an evidence-based understanding of skills demand and supply.

PART D: TECHNICAL INDICATOR DESCRIPTIONS

Indicator 1.1.1

Indicator title	Percentage of material audit findings addressed
Definition	Audit findings are the result of an audit to communicate what has been reported and the recommendations for improvement. Audit findings addressed refers to the implementation of identified activities defined in the audit action plan and is reported to the Audit Committee. For the National Skills Fund (NSF) to improve the overall audit outcome, material findings reported as matters affecting audit report in the management report must be addressed.
Source of data	External audit action plan
Method of calculation or assessment	(A) number of material audit findings addressed, divided by (/) (B) all material audit findings raised during the period under review, multiplied by (*) 100 = (Z) percentage of material audit findings addressed A/B * 100 = Z
Means of verification	Audit action plan, audit committee minutes, management report (external audit and internal audit report
Assumptions	All the material 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.
Disaggregation of beneficiaries	n/a
Spatial transformation	n/a
Reporting cycle	Quarterly and annually
Calculation type	Cumulative quarterly and year-to-date
Desired performance	By implementing the audit action plan, the NSF will obtain and improve its audit outcome, organisational effectiveness, efficiency and performance.
Indicator responsibility	Chief Financial Officer

Indicator 1.1.2

Indicator title	Percentage of Broad-based Black Economic Empowerment (B-BBEE) spend on targeted designated group in procurement of goods and services
Definition	Measure the extent to which the NSF empowers targeted designated groups in procurement of goods and services in terms of the preferential procurement regulations (PPR 2017). Targeted designated group refers youth, women and people with disabilities.
Purpose	To report the percentage of B-BBEE spend on targeted designated group
Contribute to outcome indicator	Percentage of compliance to the PFMA and applicable regulations as per compliance report
Source of data	Central supplier database, approved demand management plan and procurement register
Method of calculation or assessment	(A) number of approved contracts in line with the demand management plan and procurement register divided by (/) (B) number of awarded contracts on targeted designated group during the period under review, multiplied by (*) 100 = (Z) percentage of B-BBEE spend on targeted designated group A/B * 100 = Z
Means of verification	Purchase orders and proof of payment

Indicator title	**Percentage of Broad-based Black Economic Empowerment (B-BBEE) spend on targeted designated group in procurement of goods and services**
Assumptions	Specification/terms of reference will incorporate targets for designated groups (youth, women and people with disabilities)
Disaggregation of beneficiaries	Target for women: 30% Target for youth: 10% Target for people with disabilities: 2%
Spatial transformation	Not Applicable
Reporting cycle	Quarterly
Calculation type	Cumulative
Desired performance	Empower and transform the designated groups (42%of the B-BBEE transactions spend on designated groups)
Indicator responsibility	Directorate: Supply Chain Management

Indicator 1.1.3

Indicator title	**Percentage of valid invoices paid within 30 days from date of receipt**
Definition	Undisputed and valid invoices refer to invoices that are in line with the deliverable specified in the official purchase order, agreed to by both parties and signed off by the end-user or project manager.
Purpose	Percentage of compliance to the Public Finance Management Act, 1999 (Act 1 of 1999) and applicable regulations as per compliance report
Contribute to outcome indicator	Percentage of compliance to the PFMA and applicable regulations as per compliance report over the strategic period five-year strategic period
Source of data	Invoice register
Method of calculation or assessment	(A) Number of valid invoices received (paid), divided by (/) (B) Number of invoices paid within 30 days, multiplied by (*) 100 = (Z) percentage of undisputed and valid invoices within 30 days. A/B * 100 = Z
Means of verification	proof of payment, disbursement reports, LOGIS/BAS report
Assumptions	End users will not delay invoices and submit them
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	Not Applicable
Reporting cycle	Quarterly
Calculation type	Non-cumulative
Desired performance	To improve effectiveness and efficiency in the NSF while ensuring compliance
Indicator responsibility	Directorate: Supply Chain Management

Indicator 1.1.4

Indicator title	**Percentage of new project Memorandum of Agreements (MoA) registered on the NSF Finance Systems within 14 days of receipt of project registration pack documentation**
Definition	This indicator seeks to track the NSF's efficiencies in registration of new project MoA on the NSF Finance Systems to enable the official commencement of the implementation of the project deliverables following the processing of first tranche payments and subsequent tranche payments after the registration of the new projects on the NSF Finance Systems. MoA is the signed agreement between the NSF and the Skills Development Provider (SDP).

Indicator title	**Percentage of new project Memorandum of Agreements (MoA) registered on the NSF Finance Systems within 14 days of receipt of project registration pack documentation**
	Project registration pack documentation is defined as the documents required for new project registration as per the NSF signed new project checklist form with a stamped NSF Finance date of receipt. Registration of the new project MoAs refers to the capturing of the new project details such as project name, project duration (start date and end date), contract value per the approved budget, cash flow budget on the NSF Finance Systems followed by the issuing of the unique NSF Project Reference Number once the project has been registered as per the above process. The NSF Finance Systems refers to Sage Pastel System and BAS (Basic Accounting System).
Purpose	To report the percentage of registered new project MoAs on the NSF Finance systems within 30 days from date of receipt to ensure efficiencies in turnaround times in the new project registration. In turn, this would allow for the processing of first tranche payments and subsequent tranche payments to enable efficiencies in the turnaround times of the official commencement of the implementation of the project deliverables by the skills development providers.
Contribute to outcome indicator	Percentage of compliance to the PFMA and applicable regulations as per compliance report over the strategic period five-year strategic period
Source of data	1. Schedule of the new project MoAs registered on the NSF Finance Systems 2. New project registration document packs per the signed new project checklist form 3. BAS and Sage Pastel reports of new project MoAs registered on these NSF Systems
Method of calculation or assessment	(A) The number of new project MoAs registered on the NSF Systems within 14 days from the date of receipt of the new project registration document packs, per the signed new project checklist form and stamped by NSF Finance, divided by (/) (B) total number of new project MoAs received multiplied by (*) 100 = (Z) percentage of new project MoAs that are registered on the NSF Finance Systems within 14 days upon receipt of project registration pack documentation. A/B * 100 = Z
Means of verification	Schedule of new project MoAs registered on the NSF Systems indicating the project details, date of receipt of the new project MoAs and the date of registration on the NSF Finance Systems. BAS and Sage Pastel reports of new project MoAs registered on the NSF Systems.
Assumptions	The new project registration document pack/systems include all the required information for registration and all the Financial Systems (BAS and Pastel) are functioning effectively.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	n/a
Reporting cycle	Quarterly
Calculation type	Non-cumulative
Desired performance	All (100%) new project MoAs registered on the NSF Systems within 14 days from date of receipt of a project registration document pack.

Indicator title	**Percentage of new project Memorandum of Agreements (MoA) registered on the NSF Finance Systems within 14 days of receipt of project registration pack documentation**
Indicator responsibility	Directorate: Financial Management & Administration & Fund Management

Indicator 1.1.5

Indicator title	**Percentage of tranche payment processed to contracted skills development providers within 30 days from date receipt of valid claim invoice**
Definition	Service provider is defined as: Skills development providers who have signed a MoA with NSF for the delivery of skills development implementation activities in respect of Programme 2 (Skills Development Funding) and Programme 3 (PSET Improvement Funding). This indicator seeks to track the NSF's efficiencies in processing tranche payments upon receipt of valid claim invoices in line with the agreed-upon deliverables and interventions as per the MoA, implementation plan, and cash flow budget line items. Invoices that are valid are processed and paid within 30 days of receipt. The above indicator also seeks to ensure compliance with Section 38(1)(f) of the PFMA - "accounting officers must settle all contractual obligations and pay all money owing within the prescribed or agreed period"; Treasury Regulation 8.2.3 – prescribed period is 30 days from receipt of a claim invoice or another time period, as agreed. **Date of receipt is** the date as per the NSF Finance date stamp on the quarterly financial drawdown payment and first Trench letter request/payment pack. **Valid invoice is defined as follows:** 1. In the case of a first tranche payment reports: The first tranche request letter signed by the skills development provider with a stamped NSF date of receipt will serve as the invoice claim. 2. In the case of the signed and approved quarterly financial report requesting payment, the signed drawdown claim form of quarterly financial reports serves as the invoice claim with the NSF stamped date of receipt on the quarterly financial report. **Invalid claims** mean claims that are not in accordance to point 1 to 2 above. **BAS reports are defined as:** The Basic Accounting System reports represents a listing report of grants disbursement payments made to skills development providers. **Sage Pastel reports are defined as:** Grants disbursement reports are a Sage Pastel System listing of grants disbursement payments made to skills development providers. A non-payment report quarterly drawdown report is defined as a signed and approved quarterly drawdown report where the skills development providers is not requesting a payment in the report.
Purpose	To report the percentage of tranche payment processed to contracted skills development providers that would have been paid within 30 days from date of receipt to ensure efficiencies in turnaround times in processing valid

Indicator title	**Percentage of tranche payment processed to contracted skills development providers within 30 days from date receipt of valid claim invoice**
	invoices received from skills development providers, thereby ensuring compliance with 38(1)(f) of the PFMA and Treasury Regulation 8.2.3.
Contribute to outcome indicator	Percentage of compliance to the PFMA and applicable regulations as per the compliance report over the strategic period five-year strategic period
Source of data	1. Signed and approved first tranche reports with a clearly stamped NSF Finance date of receipt of the first tranche reports and quarterly financial reports. The first tranche request letter from the skills development provider with a stamped NSF Finance Date of receipt will serve as the invoice claim. 2. Signed and approved quarterly financial reports (where a request for payment is made whereby the signed drawdown claim form of quarterly financial reports serves as the invoice claim. (Non-payment quarterly financial reports are not considered for the purpose of this indicator.) 3. BAS payment reports and Sage Pastel reports on payments made to skills development providers).
Method of calculation or assessment	(A) Number of valid invoices processed in line with the agreed upon deliverables and interventions as per the Memorandum of Agreement (MoA), Implementation Plan, and cash flow budget line items. and paid within 30 days from the date of receipt of the invoice. divided by (/) (B) total number of invoices received multiplied by (*) 100 = (Z) percentage of tranche payment process to contracted skills development providers within 30 days A/B * 100 = Z
Means of verification	1. First tranche payment reports: The first tranche request letter signed by the skills development provider with a stamped NSF date of receipt where the payment is made within 30 days on BAS and Pastel during 2023/24 financial year. 2. Signed and approved quarterly financial report, requesting payment with the stamped NSF date of receipt where the payment is made within 30 days on BAS and Pastel during 2023/24 financial year. 3. Listing of payments made towards skills Development providers obtained from the BAS and Sage Pastel Reports for the 2023/24 financial year.

Indicator title	**Percentage of tranche payment processed to contracted skills development providers within 30 days from date receipt of valid claim invoice**
Assumptions	Invoices submitted by skills development providers are valid and transversal systems are operational. Invoice claims submitted include all the required information for payment and all the financial systems (BAS and Pastel) are functioning effectively. Claims submitted by skills development providers are submitted on time as per the MoA signed between the NSF and SDPs and transactions recorded are in terms of the following assertions: • **Accuracy:** That the supporting documents (Invoice, contracts, registration template, for example) (Details – date, cost per unit, description, amount, for example) are accounted for and calculated correctly, agrees to the underlying documents (goods received note (GRN), delivery note, purchase order, requisitions, quotations, payslips, approved funding submission, for example) agrees with the amount paid as per the bank statement/cost centre without error. • **Classification:** The transaction recorded/accounted for within the quarterly financial report as per the invoice inspected and verified is allocated to the relevant line item of the budget as per the implementation plan. • **Completeness:** That all the relevant events/deliverables to which the project was subjected to were recorded. • **Cut-off**: That all transactions accounted for were recorded within the correct reporting period, i.e. within the quarter under review. • **Occurrence**: The transaction that has been recorded, pertains to the project deliverables as per the implementation plan and took place. • **Validity:** The recorded transaction was authorised by the relevant authority (the invoices were signed/stamped/approved).
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	Not Applicable
Reporting cycle	Quarterly
Calculation type	Non-cumulative
Desired performance	All (100%) tranche payments processed and paid within 30 days from date of receipt of valid claim invoice.
Indicator responsibility	Directorates: Financial Management & Administration and Fund Management

Indicator 1.2.1

Indicator title	**Percentage of compliance to the PFMA and applicable regulations as per the compliance report**
Definition	Percentage of compliance to the PFMA and applicable regulations within the financial year. The compliance report refers to a document indicating information that the organisation is complying with all the applicable regulatory requirements and standard.
Purpose	To measure efficiency in the management, transparency, accountability, stewardship and good governance in the NSF.

Indicator title	Percentage of compliance to the PFMA and applicable regulations as per the compliance report
Contribute to outcome indicator	Obtain an unqualified audit opinion by the end of the five-year strategic period.
Source of data	Combined report (relevant legislation) and compliance report (PFMA and Treasury regulations)
Method of calculation or assessment	All identified legal parameters implemented and assured as per combined assurance report.
Means of verification	Compliance report
Assumptions	The PFMA and all other regulations are to be made known to the NSF staff.
Disaggregation of beneficiaries	n/a
Spatial transformation	n/a
Reporting cycle	Quarterly and annually
Calculation type	Cumulative quarterly and year-to-date
Desired performance	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
Indicator responsibility	Directorate: Legal, Governance, Risk and Compliance

Indicator 1.2.2

Indicator title	Percentage of approved standard operating procedures and policies implemented
Definition	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.
Purpose	To measure the efficiency of the NSF in performing consistently to maintain quality control of processes.
Contribute to outcome indicator	Obtain an unqualified audit opinion by the end of the five-year strategic period.
Source of data	Approved standard operating procedure, approved policies and implementation plan
Method of calculation or assessment	(A) number of approved policies and procedures implemented, divided by (/) (B) number of approved standard operating procedures and policies implementation plan, multiplied by (*) 100 = (Z) percentage A/B * 100 = Z
Means of verification	Schedule of NSF policies and procedures that indicate the status of approval, development, revision and policies and procedures to be developed as well as the implementation status
Assumptions	The implementation plan(s) for the standard operating procedures and policies will be in place and will be implemented accordingly.
Disaggregation of beneficiaries	n/a
Spatial transformation	n/a
Reporting cycle	Quarterly and annually
Calculation type	Cumulative quarterly and year-to-date
Desired performance	Ensure standardisation that will improve the NSF's efficiency and effectiveness.
Indicator responsibility	Directorate: Legal, Governance, Risk and Compliance

Indicator 1.2.3

Indicator title	Percentage of planned policies and procedures developed and revised
Definition	Percentage of policies and procedures developed and revised during the year. Standard operating procedures refer to the set of established and approved process of operations within the NSF. Planned policies and procedures refer to new policies and procedures which are not yet in existence to guide the implementation of a specific mandate. Revised policies and procedures refer to approved policies and procedures to align to the latest trends and new developments.
Purpose	To report progress on new policies and procedures developed and revised
Contribute to outcome indicator	Obtain an unqualified audit opinion by the end of the five-year strategic period.
Source of data	List of NSF-approved policies and procedures List of identified policies and procedures to be developed and revised
Method of calculation or assessment	(A) number of planned policies and procedures developed and revised, divided by (/) (B) identified policies and procedures planned for development and revision, multiplied by (*) 100 = (Z) percentage A/B * 100 = Z
Means of verification	NSF-approved policies and procedures Policies and procedures identified to be developed and revised
Assumptions	There will be a need for new polices to be developed and existing ones to be revised.
Disaggregation of beneficiaries	n/a
Spatial transformation	n/a
Reporting cycle	Quarterly and annually
Calculation type	Cumulative quarterly and year-to-date
Desired performance	Approval of policies and frameworks to ensure standardisation that will improve the NSF's efficiency and effectiveness.
Indicator responsibility	Directorate: Legal, Governance, Risk and Compliance

Indicator 1.3.1

Indicator title	Percentage of funded positions filled by the end of the year
Definition	Funded positions mean those positions that have been approved by the Director-General 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 positions which are occupied.
Purpose	To measure the number of positions filled during the quarter and to determine the vacancy rate.
Source of data	A staff establishment register
Method of calculation or assessment	(A) number of positions filled during the quarter/year, divided by (/) (B) number of available funded positions during the quarter/year, multiply by (*) 100 = (Z) percentage of funded positions filled by the end of the year A/B * 100 = Z
Means of verification	Staff establishment register, approved organogram, employment contracts and appointment letters
Assumptions	The human resource management function to be capacitated to fill the vacancies to the expectations. The vacancy rate to be kept at 10%.

Indicator title	Percentage of funded positions filled by the end of the year
Disaggregation of beneficiaries	The positions to be filled in accordance with the NSF employment equity requirements.
Spatial transformation	n/a
Reporting cycle	Quarterly and annually
Calculation type	Cumulative quarterly and year-to-date
Desired performance	The intention of filling the posts is to have the requisite capacity to implement priorities outlined in the strategic and annual performance plan.
Indicator responsibility	Directorate: Human Resource Management

Indicator 1.3.2

Indicator title	Percentage of NSF staff trained in line with the approved workplace skills plan
Definition	Percentage of staff relates to the staff trained in relation to the whole NSF workforce. Training relates to any form of developmental intervention, including induction, workshops, formal training and/or coaching sessions.
Purpose	To measure the number of staff within the workforce being trained annually and ensure that all employees undertake training interventions per annum related to their job roles and performance development plans.
Contribute to outcome indicator	Obtain an unqualified audit opinion by the end of the five-year strategic period.
Source of data	Approved workplace skills plan; training attendance registers (where applicable)
Method of calculation or assessment	(A) number of staff trained during the year, divided by (/) (B) the total number of staff employed during the same year, multiplied by (*) 100 (70/100*100 =70%) = (Z) percentage of staff trained in line with the approved workplace skills plan. A / B * 100 = Z
Means of verification	Approved workplace skills plan
Assumptions	All staff employed undertake some form of developmental opportunity within a year related to their job roles and functions.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	n/a
Reporting cycle	Quarterly and annually
Calculation type	Cumulative quarterly and year-to-date
Desired performance	The intention of training staff is to have requisite capacity and skills within the NSF to implement the priorities outlined on the strategic plan and annual performance plan.
Indicator responsibility	Directorate: Human Resource Management

Indicator 1.4.1

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

Indicator 1.5.1

Indicator title	**Percentage of key information and communications technology (ICT) priorities implemented**
Definition	ICT priorities refer to identified and approved ICT projects for implementation during a defined period.
Purpose	To report and monitor the implementation of key ICT priorities
Source of data	Approved ICT projects, progress report and minutes of the ICT Steering Committee
Method of calculation or assessment	(A) number of key ICT priorities implemented, divide by (/) (B) number of key ICT priorities planned for implementation multiply by (*) 100 = percentage of key ICT priorities implemented (10/20 *100=50%)

Indicator title	Percentage of key information and communications technology (ICT) priorities implemented
Means of verification	ICT register and ICT priorities
Assumptions	The ICT and Analytics Unit will be capacitated and able to deliver to implement all key ICT priorities
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	n/a
Reporting cycle	Quarterly
Calculation type	Cumulative quarterly and year to date
Desired performance	To improvement 90% of key ICT
Indicator responsibility	Directorate: ICT and Analytics

Indicator 2.1.1

Indicator title	Number of learners funded by the NSF for education and training
Definition	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 funding, investment income or other sources of funding.
Purpose	To report the number of learners who are funded by the NSF for education and training.
Source of data	NSF quarterly consolidated and individual performance information reports
Method of calculation or assessment	It is assumed the source documents will be timeously available as means of verification, as per the SOP and guidelines.
Means of verification	Signed learner contract, identity document (ID) or passport copy, signed attendance register, bursary status update report, bursary proof of registration and bursary database
Assumptions	It is assumed that the source documents will be timeously issued by the relevant body as a means of verification.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	n/a
Reporting cycle	Quarterly and annually
Calculation type	Cumulative quarterly and year-to-date
Desired performance	61 500 learners funded by the NSF
Indicator responsibility	Chief Directorate: Skills Development Implementation

Indicator 2.1.2

Indicator title	Number of NSF-funded learners who completed their education and training
Definition	NSF-funded learners refer to all learners who completed with available contracts as reported and monitored by the NSF, whether through skills development levy funding, investment income or other sources of funding.
Purpose	To report the number NSF-funded learners who competed their education and training
Source of data	NSF quarterly consolidated and individual performance information report.
Method of calculation or assessment	A simple count of all NSF funded beneficiaries who completed their education and training for the period under review
Means of verification	Signed learner contract, identity document or passport copy, signed attendance register, bursary status update report, bursary proof of registration and bursary database

Indicator title	Number of NSF-funded learners who completed their education and training
Assumptions	It is assumed that the source documents will be timeously available as means of verification, as per the SOP and guidelines.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	n/a
Reporting cycle	Quarterly and annually
Calculation type	Cumulative quarterly and year-to-date
Desired performance	26 600 NSF learners who completed their education and training
Indicator responsibility	Chief Directorate: Skills Development Implementation

Indicator 2.1.3

Indicator title	Number of learners funded by the NSF for education and training towards occupations in high demand (OIHD)
Definition	Total number of learners who are funded by the NSF for education and training towards OIHD within the financial year. Occupations in high demand (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 occupations in high demand (OIHD).
Purpose	To report the number of learners who are funded by the NSF for education and training for OIHD
Contribute to outcome indicator	Number of NSF-funded learners who completed their education and training for occupations in high demand (OIHD) over the five-year strategic period
Source of data	NSF quarterly consolidated and individual performance information reports
Method of calculation or assessment	A simple count of all learners who are funded by the NSF for education and training towards OIHD for the period under review
Means of verification	Signed learner contract, identity document or passport copy, signed attendance register, bursary status update report, bursary proof of registration and bursary database
Means of verification	Signed learner contract, identity document or passport copy, signed attendance register, bursary status update report, bursary proof of registration and bursary database
Assumptions	It is assumed that the source documents will be timeously available as means of verification, as per the Standard Operating Procedures (SOPs) and guidelines.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	n/a
Reporting cycle	Quarterly and annually
Calculation type	Cumulative quarterly and year-to-date
Desired performance	39 000 learners funded by the NSF
Indicator responsibility	Chief Directorate: Skills Development Implementation

Indicator 2.1.4

Indicator title	Number of NSF-funded learners who completed their education and training towards occupations in high demand (OIHD)
Definition	The total number of learners who are completed their education and training for OIHD. Occupations in high demand 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 occupations in high demand (OIHD).
Purpose	To report the number of learners who are funded by the NSF for education and training for OIHD
Source of data	NSF quarterly consolidated and individual performance information report.
Method of calculation or assessment	A simple count of all learners who completed their education and training for OIHD for the period under review
Means of verification	Signed learner contract, identity document (ID) or passport copy, signed attendance register, bursary status update report, bursary proof of registration and bursary database
Assumptions	It is assumed that the source documents will be timeously available as means of verification, as per the SOP and guidelines.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	n/a
Reporting cycle	Quarterly and annually
Calculation type	Cumulative quarterly and year-to-date
Desired performance	13 000 learners completed
Indicator responsibility	Chief Directorate: Skills Development Implementation

Indicator 2.1.5

Indicator title	Number of learners from rural areas funded by the NSF for education and training
Definition	The total number of learners from rural areas who are funded by the NSF for education and training for the period under review. Rural areas refer to areas located outside towns and cities, 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 agriculture sector and in some areas resulting in job losses, global recession and skills drainage.
Purpose	To report the number of learners from rural areas who are funded by the NSF for education and training
Source of data	NSF quarterly consolidated and individual performance information report
Method of calculation or assessment	A simple count of all learners from rural areas who are funded by the NSF for education and training for the period under review
Means of verification	Signed learner contract, ID or passport copy and signed attendance register
Assumptions	It is assumed that the source documents will be timeously available as means of verification, as per the SOP and guidelines.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a

Indicator title	Number of learners from rural areas funded by the NSF for education and training
Spatial transformation	Contribution to spatial transformation priorities: 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 areas located within the eight metropolitan municipalities, namely: Buffalo City (East London area), City of Cape Town, City of Johannesburg, City of Tshwane, Ekurhuleni (East Rand area), eThekwini (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. To align to the District Development Model to improve coherence and impact of government service delivery and development. Spatial impact area: n/a
Reporting cycle	Quarterly and annually
Calculation type	Cumulative quarterly and year-to-date
Desired performance	To increase the number of the learners from rural areas who are funded by the NSF for education and training
Indicator responsibility	Chief Directorate: Skills Development Implementation

Indicator 2.1.6

Indicator title	Number of NSF-funded learners from rural areas who completed their education and training
Definition	The total number of learners from rural areas who completed training for the period under review. Rural areas refer to areas located outside towns and cities, outside the eight metropolitan municipalities. This excludes 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 agriculture sector and in some sectors, resulting in job losses, global recession and skills drainage.
Purpose	To report the number of learners from rural areas who completed their education and training
Source of data	NSF quarterly consolidated and individual performance information report
Method of calculation or assessment	A simple count of all learners from rural areas who completed training for the period under review
Means of verification	Signed learner contract, ID or passport copy, bursary status update report, statement of results or completion results, proof of registration and bursary database, signed attendance register and proof of address
Assumptions	It is assumed that the source documents will be timeously available as means of verification, as per the SOP and guidelines.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	Contribution to spatial transformation priorities: 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), the City of Cape

Indicator title	Number of NSF-funded learners from rural areas who completed their education and training
	Town, the City of Johannesburg, the City of Tshwane, Ekurhuleni (East Rand area), eThekwini (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. To align to the District Development Model to improve coherence and impact of government service delivery and development Spatial impact area: n/a
Reporting cycle	Quarterly and annually
Calculation type	Cumulative quarterly and year-to-date
Desired performance	To increase the number of learners from rural areas who complete their education and training.
Indicator responsibility	Chief Directorate: Skills Development Implementation

Indicator 2.1.7

Indicator title	Number of bursary student funded by the NSF for their qualifications
Definition	Total number of bursary students funded by the NSF for a year. Bursary refers to a fund awarded by the NSF to learners to enable them to study at a university, TVET or college.
Purpose	To report the number of bursary students funded by the NSF for their qualification
Source of data	NSF quarterly consolidated and individual performance information report.
Method of calculation or assessment	A simple count of all learners who are funded for bursaries by the NSF for the period under review
Means of verification	Signed learner contract, ID or passport copy, bursary status update report, statement results or completion results, proof of registration and bursary database
Assumptions	The data will be readily available for reporting every quarter and the number of bursary holders will increase annually.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	n/a
Reporting cycle	Quarterly and annually
Calculation method	Non-cumulative
Desired performance	5 000 bursary students funded by the NSF
Indicator responsibility	Directorate: Bursaries

Indicator 2.1.8

Indicator title	Number of NSF bursary-funded students who completed their qualifications
Definition	The total number of bursary students who completed their qualifications during the period under review. Bursary refers to a fund awarded by the NSF to learners to enable them to study at a university, TVET or college.
Purpose	To report the number of bursary students who completed their qualification
Source of data	NSF quarterly consolidated and individual performance information report
Method of calculation or assessment	A simple count of all learners who are funded for bursaries by the NSF for the period under review
Means of verification	Signed learner contract, ID or passport copy, bursary status update report, statement results or completion results, proof of registration and bursary database
Assumptions	The data will be readily available for reporting every quarter and the number of bursary holders will increase annually.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	n/a
Reporting cycle	Quarterly and annually
Calculation method	Cumulative quarterly and year-to-date
Desired performance	3 000 NSF bursary funded students completed
Indicator responsibility	Directorate: Bursaries

Indicator 2.1.9

Indicator title	Number of learners funded by the NSF for skills development through community-based skills development initiatives
Definition	The total number of learners who are funded by the NSF for skills development through community-based skills development initiatives for the year under review. Community-based skills development refers to learning programmes that have been categorised as “workplace-based skills programmes - other” and, thus, will be limited to these learning programmes. 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.
Purpose	To show the number of learners who are funded by the NSF for skills development through community-based skills development initiatives
Contribute to outcome indicator	Number of NSF-funded learners who completed education and training over the strategic period five-year strategic period
Source of data	NSF quarterly consolidated and individual performance information report
Method of calculation or assessment	A simple count of all learners who are funded by the NSF for skills through community-based skills development initiatives for the period under review
Means of verification	Learner contract, ID or passport copy and signed attendance register
Assumptions	It is assumed the source documents will be timeously issued by the relevant body as means of verification, as per the SOP and guidelines.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	n/a

Indicator title	Number of learners funded by the NSF for skills development through community-based skills development initiatives
Reporting cycle	Quarterly and annually
Calculation method	Cumulative quarterly and year-to-date
Desired performance	11 500 learners funded by the NSF
Indicator responsibility	Chief Directorate: Skills Development Implementation

Indicator 2.1.10

Indicator title	Number of learners who completed skills development through community-based skills development initiatives
Definition	The total number of learners who completed skills development through community-based skills development initiatives for the year under review. Community-based skills development refers to learning programmes that have been categorised as "workplace-based skills programmes - other" and, thus, will be limited to these learning programmes. 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.
Purpose	To report the number of learners who completed skills development through community-based skills development initiatives for period under review
Source of data	NSF quarterly consolidated and individual performance information report
Method of calculation or assessment	A simple count of all learners who completed NSF-funded community-based skills development initiatives
Means of verification	Signed learner contract, ID or passport copy, signed attendance register, completion certificate or statement of results
Assumptions	It is assumed that the source documents will be timeously issued by the relevant body as means of verification, as per the SOP and guidelines.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	n/a
Reporting cycle	Quarterly and annually
Calculation method	Cumulative quarterly and year-to-date
Desired performance	9 400 learners completed
Indicator responsibility	Chief Directorate: Skills Development Implementation

Indicator 2.1.11

Indicator title	Number of youth from rural areas funded by the NSF for the NSF for skills development in response to innovation and digital technology
Definition	The total number of youth from rural areas funded by the NSF for skills development in response to innovation and digital technology Rural areas refer to areas located outside towns and cities, outside the eight metropolitan municipalities. This excludes 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 agriculture sector and in some sectors resulted in job losses, global recession and skills drainage.

Indicator title	Number of youth from rural areas funded by the NSF for the NSF for skills development in response to innovation and digital technology
	Innovation is the implementation of a new or significantly improved product (good or service) or process, new marketing method, or a new organisational model in business practice, workplace organisation or external relations.
Purpose	To report the learners from rural areas are funded in response to innovation and digital technologies
Contribute to outcome indicator	Number of NSF-funded learners who completed for education and training over the five-year strategic period
Source of data	NSF quarterly consolidated and individual performance information report
Method of calculation or assessment	A simple count of all youth from rural areas funded by the NSF for skills development in response to innovation and digital technologies in the period under review
Means of verification	Signed learner contract, ID or passport copy and signed attendance register
Assumptions	It is assumed that the source documents will be timeously available as a means of verification, as per the SOP and guidelines.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	Rural areas are regarded as all the district municipalities in South Africa, excluding areas located within the eight metropolitan municipalities, namely: Buffalo City (East London area), City of Cape Town, the City of Johannesburg, City of Tshwane, Ekurhuleni (East Rand area), eThekwini (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. To align to the District Development Model to improve coherence and impact of government service delivery and development. Spatial impact area: n/a
Reporting cycle	Quarterly and annually
Calculation method	Cumulative quarterly and year-to-date
Desired performance	To get learners ready and capable to respond to the Fourth industrial revolution and make use of digital technology.
Indicator responsibility	Chief Directorate: Skills Development Implementation

Indicator 2.1.12

Indicator title	Number of youth from rural areas who completed skills development that respond to innovation and digital technology
Definition	The total number of youth from rural areas who completed skills development in response to innovation and digital technology. Rural areas refer to areas located outside towns and cities, outside the eight metropolitan municipalities. This excludes 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 agriculture sector and in some sectors, resulted in job losses, global recession and skills drainage.

Indicator title	Number of youth from rural areas who completed skills development that respond to innovation and digital technology
	Innovation is the implementation of a new or significantly improved product (good or service) or process, new marketing method, or a new organisational model in business practice, workplace organisation or external relations.
Purpose	To ensure that the youth from rural areas complete skills development in response to innovation and digital technologies
Source of data	NSF quarterly consolidated and individual performance information report
Method of calculation or assessment	A simple count of all youth from rural areas who completed skills development in response to innovation and digital technologies in the period under review
Means of verification	Signed learner contract, ID or passport copy and signed attendance register, completion certificate or statement of results
Assumptions	It is assumed that the source documents will be timeously available as a means of verification, as per the SOP and guidelines.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	Rural areas are regarded as all the district municipalities in South Africa, excluding the eight metropolitan municipalities, namely: Buffalo City (East London area), City of Cape Town, City of Johannesburg, City of Tshwane, Ekurhuleni (East Rand area), eThekwini (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. To align to the District Development Model to improve coherence and impact of government service delivery and development. Spatial impact area: n/a
Reporting cycle	Quarterly and annually
Calculation method	Cumulative quarterly and year-to-date
Desired performance	To get learners ready and capable to respond to the Fourth industrial revolution and make use of digital technology
Indicator responsibility	Chief Directorate: Skills Development Implementation

Indicator 2.1.13

Indicator title	Number of NSF tracer studies conducted to identify learners who are employed or self-employed after completion of their education and training
Definition	Total number of NSF tracer studies completed to identify learners who are employed or self-employed after completion of their education and training
Purpose	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
Source of data	The information will be collated from the tracer study report(s)
Method of calculation or assessment	A simple count and verification of the presence of the plan
Means of verification	The tracer study report(s).
Assumptions	The tracer study plan will be approved.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a

Indicator title	Number of NSF tracer studies conducted to identify learners who are employed or self-employed after completion of their education and training
Spatial transformation	n/a
Reporting cycle	Annual
Calculation type	Cumulative
Desired performance	Tracer study report (s)
Indicator responsibility	Chief Directorate: Strategy, Innovation and Organisational Performance

Indicator 2.1.14

Indicator title	Turnaround time for project initiation
Definition	Total number of projects initiated within the 6 months period
Purpose	To report number of projects initiated within 6 months
Contribution to outcomes indicator	Number of learners funded by the NSF for education and training over the strategic period five-year strategic period
Source of data	Approved portfolio plan and approved
Method of calculation or assessment	Simple count of projects initiated within 6 months
Means of verification	Minutes of the Funding Adjudication Committee (FAC) and approved submission within 12 months (registration of projects)
Assumptions	Projects will be initiated within specific timeframe
Disaggregation of beneficiaries	n/a
Spatial transformation	n/a
Reporting cycle	Non-cumulative
Calculation method	Annually
Desired performance	New projects initiated within 6 months
Indicator responsibility	Directorate: Initiation and Evaluation

Indicator 2.1.15

Indicator title	Number of projects initiated per annum
Definition	Total number of projects initiated and approved per project portfolio per annum
Purpose	Branch records and files on submissions processed
Contribution to outcome indicator	Number of learners funded by the NSF for education and training over the strategic period five-year strategic period
Source of data	Minutes of FAC and approved submission
Method of calculation or assessment	Simple count of projects initiated by the end of the financial year
Means of verification	Approved submission and minutes
Assumptions	NSF will continue to initiate projects.
Disaggregation of beneficiaries	n/a
Spatial transformation	n/a
Reporting cycle	Non-cumulative
Calculation type	Annually
Desired performance	New projects initiated and approved by the Director-General
Indicator responsibility	Directorate: Initiation and Evaluation

Indicator 2.1.16

Indicator title	Number of RFPs issued per annum
Definition	Number of RFPs issued by the end of the financial year
Purpose	To report the number of RFPs issued
Contribution to outcome indicator	Number of NSF-funded learners who completed education and training over the strategic period five-year strategic period
Source of data	Approved portfolio plan
Method of calculation or assessment	Simple count of RFPs issued per annum
Means of verification	Approved submission and RFPs
Assumptions	RPFs will be issued by end of financial year
Disaggregation of beneficiaries	n/a
Spatial transformation	n/a
Reporting cycle	Non-cumulative
Calculation type	Annually
Desired performance	New projects initiated and approved by the Director-General
Indicator responsibility	Directorate: Initiation and Evaluation

Indicator 2.2.1

Indicator title	Number of small, medium and micro enterprises (SMMEs) and co-operatives funded by NSF for skills development
Definition	The total number of SMMEs and co-operatives that are funded by the NSF for skills development for a year. SMMEs refers 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 and to redress economic challenges. A co-operative 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 co-operative society is defined as a business owned and controlled equally by the people who uses its services or work for it.
Purpose	To report the number of SMMEs and co-operatives that are funded by the NSF for skills development
Contribution to outcome indicator	Number of NSF-funded learners who completed their education and training through SMME and co-operative skills development initiatives over the five-year strategic period
Source of data	NSF quarterly consolidated and individual performance information report
Method of calculation or assessment	A simple count of SMME and co-operative skills development that are funded by the NSF for skills development for period under review
Means of verification	Signed learner contract, ID copy and signed attendance register
Assumptions	It is assumed that the source documents will be timeously available as a means of verification, as per the SOP and guidelines.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	n/a
Reporting cycle	Quarterly and annually

Indicator title	Number of small, medium and micro enterprises (SMMEs) and co-operatives funded by NSF for skills development
Calculation type	Cumulative quarterly and year-to-date
Desired performance	To support the growth and development of the SMMEs and co-operatives by providing access to PSET opportunities and creating access to education and training that supports the growth and development of the SMME and co-operative sector.
Indicator responsibility	Chief Directorate: Skills Development Implementation

Indicator 2.2.2

Indicator title	Number of learners funded by the NSF for education and training through SMME and co-operative skills development initiatives
Definition	The total number of learners funded by the NSF for education and training through SMME and co-operative initiatives. SMMEs refers 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. A co-operative 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 co-operative society is defined as a business owned and controlled equally by the people who uses its services or work for it.
Purpose	To report the number of learners funded by the NSF for education and training through SMME and co-operative skills development initiatives
Contribution to outcome indicator	Number of NSF-funded learners who completed their education and training through SMME and co-operative skills development initiatives over the five-year strategic period.
Source of data	NSF quarterly consolidated and individual performance information report
Method of calculation or assessment	A simple count of learners funded by the NSF through SMME and co-operative skills development initiatives.
Means of verification	Signed learner contract, ID copy and signed attendance register
Assumptions	It is assumed that the source documents will be timeously available as a means of verification, as per the SOP and guidelines.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	n/a
Reporting cycle	Quarterly and annually
Calculation type	Cumulative quarterly and year-to-date
Desired performance	To support the growth and development of the SMMEs and co-operatives by providing access to PSET opportunities and creating access to education and training that supports the growth and development of the SMME and co-operative sector.
Indicator responsibility	Chief Directorate: Skills Development Implementation

Indicator 2.2.3

Indicator title	**Number of NSF-funded learners who completed their education and training through SMME and co-operative skills development initiatives**
Definition	Total number of NSF-funded learners who completed education and training through SMME and co-operative initiatives. SMMEs refers 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. A co-operative 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 co-operative society is defined as a business owned and controlled equally by the people who uses its services or work for it.
Purpose	To report the number of learners who completed education and training through SMMEs and co-operatives that are funded by the NSF for skills development
Contribution to outcome indicator	Number of NSF-funded learners who completed their education and training through SMME and co-operative skills development initiatives over the five-year strategic period
Source of data	NSF quarterly consolidated and individual performance information report
Method of calculation or assessment	A simple count of learners who completed their education and training through SMME and co-operative skills development initiatives for the period under review
Means of verification	Signed learner contract, ID copy and signed attendance register
Assumptions	It is assumed that the source documents will be timeously available as a means of verification, as per the SOP and guidelines.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	n/a
Reporting cycle	Quarterly and annually
Calculation type	Cumulative quarterly and year-to-date
Desired performance	1 700 learners completed To support the growth and development of the SMMEs and co-operatives by providing access to PSET opportunities and creating access to education and training that supports the growth and development of the SMME and co-operative sector.
Indicator responsibility	Chief Directorate: Skills Development Implementation

Indicator 2.2.4

Indicator title	**Number of evaluation studies conducted on NSF-funded SMME and co-operative interventions**
Definition	Total number of evaluation studies conducted on NSF-funded SMMEs and co-operatives Evaluation studies conducted in line with approved plan

Indicator title	Number of evaluation studies conducted on NSF-funded SMME and co-operative interventions
Purpose	To report the number of evaluation studies conducted on NSF-funded SMMEs and co-operatives
Source of data	The information will be collated from the evaluation study report(s).
Method of calculation or assessment	A simple count and verification of the presence of the plan.
Means of verification	The evaluation study report(s).
Assumptions	The evaluation study plan will be approved.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	n/a
Reporting cycle	Annual
Calculation type	Cumulative
Desired performance	Evaluation study report (s)
Indicator responsibility	Chief Directorate: Strategy, Innovation and Organisational Performance

Indicator 2.3.1

Indicator title	Number of learners who completed their education and training through worker education
Definition	The total number of learners who completed their education and training through worker education for the financial year. Worker education refers to learning programmes which are funded by the NSF and 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 and capacity of workers in the broader sectoral policy to effectively engage in the workplace and economy.
Purpose	To report the number of learners who completed their education and training through worker education
Source of data	NSF quarterly consolidated and individual performance information report.
Method of calculation or assessment	A simple count of learners who completed their education and training through SMME and co-operative skills development initiatives for the period under review
Means of verification	Learner contract, ID copy and signed attendance register
Assumptions	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 workers reported in projects reports.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	n/a
Reporting cycle	Quarterly and annually
Calculation type	Cumulative quarterly and year-to-date
Desired performance	Trade unions, their education programmes, and other worker-initiated training programmes play an important role in the further education and training and capacity of workers in the broader sectoral policy to effectively engage in the workplace and economy. Trade unions and

Indicator title	Number of learners who completed their education and training through worker education
	worker education and training initiatives are able to use the critical networks of their organisations (for example, 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. 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. It would benefit the workplace, the economy and the developmental objectives of South Africa.
Indicator responsibility	Chief Directorate: Skills Development Implementation

Indicator 2.3.2

Indicator title	Number of learners acquiring workplace experience
Definition	Total number of learners acquiring workplace experience for the period under review
Purpose	To report the number of learners acquiring workplace experience.
Source of data	NSF quarterly consolidated and individual performance information report.
Method of calculation or assessment	A simple count of learners acquiring workplace experience.
Means of verification	Signed learner contract and ID copy, timesheets
Assumptions	It is assumed that the source documents will be timeously available as a means of verification, as per the SOP and guidelines.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	n/a
Reporting cycle	Quarterly and annually
Calculation type	Cumulative quarterly and year-to-date
Desired performance	To increase the number of learners acquiring workplace experience
Indicator responsibility	Chief Directorate: Skills Development Implementation

Indicator 2.3.3

Indicator title	Number of individuals participating in constituency-based interventions funded
Definition	Total number of individuals participating in funded constituency-based interventions. Constituency-based interventions refers to 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 constitution.
Purpose	To report the number of individuals funded for constituency-based interventions.
Source of data	NSF quarterly consolidated and individual performance information report.
Method of calculation or assessment	A simple count of all individuals participating in constituency-based interventions funded for the period under review.
Means of verification	Signed attendance registers
Assumptions	The identification of education and training plans and interventions are in place or that require development.

Indicator title	Number of individuals participating in constituency-based interventions funded
	The accuracy, completeness and validity of the indicator depends on the accuracy, completeness and validity of the data related to constituency-based interventions reported in projects reports.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	n/a
Reporting cycle	Quarterly and annually
Calculation method	Cumulative quarterly and year-to-date
Desired performance	1 100 individuals participate in constituency-based interventions.
Indicator responsibility	Chief Directorate: Skills Development Implementation

Indicator 2.3.4

Indicator title	Number of constituency-based interventions funded
Definition	The total number of funded constituency-based interventions Constituency-based interventions 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 constitution.
Purpose	To report the number of funded constituency-based interventions
Source of data	NSF quarterly consolidated and individual performance information report.
Method of calculation or assessment	A simple count of all constituency-based interventions that are funded by the NSF
Means of verification	Signed MoA and attendance register
Assumptions	The identification of education and training plans and interventions are in place or that require development. The accuracy, completeness and validity of the indicator depends on the accuracy, completeness and validity of the data related to constituency-based interventions reported in projects reports.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	n/a
Reporting cycle	Quarterly and annually
Calculation method	Cumulative quarterly and year-to- date
Desired performance	30 constituency-based interventions funded
Indicator responsibility	Chief Directorate: Skills Development Implementation

Indicator 3.1.1

Indicator title	Number of skills infrastructure development projects funded by the NSF
Definition	Total number of skills infrastructure development projects that are funded by the NSF during the year. Infrastructure refers to a) immovable assets which are acquired, constructed or result from construction operations; b) movable assets which cannot function independently from purpose-built immovable assets.
Purpose	To report the number of skills infrastructure development projects that are funded for the period under review
Source of data	NSF quarterly consolidated and individual performance information report

Indicator title	Number of skills infrastructure development projects funded by the NSF
Method of calculation or assessment	A simple count of skills infrastructure development projects that are funded by the NSF for the period under review
Means of verification	Business plan and/or implementation plan and MoA
Assumptions	It is assumed that the source documents will be timeously available as a means of verification, as per the SOP and guidelines
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	n/a
Reporting cycle	Quarterly and annually
Calculation method	Non-cumulative, quarterly and year-to-date
Desired performance	To fund three skills infrastructure development projects over a year
Indicator responsibility	Directorate: Programme Monitoring

Indicator 3.1.2

Indicator title	Number of NSF-funded infrastructure development projects that achieved 60% of the envisaged outputs
Definition	Infrastructure refers to a) immovable assets which are acquired, constructed or result from construction operations; b) movable assets which cannot function independently from purpose-built immovable assets.
Purpose	To report the number of NSF-funded projects that are aimed at skills infrastructure development which achieved 60% of the envisaged outputs.
Source of data	NSF quarterly consolidated and individual performance information report.
Method of calculation or assessment	A simple count of skills infrastructure development projects that are funded by the NSF for the period under review
Means of verification	Business plan and/or implementation plan and MoA
Assumptions	It is assumed that the source documents will be timeously available as a means of verification, as per the SOP and guidelines.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	n/a
Reporting cycle	Quarterly and annually
Calculation type	Cumulative quarterly and year-to-date
Desired performance	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 the 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.
Indicator responsibility	Directorate: Programme Monitoring

Indicator 3.1.3

Indicator title	Number of NSF funded skills infrastructure development projects completed
Definition	Infrastructure refers to a) immovable assets which are acquired, constructed or result from construction operations; 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.

Indicator title	Number of NSF funded skills infrastructure development projects completed
Purpose	To report the number of completed NSF-funded skills infrastructure development.
Source of data	NSF quarterly consolidated and individual performance information report.
Method of calculation or assessment	A simple count of completed NSF-funded skills infrastructure development projects
Means of verification	Business plan and/or implementation plan, MoA and close-out report
Assumptions	It is assumed that the source documents will be timeously available as a means of verification, as per the SOP and guidelines.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	n/a
Reporting cycle	Quarterly and annually
Calculation type	Non-cumulative quarterly and year-to-date
Desired performance	To improve and integrate the PSET system to increase 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 the 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.
Indicator responsibility	Directorate: Programme Monitoring

Indicator 3.1.4

Indicator title	Number of NSF-funded skills infrastructure-related projects
Definition	Infrastructure related projects refer to services, equipment's, structures and facilities that are targeted and financially supported with the purpose of improving or developing the conditions of our PSET institutions so that they respond to the socio-economic needs or any other project with facilities upgrade.
Purpose	To report the number of NSF-funded skills infrastructure-related projects.
Contribute to outcome indicator	Number of NSF-funded skills infrastructure-related projects completed over the five-year strategic period
Source of data	NSF quarterly consolidated and individual performance information report.
Method of calculation or assessment	A simple count of NSF-funded skills infrastructure-related projects
Means of verification	Business plan and/or implementation plan, MoA
Assumptions	It is assumed that the source documents will be timeously available as a means of verification, as per the SOP and guidelines.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	n/a
Reporting cycle	Quarterly and annually
Calculation type	Non-cumulative quarterly and year-to-date
Desired performance	To improve and integrate the PSET system to increase 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 the 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.

Indicator title	Number of NSF-funded skills infrastructure-related projects
Indicator responsibility	Directorate: Programme Monitoring

Indicator 3.1.5

Indicator title	Number of NSF-funded skills infrastructure-related projects completed
Definition	Infrastructure refers to a) immovable assets which are acquired, constructed or result from construction operations; 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.
Purpose	To report the number of completed NSF-funded skills infrastructure-related projects.
Source of data	NSF quarterly consolidated and individual performance information report.
Method of calculation or assessment	A simple count of completed NSF-funded skills infrastructure-related projects
Means of verification	Business plan and/or implementation plan, MoA and project close-out report
Assumptions	It is assumed that the source documents will be timeously available as a means of verification, as per the SOP and guidelines.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	n/a
Reporting cycle	Quarterly and annually
Calculation type	Non-cumulative quarterly and year-to-date
Desired performance	To improve and integrate the PSET system to increase 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.
Indicator responsibility	Directorate: Programme Monitoring

Indicator 3.2.1

Indicator title	Number of capacity development projects funded by the NSF
Definition	Total number of capacity development projects that are funded by the NSF as per the approved implementation plan during the year.
Purpose	To report the number of capacity development projects that are funded as per the approved implementation plan
Contribute to outcome indicator	Number of NSF-funded capacity development projects completed over the five-year strategic period.
Source of data	NSF quarterly consolidated and individual performance information report
Method of calculation or assessment	A simple count of capacity development projects that are funded by the NSF as per the approved implantation plan
Means of verification	Business plan and/or implementation plan and MoA
Assumptions	It is assumed that the source documents will be timeously available as a means of verification, as per the SOP and guidelines.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a

Indicator title	Number of capacity development projects funded by the NSF
Spatial transformation	n/a
Reporting cycle	Quarterly and annually
Calculation method	Cumulative quarterly and year-to-date
Desired performance	To improve and integrate the PSET system to 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 the 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.
Indicator responsibility	Directorate: Programme Monitoring

Indicator 3.2.2

Indicator title	Number of NSF-funded PSET capacity development projects which achieved more than 60% of the envisaged outputs
Definition	Total number of NSF-funded PSET capacity development projects which achieved more than 60% of the envisaged outputs during the year.
Purpose	To report the number of NSF-funded PSET capacity development projects which achieved more than 60% of the envisaged outputs.
Source of data	NSF quarterly consolidated and individual performance information report.
Method of calculation or assessment	A simple count of NSF-funded PSET capacity development projects which achieved more than 60% of the envisaged outputs during year.
Means of verification	Business plan and/or implementation plan and MoA
Assumptions	It is assumed that the source documents will be timeously available as a means of verification, as per the SOP and guidelines.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	n/a
Reporting cycle	Quarterly and annually
Calculation method	Cumulative quarterly and year-to-date
Desired performance	To improve and integrate the PSET system to increase 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 the 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.
Indicator responsibility	Directorate: Programme Monitoring

Indicator 3.2.3

Indicator title	Number of NSF-funded PSET capacity development projects completed
Definition	Total number of NSF-funded PSET capacity development projects completed during the year
Purpose	To report the number of NSF-funded PSET capacity development projects completed during year
Source of data	NSF quarterly consolidated and individual performance information report.
Method of calculation or assessment	A simple count of NSF-funded PSET capacity development projects completed during the year
Means of verification	Business plan and/or implementation plan, MoA and project close-out report
Assumptions	It is assumed that the source documents will be timeously available as a means of verification, as per the SOP and guidelines.

Indicator title	Number of NSF-funded PSET capacity development projects completed
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	n/a
Reporting cycle	Quarterly and annually
Calculation method	Cumulative quarterly and year-to-date
Desired performance	To improve and integrate the PSET system to increase 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 the 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.
Indicator responsibility	Directorate: Programme Monitoring

Indicator 3.3.1

Indicator title	Number of NSF research interventions funded
Definition	Total number of NSF research interventions funded during the year
Purpose	To report the number of NSF research interventions funded during the year
Contribute to outcome indicator	Number of NSF-funded research projects completed over the five-year strategic period
Source of data	NSF quarterly consolidated and individual performance information report
Method of calculation or assessment	A simple count of research interventions that are funded by the NSF
Means of verification	Business plan and/or implementation plan and MoA
Assumptions	It is assumed that the source documents will be timeously available as a means of verification, as per the SOP and guidelines.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	n/a
Reporting cycle	Quarterly and annually
Calculation method	Cumulative quarterly and year-to-date
Desired performance	To improve and integrate the PSET system to increase 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.
Indicator responsibility	Directorate: Programme Monitoring

Indicator 3.3.2

Indicator title	Number of NSF-funded research projects that achieved 60% of the envisaged outputs
Definition	Total number of NSF-funded research projects that achieved 60% of the envisaged outputs during the year
Purpose	To report the number of NSF-funded research projects which achieved 60% of the envisaged outputs
Source of data	NSF quarterly consolidated and individual performance information report
Method of calculation or assessment	A simple count of research interventions that are funded by the NSF

Indicator title	Number of NSF-funded research projects that achieved 60% of the envisaged outputs
Means of verification	Business plan and/or implementation plan and MoA
Assumptions	It is assumed that the source documents will be timeously available as a means of verification, as per the SOP and guidelines.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	n/a
Reporting cycle	Quarterly and annually
Calculation Method	Cumulative quarterly and year-to-date
Desired performance	To improve and integrate the PSET system to increase 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.
Indicator responsibility	Directorate: Programme Monitoring

Indicator 3.3.3

Indicator title	Number of NSF-funded research projects completed
Definition	Total number of NSF research interventions completed during the year.
Purpose	To report the number of NSF research interventions completed during the year
Source of data	NSF quarterly consolidated and individual performance information report
	A simple count of research interventions that are completed by the NSF
Means of verification	Business plan and/or implementation plan and MoA and final close-out report and expenditure reports
Assumptions	It is assumed that the source documents will be timeously available as a means of verification, as per the SOP and guidelines.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	n/a
Reporting cycle	Quarterly and annually
Calculation Method	Cumulative quarterly and year-to-date
Desired performance	To improve and integrate the PSET system to increase 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.
Indicator responsibility	Directorate: Programme Monitoring

Indicator 3.3.4

Indicator title	Number of reports on the evaluation of the post-school education and training system (PSET) level of participation of social partners in the PSET system
Definition	Number of reports on the evaluation of the PSET level of participation of social partners in the PSET system improvement
Purpose	To report the level of participation of social partners in the PSET system
Source of data	NSF quarterly consolidated and individual performance information reports

Indicator title	Number of reports on the evaluation of the post-school education and training system (PSET) level of participation of social partners in the PSET system
Method of calculation or assessment	A simple count of reports on the evaluation of the PSET level of participation of social partners in the PSET system improvement
Means of verification	The evaluation reports report(s).
Assumptions	It is assumed that the source documents will be timeously available as means of verification, as per the SOP and guidelines.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	n/a
Reporting cycle	Quarterly and annually
Calculation type	Cumulative quarterly and year to date
Desired performance	To improve and integrate the PSET system to increase 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.
Indicator responsibility	Chief Directorate: Strategy, Innovation and Organisational Performance

Indicator 3.3.5

Indicator title	Number of PSET system improvement interventions formally evaluated
Definition	Number of PSET system improvement intervention formally evaluated
Purpose	To report the number of PSET system improvement intervention formally evaluated
Source of data	NSF quarterly consolidated and individual performance information report
Method of calculation or assessment	A simple count of PSET system improvement interventions formally evaluated
Means of verification	The evaluation study report(s)
Assumptions	It is assumed that the source documents will be timeously available as means of verification, as per the SOP and guidelines.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	n/a
Reporting cycle	Annually
Calculation type	Cumulative quarterly and year to date
Desired performance	To improve and integrate the PSET system towards to increase 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.
Indicator responsibility	Chief Directorate: Strategy, Innovation and Organisational Performance

ANNEXURES

ANNEXURE A: MATERIALITY AND SIGNIFICANCE FRAMEWORK

In terms of Treasury Regulation 28.3, read with section 55(2) related to materiality and section 54(2) related to significance of the PFMA, the NSF's accounting authority must develop and agree on a framework of acceptable levels of materiality and significance with the relevant executive authority.

The Standards of Generally Recognised Accounting Practice (GRAP) on Presentation of Financial Statements (GRAP 1) defines materiality as: Information is material when it could individually or collectively, influence the decisions or assessments of the users made on the basis of financial statements. Materiality depends on the nature or size of the omission or misstatement judged in the surrounding circumstances. The nature or size of the information item, or a combination of both could be the determining factor.

The ethical conduct of the NSF and staff is built on moral values such as trust, integrity, confidentiality and discretion and underpins our commitment to adhere to the highest possible acceptable norms and standards of society in all our dealings with our clients and stakeholders and the relationships with the organisation.

The NSF's staff members will refrain from any conduct, which may be prejudicial to the image, name and good standing of the NSF and will ensure that all activities will be done according to the legal framework of South Africa.

TREASURY REGULATION 28.3.1 "For purposes of material (section 55(2) of the PFMA) and significant (section 54(2) of the PFMA), the accounting authority must develop and agree a framework of acceptable levels of materiality and significance with the relevant executive authority."		
Legislative requirements		**Materiality & disclosure**
Section 55(2)	The annual report and financial statements referred to by PFMA subsections 55(1)(d) must – (a) Fairly present the state of affairs of the public entity, its business, its financial results, its performance against pre-determined objectives and its financial position as at the end of the financial year concerned.	Quantitative materiality figures **ensure fair presentation of the financial statements**, taking into account GRAP1. Materiality range derived: ➢ Between 0.25% and 0.75% of the total budgeted expenditure The entity is expenditure-driven as it is focused on service delivery through expenditure. Thus, it is appropriate to use total budgeted expenditure alone as the base amount. Figures relevant: Total budgeted expenditure based on the Fund's budget for the financial year ending 31/03/2023 and projected budget ending 31/03/2024. Year ending 31/03/2023: R3 960 342 000 Year ending 31/03/2024: R4 182 299 000 **2022/23 financial year:** Lowest range: Calculated as R990 085 500 *Calc:R3 960 342 000*0.25%* Highest range: Calculated as R2 970 256 500 *Calc:R3 960 342 000*0.75%* **2023/24 financial year:** Lowest range: Calculated as R1 045 574 750 *R4 182 299 000*25%* Highest range: Calculated as R3 36 724 250

TREASURY REGULATION 28.3.1 "For purposes of material (section 55(2) of the PFMA) and significant (section 54(2) of the PFMA), the accounting authority must develop and agree a framework of acceptable levels of materiality and significance with the relevant executive authority."		
Legislative requirements		**Materiality & disclosure**
		*R4 182 299 000*75%* <u>NSF materiality framework conclusion:</u> Based on judgement of NSF management, the risks identified and the knowledge of the business the proposed materiality figure is set as follows: **2022/23: R 990 085 500** **2023/24: R1 045 574 750**
Section 55(2)	The annual report and financial statements referred to by PFMA subsections 55(1)(d) must – (b) include particulars of – (i) any **material** losses through criminal conduct and any irregular expenditure and fruitless and wasteful expenditure that occurred during the financial year; (ii) any criminal or disciplinary steps taken as a consequence of such losses or irregular expenditure or fruitless and wasteful expenditure; (iii) any losses recovered or written off; (iv) any financial assistance received from state and commitments made by the state on its behalf;	➢ All losses through criminal conduct are included in the financial statements. ➢ Treasury Regulations 9.1.5 and 28.2.1 require the accounting authority to disclose all irregular expenditure incurred as a note to the annual financial statements. ➢ All criminal or disciplinary steps taken. ➢ All losses recovered or written off. ➢ All financial assistance received from the state (zero budget for 2022/23). ➢ Will disclose as prescribed when applicable.

TREASURY REGULATION 28.3.1 "For purposes of material (section 55(2) of the PFMA) and significant (section 54(2) of the PFMA), the accounting authority must develop and agree a framework of acceptable levels of materiality and significance with the relevant executive authority."		
Legislative requirements		**Materiality & disclosure**
	(v) any other matters that may be prescribed; and (c) include the financial statements of any subsidiaries.	➢ Not applicable.
Section 54(2)	Before a public entity concludes any of the following transactions, the accounting authority for the public entity must promptly and in writing inform the relevant treasury of the transaction and submit relevant particulars of the transaction to its executive authority for approval of the transaction – (a) establishment or participation in the establishment of a company; (b) participation in a significant partnership, trust, unincorporated joint venture or similar arrangement; (c) acquisition or disposal of a significant shareholding in a company; (d) acquisition or disposal of a significant asset; (e) commencement or cessation of a significant business activity; and (f) a significant change in the nature or extent of its interest in a significant partnership, trust, unincorporated point venture or similar arrangement.	➢ All transactions regarding establishment or participation in the establishment of a company. ➢ All participation transactions in a significant partnership, trust, unincorporated joint venture or similar arrangement. ➢ All transactions in any acquisition or disposal of a significant shareholding in a company. ➢ All transactions regarding acquisition or disposal of immovable assets. ➢ All business activity that is outside of the approved strategic plan and budget and would impact on the National Skills Fund's ability to fulfil its mandate. ➢ All participation transactions in a significant partnership, trust, unincorporated joint venture or similar arrangement.

ANNEXURE B: CHANGES TO THE 2022/23 ANNUAL PERFORMANCE PLAN

The following sub-programmes and output indicators have been added to the 2023/24 APP, each output indicator has been added with an accompanying Technical Indicator Description (TID)**.**

Programme 1: Administration

Output indicator	Reason for addition/revision	2020-2025 Strategic Plan outcome linkage	Proposed annual target for 2023/24
Sub-programme: 1.1 Chief Financial Officer			
1.1.1 Percentage of material audit findings addressed	To address material audit findings	Organisational sustainability	100%
1.1.2 Percentage of B-BBEE spend on targeted designated group in procurement of goods and services	To contribute the realisation of the regulatory requirements	Organisational sustainability	42%
1.1.3 Percentage of undisputed and valid invoices paid within 30 days from date of receipt	To improve efficiency and effectiveness and compliance	Organisational sustainability	100%
1.1.4 Percentage of new project MoAs that are registered on the NSF Finance Systems within 14 days upon receipt of project registration pack documentation	To improve the turn-around time on the registration of project, thus improving efficiency.	Organisational sustainability	100%
1.1.5 Percentage of tranche payment processed to contracted skills development providers within 30 days from date receipt of valid claim invoice	To improve efficiency and effectiveness and compliance to regulatory requirements.	Organisational sustainability	100%
Sub-programme 1.3: Human Resource Management			
1.3.2 Percentage of NSF staff trained in line with the approved workplace skills plan	To address skills gaps identified by the NSF staff thereby improving efficiency and effectiveness of NSF staff.	Organisational sustainability	100%

Indicator 1.1.1

Indicator title	Percentage of material audit findings addressed
Definition	Audit findings are the result of an audit to communicate what has been reported and the recommendations for improvement. Audit findings addressed refers to the implementation of identified activities defined in the audit action plan and is reported to the Audit Committee. For NSF to improve the overall audit outcome, material findings reported as matters affecting audit report in the management report must be addressed.
Source of data	External audit action plan

Indicator title	Percentage of material audit findings addressed
Method of calculation or assessment	(A) number of material audit findings addressed, divided by (/) (B) all material audit findings raised during the period under review, multiplied by (*) 100 = (Z) percentage of material audit findings addressed A/B * 100 = Z
Means of verification	Audit action plan, audit committee minutes, management report (external audit and internal audit report
Assumptions	All the material 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.
Disaggregation of beneficiaries	n/a
Spatial transformation	n/a
Reporting cycle	Quarterly and annually
Calculation type	Cumulative quarterly and year-to-date
Desired performance	By implementing the audit action plan, the NSF will obtain and improve its audit outcome, organisational effectiveness, efficiency and performance.
Indicator responsibility	Chief Financial Officer

Indicator 1.1.2

Indicator title	Percentage of B-BBEE spend on targeted designated group in procurement of goods and services
Definition	Measure the extent in which the NSF empowers targeted designated group in procurement of goods and services in terms of the preferential procurement regulations (PPR 2017). Targeted designated group refers youth, women and people with disabilities
Purpose	To report the percentage of B-BBEE spend on targeted designated group
Contribute to outcome indicator	Percentage of compliance to the PFMA and applicable regulations as per compliance report
Source of data	Central supplier database, approved demand management plan and procurement register
Method of calculation or assessment	(A) Number of approved contracts in line with the demand management plan and procurement register divided by (/) (B) Number of awarded contracts on targeted designated group during the period under review, multiplied by (*) 100 = (Z) percentage of B-BBEE spend on targeted designated group A/B * 100 = Z
Means of verification	Purchase orders and proof of payment
Assumptions	Specification/terms of reference will incorporate targets for designated groups (youth, women and people with disabilities)
Disaggregation of beneficiaries	Target for women: 30% Target for youth: 10% Target for people with disabilities: 2%
Spatial transformation	n/a
Reporting cycle	Quarterly
Calculation type	Cumulative
Desired performance	Empower and transform the designated groups (42% of the B-BBEE transactions spend on designated groups)
Indicator responsibility	Directorate: Supply Chain Management

Indicator 1.1.3

Indicator title	Percentage of valid invoices paid within 30 days from date of receipt
Definition	Valid invoices refer to invoices that are in line with the deliverable specified in the official purchase order, agreed by both parties and sign off by the end user or project manager.
Purpose	Percentage of compliance to the PFMA and applicable regulations as per compliance report
Contribute to outcome indicator	Percentage of compliance to the PFMA and applicable regulations as per compliance report over the strategic period five-year strategic period
Source of data	Invoice register
Method of calculation or assessment	(A) Number of undisputed and valid invoices received, divided by (/) (B) Number of invoices paid within 30 days, multiplied by (*) 100 = (Z) percentage of undisputed and valid invoices within 30 days. A/B * 100 = Z
Means of verification	proof of payment, disbursement reports, LOGIS/BAS report
Assumptions	End users will not delay invoices and submit them
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	n/a
Reporting cycle	Quarterly
Calculation type	Non-cumulative
Desired performance	To improve effectiveness and efficiency in the NSF while ensuring compliance
Indicator responsibility	Directorate: Supply Chain Management

Indicator 1.1.4

Indicator title	Percentage of new project MoAs that are registered on the NSF Finance Systems within 14 days upon receipt of project registration pack documentation
Definition	This indicator seeks to track the NSF's efficiencies in registration of new project MoAs on the NSF Finance Systems to enable the official commencement of implementation of project deliverables following the processing of first tranche payments and subsequent tranche payments after the registration of the new projects on the NSF Finance Systems. MoA is the signed agreement between the NSF and the skills development provider. Project registration pack documentation is defined as the documents required for new project registration as per the NSF signed new project checklist form with a stamped NSF Finance date of receipt. Registration of the new projects MoAs refers to the capturing of the new project details such as project name, project duration (start date and end date) contract value per the approved budget, cash flow budget on the NSF Finance Systems followed by the issuing of the unique NSF Project Reference Number once the project has been registered as per the above process. The NSF Finance Systems refers to Sage Pastel System and BAS.
Purpose	To report the percentage of registered new project MoAs on the NSF Finance systems within 30 days from the date of receipt to ensure efficiencies in turnaround times in the new project registration. In turn, this would allow for the processing of first tranche payments and subsequent tranche payments to enable efficiencies in the turnaround times of the

Indicator title	**Percentage of new project MoAs that are registered on the NSF Finance Systems within 14 days upon receipt of project registration pack documentation**
	official commencement of the implementation of the project deliverables by the skills development providers.
Contribute to outcome indicator	Percentage of compliance to the PFMA and applicable regulations as per compliance report over the strategic period five-year strategic period
Source of data	1. Schedule of the new project MoAs registered on the NSF Finance Systems 2. New project registration document packs per the signed new project checklist form 3. BAS (Basic Accounting System) and Sage Pastel reports of new project MoAs registered on these NSF Systems.
Method of calculation or assessment	The number of new project MoAs registered on the NSF Systems within 14 days from the date of receipt of the new project registration document Packs per the signed new project checklist form with the NSF Finance date stamp divided by (/) (B) total number of new project MoAs received multiplied by (*) 100 = (Z) Percentage of new project MoAs that are registered on the NSF Finance Systems within 14 days upon receipt of project registration pack documentation. A/B * 100 = Z
Means of verification	1. Schedule of new project MoAs registered on the NSF Systems indicating the project details, date of receipt of the new project MoAs and project registration document packs and the date of registration on the NSF Finance Systems 2. BAS and Sage Pastel reports of new project MoAs registered on these NSF Systems.
Assumptions	The new project registration document packs include all the required information for registration and all the financial systems (BAS and Pastel) are functioning effectively.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	n/a
Reporting cycle	Quarterly
Calculation type	Non-cumulative
Desired performance	All (100%) new project MoAs registered on the NSF Systems within 14 days from date of receipt of the project registration document pack
Indicator responsibility	Directorates: Financial Management & Administration and Fund Management

Indicator 1.1.5

Indicator title	**Percentage of tranche payment processed to contracted skills development providers within 30 days from date receipt of valid claim invoice**
Definition	**Service provider** is defined as: Skills development providers who have signed a Memorandum of Agreement (MoA) with NSF for the delivery of skills development implementation activities in respect of Programme 2 (Skills Development Funding) and Programme 3 (PSET Improvement Funding). This indicator seeks to track the NSF's efficiencies in processing tranche payments upon receipt of valid claim invoices in line with the agreed upon deliverables and interventions as per the MoA, Implementation Plan, and cash flow budget line items. Invoices that are valid are processed and paid within 30 days of receipt. The above indicator also seeks to ensure compliance with Section 38(1)(f) of the PFMA - "accounting officers must settle all contractual obligations and pay all money owing within the prescribed or agreed period"; Treasury Regulation 8.2.3 – prescribed period is 30 days from receipt of a claim invoice or another time period, as agreed. **Date of receipt is** the date as per the stamped NSF Finance date on the quarterly financial drawdown payment and first tranche letter request/payment pack. **Valid invoice is defined as:** 1. First tranche payment reports: The first tranche request letter signed by the skills development provider with a stamped NSF date of receipt will serve as the invoice claim. 2. In the case of the signed and approved quarterly financial report requesting payment: The signed drawdown claim form of quarterly financial reports serves is the invoice claim with a stamped NSF date of receipt on the quarterly Financial Report. **Invalid claims** mean claims that are not in accordance to point 1 to 2 above. **BAS reports are defined as:** The Basic Accounting System reports represents a listing report of grants disbursement payments made to skills development providers. **Sage Pastel reports are defined as:** Grants disbursement reports are listing report of grants disbursement payments made to skills development providers and drawn from the Sage Pastel System. Non-payment report quarterly drawdown report is defined as a signed and approved quarterly drawdown report where the skills development providers is not requesting a payment in the report.
Purpose	To report the percentage of tranche payment processed to contracted skills development providers that would have been paid within 30 days from date of receipt to ensure efficiencies in turnaround times in processing valid invoices received from skills development providers thereby ensuring compliance with 38(1)(f) of the PFMA and Treasury Regulation 8.2.3
Contribute to outcome indicator	Percentage of compliance to the PFMA and applicable regulations as per compliance report over the strategic period five-year strategic period
Source of data	1. Signed and approved first tranche reports with a clearly stamped NSF Finance date of receipt of the first tranche reports and quarterly

Indicator title	**Percentage of tranche payment processed to contracted skills development providers within 30 days from date receipt of valid claim invoice**
	financial reports. The first tranche request letter from the skills development provider with a stamped NSF Finance date of receipt will serve as the invoice claim. 2. Signed and approved quarterly financial reports (where a request for payment is made where the signed drawdown claim form of quarterly financial reports serves as the invoice claim. (Non-payment quarterly financial reports are not considered for the purpose of this indicator.) 3. BAS (Basic Accounting System payment reports and Sage Pastel reports on payments made to skills development providers.
Method of calculation or assessment	(A) Number of valid invoices processed in line with the agreed upon deliverables and interventions as per Memorandum of Agreement (MoA), implementation plan, and cash flow budget line items. and paid within 30 days from the date of receipt of the invoice. divided by (/) (B) total number of invoices received multiplied by (*) 100 = (Z) percentage of tranche payment process to contracted skills development providers within 30 days A/B * 100 = Z
Means of verification	1. First tranche payment reports: The first tranche request letter signed by the skills development provider with the stamped NSF date of receipt where the payment is made within 30 days on BAS and Pastel during 2023/24 financial year. 2. Signed and approved quarterly financial report requesting payment with a stamped NSF date of receipt where the payment is made within 30 days on BAS and Pastel during 2023/24 financial year. 3. Listing of payments made to skills development providers obtained from the BAS and Sage Pastel reports for the 2023/24 financial year.

Indicator title	**Percentage of tranche payment processed to contracted skills development providers within 30 days from date receipt of valid claim invoice**
Assumptions	Invoices submitted by skills development providers are valid and transversal systems are operational. Invoice claims submitted include all the required information for payment. and all the Financial Systems (BAS and Pastel) are functioning effectively Claims submitted by skills development providers are submitted on time as per the MoA signed between the NSF and SDPs and that the transactions recorded are in terms of the following assertions: • **Accuracy:** That the supporting documents (Invoice, contracts, registration template, for example) (Details – date, cost per unit, description, amount, for example) are accounted for and calculated correctly, agrees to the underlying documents (goods received note (GRN), delivery note, purchase order, requisitions, quotations, payslips, approved funding submission, for example) agrees with the amount paid as per the bank statement/cost centre without error. • **Classification:** The transaction recorded/accounted for within the quarterly financial report as per the invoice inspected and verified is allocated to the relevant line item of the budget as per the implementation plan. • **Completeness:** That all the relevant events/deliverables to which the project was subjected to were recorded. • **Cut-off**: That all transactions accounted for were recorded within the correct reporting period, i.e., within the quarter under review. • **Occurrence**: The transaction that has been recorded, pertains to the project deliverables as per the implementation plan and took place. • **Validity**: The recorded transaction was authorised by the relevant authority (the invoices were signed/stamped/approved).
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	n/a
Reporting cycle	Quarterly
Calculation type	Non-cumulative
Desired performance	All (100%) tranche payments processed and paid within 30 days from date of receipt of valid claim invoice
Indicator responsibility	Directorate: Financial Management & Administration & Fund Management

Indicator 1.3.2

Indicator title	**Percentage of NSF staff trained in line with the approved workplace skills plan**
Definition	Percentage of staff relates to the staff trained in relation to the whole NSF workforce. Training relates to any form of developmental intervention, including induction, workshops, formal training and/or coaching sessions.
Purpose	To measure the number of staff within the workforce being trained annually and ensure that all employees undertake training interventions per annum related to their job roles and performance development plans.

Indicator title	Percentage of NSF staff trained in line with the approved workplace skills plan
Contribute to outcome indicator	Obtain an unqualified audit opinion by the end of the five-year strategic period
Source of data	Approved workplace skills plan; training attendance registers (where applicable)
Method of calculation or assessment	(A) The number of staff trained during the year, divided by (/) (B) the total number of staff employed during the same year, multiplied by (*) 100 (70/100*100 =70%) = (Z) percentage of staff trained in line with the approved workplace skills plan. A/B * 100 = Z
Means of verification	Approved workplace skills plan
Assumptions	All staff employed undertake some form of developmental opportunity within a year related to their job roles and functions.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	n/a
Reporting cycle	Quarterly and annually
Calculation type	Cumulative quarterly and year-to-date
Desired performance	The intention of training staff is to have requisite capacity and skills within the NSF to implement the priorities outlined on the strategic plan and annual performance plan.
Indicator responsibility	Directorate: Human Resource Management

PROGRAMME 2: SKILLS DEVELOPMENT FUNDING

Below output indicators and TIDs were added to the 2023/24 APP

Output indicator	Reason for addition/revision	2020-2025 Strategic Plan outcome linkage	Proposed annual target for 2023/24
Sub-programme 2.1: Skills Development			
2.1.14 Turnaround time for project initiation	To measure and improve project initiation turnaround times	A skilled and capable workforce to support an inclusive growth path	6 months
2.1.15 Number of projects initiated per annum	To report the number of projects initiated per year	A skilled and capable workforce to support an inclusive growth path	50
2.1.16 Number of RFPs issued per annum	To report the number RFPs issues per year	A skilled and capable workforce to support an inclusive growth path	2
2.2.1 Number of SMMEs and co-operatives funded by NSF for skills development	The indicator was not reported in 2022/2023 APP. The purpose of the indicator is to measure the number of the SMMEs and co-operatives funded. This will contribute to realisation of the	Number of NSF-funded learners who completed their education and training through SMME and co-operative skills development initiatives over the five-year strategic period.	1 600

Output indicator	Reason for addition/revision	2020-2025 Strategic Plan outcome linkage	Proposed annual target for 2023/24
Sub-programme 2.1: Skills Development			
	outcome indicator as per the strategic plan		
2.2.4 Number of evaluation studies conducted on NSF-funded SMME and co-operative interventions	The indicator will be measured in the 2023/24 as per the revised strategic plan	A skilled and capable workforce to support an inclusive growth path	One evaluation study

Indicator 2.1.14

Indicator title	Turnaround time for project initiation
Definition	Number
Purpose	To report number of projects initiated within specific period
Contribution to outcomes indicator	Number of NSF-funded learners who completed for education and training over the strategic period five-year strategic period
Source of data	Approved portfolio plan and approved
Method of calculation or assessment	Simple count of projects initiated within specific timeframe
Means of verification	Minutes of the Funding Adjudication Committee (FAC) and approved submission
Assumptions	Projects will be initiated within specific timeframe
Disaggregation of beneficiaries	n/a
Spatial transformation	n/a
Reporting cycle	Non-cumulative
Calculation method	Annually
Desired performance	New projects initiated within specific timeframe
Indicator responsibility	Directorate: Initiation and Evaluation

Indicator 2.1.15

Indicator title	Number of projects initiated per annum
Definition	New projects
Purpose	Branch records and files on submissions processed
Contribution to outcome indicator	Number of NSF-funded learners who completed for education and training over the strategic period five-year strategic period
Source of data	Minutes of FAC and approved submission
Method of calculation or assessment	Simple count of projects initiated by the end of the financial year
Means of verification	Approved submission and minutes
Assumptions	NSF will continue to initiate projects
Disaggregation of beneficiaries	n/a
Spatial transformation	n/a
Reporting cycle	Non-cumulative
Calculation type	Annually
Desired performance	New projects initiated and approved by the Director-General
Indicator responsibility	Directorate: Initiation and Evaluation

Indicator 2.1.16

Indicator title	Number of RFPs issued per annum
Definition	Number of RFPS issued by the end of the financial year
Purpose	To report the number of RFPS issued
Contribution to outcome indicator	Number of NSF-funded learners who completed for education and training over the strategic period five-year strategic period
Source of data	Approved portfolio plan
Method of calculation or assessment	Simple count of RFPs issued per annum
Means of verification	Approved submission and RFPs
Assumptions	RPFs will be issued by end of financial year
Disaggregation of beneficiaries	n/a
Spatial transformation	n/a
Reporting cycle	Non-cumulative
Calculation type	Annually
Desired performance	New projects initiated and approved by the Director-General
Indicator responsibility	Directorate: Initiation and Evaluation

Indicator 2.2.1

Indicator title	**Number of SMMEs and co-operatives funded by NSF for skills development**
Definition	Total number of SMMEs and co-operatives that are funded by the NSF for skills development for a year. SMMEs refers 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. A co-operative 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 co-operative society is defined as a business owned and controlled equally by the people who uses its services or work for it.
Purpose	To report the number of SMMEs and co-operatives that are funded by the NSF for skills development
Contribution to outcome indicator	Number of NSF-funded learners who completed their education and training through SMME and co-operative skills development initiatives over the five-year strategic period
Source of data	NSF quarterly consolidated and individual performance information report
Method of calculation or assessment	A simple count of SMME and co-operative skills development that are funded by the NSF for skills development for period under review
Means of verification	Signed learner contract, ID copy and signed attendance register
Assumptions	It is assumed that the source documents will be timeously available as a means of verification, as per the SOP and guidelines.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	n/a
Reporting cycle	Quarterly and annually
Calculation type	Cumulative quarterly and year-to-date

Indicator title	Number of SMMEs and co-operatives funded by NSF for skills development
Desired performance	To support the growth and development of the SMMEs and co-operatives by providing access to PSET opportunities and creating access to education and training that supports the growth and development of the SMME and co-operative sector.
Indicator responsibility	Chief Directorate: Skills Development Implementation

Indicator 2.2.4

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

PROGRAMME: PSET SYSTEM IMPROVEMENT FUNDING

The below new output indicators and TIDs were added to the 2023/24 APP in line with the revised 2020-2025 Strategic Plan:

Output indicator	Reason for addition/revision	2020-2025 Strategic Plan outcome linkage	Proposed annual target for 2023/24
Sub-programme 3.3 Research and Constituency Development			
3.3.4 Number of reports on the evaluation of the PSET level of participation of social partners in the PSET system	The indicator will be measured in the 2023/24 as per the revised strategic plan.	An improved PSET system	One evaluation report
3.3.5 Number of PSET system improvement interventions formally evaluated	The indicator will be measured in the 2023/24 as per the revised strategic plan.	An improved PSET system	One evaluation report

Indicator 3.3.4

Indicator title	Number of reports on the evaluation of the PSET level of participation of social partners in the PSET system
Definition	Number of reports on the evaluation of the PSET level of participation of social partners in the PSET system improvement
Purpose	To report the level of participation of social partners in the PSET system
Source of data	NSF quarterly consolidated and individual performance information reports
Method of calculation or assessment	A simple count of reports on the evaluation of the PSET level of participation of social partners in the PSET system improvement
Means of verification	The evaluation reports report(s).
Assumptions	It is assumed that the source documents will be timeously available as means of verification, as per the SOP and guidelines.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	n/a
Reporting cycle	Quarterly and annually
Calculation type	Cumulative quarterly and year to date
Desired performance	To improve and integrate the PSET system to increase 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 the 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.
Indicator responsibility	Chief Directorate: Strategy, Innovation and Organisational Performance

Indicator 3.3.5

Indicator title	Number of PSET system improvement interventions formally evaluated
Definition	Number of PSET system improvement intervention formally evaluated
Purpose	To report the number of PSET system improvement intervention formally evaluated.
Source of data	NSF quarterly consolidated and individual performance information report
Method of calculation or assessment	A simple count of PSET system improvement interventions formally evaluated
Means of verification	The evaluation study report(s)
Assumptions	It is assumed that the source documents will be timeously available as means of verification, as per the SOP and guidelines.
Disaggregation of beneficiaries	Target for women: n/a Target for youth: n/a Target for people with disabilities: n/a
Spatial transformation	n/a
Reporting cycle	Annually
Calculation type	Cumulative quarterly and year to date
Desired performance	To improve and integrate the PSET system to increase 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 the 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.
Indicator responsibility	Chief Directorate: Strategy, Innovation and Organisational Performance

ANNEXURE C: DISTRICT DEVELOPMENT MODEL

Area of interven-tion	No.	Project description	Programme	District municipality	Location: GPS coordinates	Start date	Estimated completion date	Total estimated cost (R'000)	Project leader	Social partners: roles and responsibilities with each project
Programme to build, refurbish, maintain and expand TVET colleges	1.	New Greytown Campus Phase 2 Administration Block and Classroom	NSF Grant	Umzinyathi District Municipality	Greytown 29.0549 S, 30.6085 E	June 2022	November 2023	R143 210 248.90	Mr S Zungu Deputy Director-General: TVET	Municipality and local community via the project support committee
	2.	Bhambanana Campus Phase 2 Hall, Kitchen, Student Accommodation and Workshop	NSF Grant	Mkhanyakude District Municipality	Jozini 27°5'40.79"S, 32°9'49.41"E	March 2022	March 2024	R203 650 704.00		Municipality and local community via the project support committee
	3.	Vryheid Main Campus Classrooms and E-learning Block	NSF Grant and Capital Infrastructure Efficiency Grant	Zululand District Municipality	Vryheid 27°46'50.10"S, 30°48'1.49"E	June 2020	June 2024	R51 000 000.00		Municipality and local community via the project support committee
	4.	Giyani Campus Classrooms and E-learning Block	NSF Grant and Capital Infrastructure Efficiency Grant	Mopani District Municipality	Giyani 23°18'56.09" S 30°42'50.60" E	February 2022	October 2023	R48 000 000.00		Municipality and local community via the project support committee
	5.	Nkandla B Classrooms	NSF Grant and Capital Infrastructure Efficiency Grant	King Cetshwayo District Municipality	Nkandla 28°37'47.52"S, 31°5'4.67"E	February 2022	October 2023	R58 000 000.00		Municipality and local community via the project support committee
	6.	Tshwane North and South Peoples Republic of China Vocational Centre Project	NSF Grant and Capital Infrastructure Efficiency Grant	Tshwane District Municipality	Hammanskraal 25°23'21.83"S 28°15'25.75"E	March 2021	March 2023	R380 000.00		Municipality and local community via the project support committee
				Tshwane District Municipality	Soshanguve 25°31'1.76"S 28° 7'2.98"E					

Area of interven-tion	No.	Project description	Programme	District municipality	Location: GPS coordinates	Start date	Estimated completion date	Total estimated cost (R'000)	Project leader	Social partners: roles and responsibilities with each project
		Classrooms, Workshops & Student Areas		Tshwane District Municipality	Mamelodi 25°43'11.59"S 28°22'16.08"E					
				Tshwane District Municipality	Atteridgeville 25°46'4.90"S 28° 5'21.12"E					
				Tshwane District Municipality	Mabopane 25°31'32.13"S 28° 1'55.51"E					

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