Funding To Skill Our Nation

NATIONAL SKILLS FUND

STRATEGIC PLAN
2016/17 - 2020/21
FUNDING TO SKILL OUR NATION
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FOREWORD BY THE MINISTER

Education and Training remains a key driver of our economic development in South Africa. The National Development Plan (NDP), states that higher education is the major driver of the information/knowledge system, linking it with economic development. In his 2016 state of the nation address, the President recognised the uninspiring economic growth which is mainly driven by the tough global and domestic economic conditions. Therefore this requires effort from all driving sectors to ensure the implementation of remedial actions towards growth.

The White Paper for Post-School Education and Training (PSET) seeks to improve the capacity of the system to meet South Africa’s needs. It outlines policy directions to guide the Department of Higher Education and Training (DHET) and institutions for which it is responsible in order to contribute to building a developmental state with a vibrant democracy and a flourishing economy. It is also the thinking behind this, that the education system should not only provide knowledge and skills training required by the economy but that it should also contribute to develop thinking citizens, who can function effectively, creatively and ethically as part of a democratic society.

Our PSET institutions must continue to contribute and decisively execute their mandate in realizing this ideal. The National Skills Fund (NSF) is tasked with the responsibility of funding, which is focused on national priorities and providing resources to unlock and catalyse national human development potential. Significant achievements have been made through this institution over the past years. The recent unrests within our PSET system are an indicator that government needs to pace the implementation of its key decisions in providing citizens of this country an inclusive education system that will alleviate the anxieties experienced by its majority with regard to the future of their children.
The well-being and strategic position of the NSF will allow for a more efficient execution and coordination of its resources, this we hope to achieve during this period through the Siyaphambili project. This alignment remains a key driver without which a number of the Department’s strategic goals and objectives cannot be achieved. The continued contributions towards training and bursary allocations to students remain paramount. The NSF will continue to be guided by the acknowledgement of its broad role in investing in education and skills development, and a catalytic one as enshrined in the National Skills Development Strategy III.

Whilst much still needs to be achieved we can celebrate some of the achievements made through the NSF; this includes but is not limited to, the contributions made towards specialised professions in the medical and veterinary sciences, TVET infrastructure projects and allocations made towards the Department’s special projects which contribute across a wide range of PSET capacity building projects. These investments will continue to contribute towards the broader ideal of assisting people of South Africa, specifically our youth, to develop their skills and enhance their capabilities as an essential part of a sustainable strategy for tackling poverty.

In considering the current economic climate, the NSF should therefore be target-driven in its funding model to ensure for a much better response towards addressing government’s immediate priorities. Notwithstanding the need to continue progressively in programmes that will ensure sustainability in the PSET sector.

The National Skills Development Strategy III (NSDS) which seeks to promote a skills development system and architecture that effectively responds to the needs of the labour market and social equity, makes an important note on the history of worker education and training that needs to be supported and expanded. This worker initiated education and training can contribute to a workforce that is in a better position to understand the challenges facing the economic sectors in which they operate, which will then lead to the benefit of not only the workplace, but also our economy and developmental objectives of our country.

To give effect to this critical intervention, the Human Resource Development Council of South Africa established a dedicated task team on Worker Education, to investigate and make specific recommendations on sustainable interventions targeting workers, and the NSF has on an ad-hoc basis funded worker education and training interventions, through the Workers’ College and Ditsela. More work still needs to be done on this area.

I’m most certain that the White Paper will provide an opportunity for all education institutions, including the NSF, who will be responsible for skills development aligned to national development strategies and priorities, including building linkages within the skills systems and providing funds for government strategies such as youth programmes, building small businesses and co-operatives and rural development.

The pathway towards realising all these ideals is before us, it remains for us as custodians of this task to continue utilizing our collective efforts towards delivering a fully inclusive post-school system to all that will allow access to relevant Post-School Education and Training in order to fulfil the economic and social goals of participation in an inclusive economy and society.

DR BE NZIMANDE, MP
MINISTER OF HIGHER EDUCATION AND TRAINING
FOREWORD BY THE DEPUTY MINISTER

South Africa is blessed with abundance of different natural resources in the form of fruit and vegetables and mineral resources, but still with all those raw material our poverty levels are still soaring. This is a concern that we need to address as the people who are mandated with the key task of skilling our nation.

We are on a regular basis exporting gold and diamond to other countries. Again on a regular basis we export fruit to other countries. This might be good as we export some of these products for consumption as raw material, but, when we export gold and diamonds, those products are taken to other countries to be processed into secondary products such as wedding and engagement rings, expensive necklaces and earrings and so forth. These finished products are then brought back to South African markets. They leave our country as precious minerals without value because we are lacking when it comes to agro-processing and adding to the value chain. This is an economic barrier that disempowers us directly as a fortunate country.

Products such as fruit and vegetables are seasonal, they come and go every year. Fruit trees may die out, but new ones can be planted and production of agricultural products will go on forever as long as there is land available for such production. With minerals, it is a once-off harvest; the more we are mining and exporting primary products, the more we are disempowering our own grandchildren and great-grandchildren, still to be born, because mineral resources are not replaceable. Our country will be left with dungeons and mine heaps that our future generations will have nothing to show for.
International trade is good for relations too, but why should we import what we can produce ourselves? We have mines that are producing manganese, copper and more raw material, but we still import teaspoons. In fact it is like we will soon be importing anything and everything. Let us rather skill our nation to manufacture our own goods.

Today lays the foundation for the future functionality of our country. Let us skill our nation for the sake of the next generations. As the Department of Higher Education and Training, we have the financial muscle, albeit limited, and support structures in the form of our TVET Colleges both public and private to achieve the goal of skilling our nation.

The statistical information available from Statistics South Africa and other research done by different organisations, show the specific areas that are highly affected by lack of skills leading to unemployment.

The main purpose of this strategic plan is to try and focus on the grey areas within our country in terms of skills development, where and what we have tried to address in the previous years, how effective we have been, where we lacked and why, and try to pave a way forward. The long-term objectives determined in the strategic plan document are in line with the vision and mission as laid out in the National Development Plan (NDP), National Skills Development Strategy III and Midterm Strategic Framework (MTSF). This will also ensure that the implementation of the operational plan derived from this strategic plan achieves something towards the overall vision of the Department.

Sometimes we fail to achieve our goals not because of insufficient resources but because we do not have a focused plan to apply those resources effectively. One milestone which matters is skills development. It creates and maintain jobs, it feeds families, ensures a healthy livelihood leading into other future skilled generations and the chain continues.

This strategic plan will guide us on how to address skills development in our country. It should also bind us towards an impact assessment so that we will be able to know the operational effect of the implementation plan come the end of the five-year period.

MR MC MANANA
DEPUTY MINISTER OF HIGHER EDUCATION AND TRAINING
INTRODUCTION AND STRATEGIC OVERVIEW BY THE DIRECTOR-GENERAL

This strategic plan will help to set in motion and shape our departmental priorities in the months and years ahead; a period which we approach with optimism and enthusiasm. The National Skills Fund (NSF), a catalytic fund, enabling the state to drive key skills strategies to overcome skills shortage in the country, plays a significant role in contributing towards the achievement of the country’s developmental objectives by providing funding for national skills development.

The White Paper sets out strategies to improve the capacity of the Post-School Education and Training system (PSET) to meet the needs of South Africans. Access to quality post-school education is a significant factor in fighting poverty and inequality in any society. This document also outlines the policy to guide the Department of Higher Education and Training (DHET), and the institutions for which it is responsible in order to contribute to building a developmental state with a vibrant democracy and flourishing economy.

The NSF continues to further its mandate as defined by the prescripts of the NSDS III by utilising its funds for skills development in public education and training institutions, in order to ensure sustainable access to learning opportunities for our country’s youth.

This has been achieved by investing in the establishment of new TVET College campuses, expansion of TVET colleges programme offerings and awarding of bursaries in partnership with the National Student Financial Aid Scheme (NSFAS) and National Research Foundation (NRF) towards scarce and critical skills programmes.

The National Development Plan (NDP) is the most important single strategy to which all strategies of Government must be aligned. By assisting in promoting strategic partnerships and innovation in project delivery and driving change towards partnership-based programmes, the NSF supports the objectives and actions of the NDP which are aimed at improving the education, training and innovation system.

I wish to thank the Minister of Higher Education and Training, Dr Blade Nzimande, and the Deputy Minister, Mr Mduduzi Manana for their unwavering support and leadership of the Department. I call upon the Department and the rest of the NSF leadership and staff to put their shoulder to the wheel to realise these goals and objectives.

MR GF QONDE
DIRECTOR-GENERAL OF THE DEPARTMENT OF HIGHER EDUCATION AND TRAINING
OFFICIAL SIGN-OFF

It is hereby certified that this Strategic Plan:

1. Was developed by the management of the National Skills Fund under the guidance of the Minister of Higher Education and Training, Dr BE Nzimande, MP.
2. Takes into account all the relevant policies, legislation and other mandates for which the National Skills Fund is responsible.
3. Accurately reflects the strategic outcome oriented goals and objectives which the National Skills Fund will endeavour to achieve over the period 2016/17 to 2020/21.

MR W MINNIE
Chief Financial Officer: National Skills Fund

MR MV MACIKAMA
Executive Officer: National Skills Fund

MR GF QONDE
Director-General of the Department of Higher Education and Training
Accounting Authority of the National Skills Fund

APPROVED BY:

MR MC MANANA, MP
Deputy Minister: Higher Education and Training

DR BE NZIMANDE, MP
Minister: Higher Education and Training
PURPOSE OF THIS DOCUMENT

The National Skills Fund’s (NSF) Strategic Plan highlights the NSF’s strategic foundation as well as performance and financial plan for the period 1 April 2016 to 31 March 2021. It is the outcome of an annual planning process which sets targets for the first year as well as projections for the rest of the five-year period. The strategic elements, namely the NSF’s vision, mission and values, represent the long-term direction that guides the annual planning process. These strategic elements are normally reviewed over five-year periods.

The Strategic Plan has been compiled based on the requirements of the Public Finance Management Act (PFMA), the Treasury Regulations and the guidelines in the following frameworks as published by the National Treasury:

- Framework for Strategic Plans and Annual Performance Plans (dated August 2010)
- Framework for Managing Programme Performance Information (dated May 2007)

This Strategic Plan will guide the work of the National Skills Fund and serves as a basis for an assessment of the Fund’s performance by stakeholders over the strategic period: 1 April 2016 to 31 March 2021 and beyond, taking into consideration the implementation of the White Paper for Post-School Education and Training.
BACKGROUND ON THE DEVELOPMENT OF THE STRATEGIC PLAN AND ANNUAL PERFORMANCE PLAN

The development of the NSF’s strategic plan and annual performance plan has been premised on the Framework for Strategic Plans and Annual Performance Plans published by the National Treasury. The following graph has been extracted from the Framework for Strategic Plans and Annual Performance Plans with an indication as to how the NSF’s strategic plan and annual performance plans are aligned to the Framework.

Contribute towards creating employment and reducing inequality and poverty.

The NSF’s key beneficiaries can be categorised as follows:
1. The learners funded by NSF for skills development; and
2. The PSET system through which the skills of learners are developed.

The expected consequence of achieving specific outputs due to providing funding for skills development initiatives to the benefit of the key beneficiaries are the following:
1. For the learners funded by NSF: The attainment of employment (or self-employment) as a result of successfully acquiring relevant skills
2. For the PSET system: An expanded, more effective and integrated PSET system

ALL OF THE ABOVE ARE INCAPSULATED IN THE FOLLOWING STRATEGIC GOAL: OUTCOME 5: A SKILLED AND CAPABLE WORKFORCE TO SUPPORT AN INCLUSIVE GROWTH PATH.

Note: The PSET system produces a skilled and capable workforce for the labour market (incl. self-employment) and therefore to expand and to make the PSET system more effective and integrated directly contributes to the outcome orientated strategic goal above.

The final product of the NSF is in the main the following:
1. Number of NSF funded learners that completed their education and training through the NSF’s skills development initiatives;
2. Number of co-operatives and SMMEs that benefitted from the NSF’s skills development initiatives;
3. Number of workers that were educated through the NSF’s skills development initiatives;
4. A variety of outputs produced through NSF funded projects aimed at expanding, improving effectiveness and integrating the PSET system (incl. skills infrastructure development), and
5. A variety of outputs produced through NSF funded skills development research, innovation and communication projects.

The NSF performs the following activities to achieve the desired outputs:

The NSF plans skills development initiatives to be funded, initiates such skills development initiatives, monitors the execution thereof to achieve the outputs and evaluate the final output and outcome thereof.

The NSF uses the following resources to produce the desired outputs:
1. The NSF uses funding to deliver skills development initiatives, received in the main through skills development levies;
2. The NSF employs human capacity to manage and support the delivery of the desired output through the skills development initiatives; and
3. The NSF utilises technology (ICT systems) to improve efficiency in the delivery of skills development initiatives.
In order to further understand the NSF’s strategic plan and annual performance plans, it is important to distinguish between strategic goals, strategic objectives and budget programmes as contained in the Framework for Strategic Plans and Annual Performance Plans. This understanding is important as the performance targets that are set on the strategic goals, strategic objectives and budget programmes are measured at different timeframes and through different mechanisms and will therefore be reported on differently as guided by the Framework for Strategic Plans and Annual Performance Plans. The table below sets out differences as contained in the Framework for Strategic Plans and Annual Performance Plans:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>BASIS</th>
<th>TARGET TIME-FRAME</th>
<th>MEASUREMENT TIME-FRAME</th>
<th>MEASUREMENT MECHANISMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Goals</td>
<td>Outcome-based</td>
<td>Medium to longer term targets.</td>
<td>Measured over longer term periods, usually after a strategic period has been completed with identified outcome-based performance indicators. The Framework does not require targets for strategic goals to be broken down into annual and quarterly targets in the annual performance plans and hence reporting thereon is not required in the Annual Report.</td>
<td>Measured mainly through a series of outcome evaluations (end-term reviews).</td>
</tr>
<tr>
<td>Strategic Objectives</td>
<td>Output-based</td>
<td>Annual to medium term.</td>
<td>Measured annually and over the medium term with identified output-based performance indicators. The Framework does not require targets for strategic objectives to be broken down into quarterly targets in its annual performance plans, however reporting thereon on an annual basis in the Annual Report is required.</td>
<td>Final outputs are measured mainly at the end with a close-out report and evaluation, although interim outputs are measured on an ongoing basis at defined intervals.</td>
</tr>
<tr>
<td>Budget Programmes</td>
<td>Intermediary Output, Activities and Inputs-based</td>
<td>Annual and quarterly</td>
<td>Measured annually and quarterly. The Framework requires targets for budget programmes to be broken down into annual targets and encourages it to be broken down into quarterly targets. Reporting thereon in the Annual Report and Quarterly Reports is required. Internal monitoring thereof in the Operational Plans is also performed.</td>
<td>Core activities and inputs are measured on an ongoing basis (usually monthly or quarterly) through the various monitoring reports.</td>
</tr>
</tbody>
</table>
The NSF's approach in the formulation of strategic goals, budget programmes and strategic objectives are further explained below:

1. STRATEGIC GOALS

In terms of the Framework for Strategic Plans and Annual Performance Plans strategic goals should be outcomes orientated and should focus on impacts and outcomes. Outcomes oriented goals identify areas of institutional performance that are critical to the achievement of the mission. They should stretch and challenge the institution, but must be realistic and achievable. A strategic outcomes oriented goal should ideally be written as a statement of intent that is specific, measurable, achievable, relevant and time-bound (SMART).

The NSF has set for itself one outcome orientated strategic goal to be achieved over the next 5 years, which is premised on Outcome 5: A skilled and capable workforce for an inclusive growth path.

In achieving this all-encapsulating strategic outcome orientated goal, the following main outcome orientated performance indicators will be evaluated per key beneficiary category as outlined below:

<table>
<thead>
<tr>
<th>STRATEGIC GOAL</th>
<th>KEY BENEFICIARY CATEGORY</th>
<th>PERFORMANCE INDICATORS (OUTCOME-BASED)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A skilled and capable workforce for an inclusive growth path.</td>
<td>NSF Funded Learners</td>
<td>The number of NSF funded learners that are employed (or self-employed) after completion of their education and training through the skills development initiatives funded by NSF.</td>
</tr>
<tr>
<td></td>
<td>PSET system</td>
<td>Percentage of priority projects aimed at expanding, integrating and improving the effectiveness of the PSET system that have successfully achieved the envisaged outcomes.</td>
</tr>
</tbody>
</table>

In terms of the Framework strategic goals are longer term goals as is the case with the NSF’s strategic goal. Therefore the NSF’s strategic goal will only be measured after completion of the 5 year strategic period through an end-of-term review of the outcomes of the skills development initiatives funded by the NSF. As guided by the Framework, the NSF will only measure the outcomes of the skills development initiatives it has funded, limited to the beneficiaries within its reach through those skills development initiatives funded.
2. STRATEGIC OBJECTIVES

In order to achieve the NSF’s strategic goal, strategic objectives have been set, clearly stating what the NSF intends on producing to achieve its strategic goal. These strategic objectives are stated in the form of output statements as required in terms of the Framework for Strategic Plans and Annual Performance Plans and are mainly premised on the following output performance indicators that the NSF produces through its skills development initiatives funded:

<table>
<thead>
<tr>
<th>STRATEGIC OBJECTIVES</th>
<th>PERFORMANCE INDICATORS (OUTCOME-BASED)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Objective 1: Skills development towards priority occupations.</td>
<td>Number of NSF funded learners that completed their education and training towards priority occupations over the 5 year strategic period.</td>
</tr>
<tr>
<td>Strategic Objective 2: Rural skills development</td>
<td>Number of NSF funded learners from rural areas that completed their education and training over the 5 year strategic period.</td>
</tr>
<tr>
<td>Strategic Objective 3: SMME and Co-operative skills development</td>
<td>Number of SMMEs and co-operatives that benefitted from NSF funded skills development initiatives over the 5 year strategic period.</td>
</tr>
<tr>
<td>Strategic Objective 4: Community-based skills development</td>
<td>Number of NSF funded learners that acquired skills through NSF funded community-based skills development initiatives over the 5 year strategic period.</td>
</tr>
<tr>
<td>Strategic Objective 5: Worker Education</td>
<td>Number of workers educated through worker education initiatives of the 5 year strategic period.</td>
</tr>
<tr>
<td>Strategic Objective 6: An expanded, integrated and effective PSET system</td>
<td>Percentage of priority projects aimed at expanding, integrating and improving the effectiveness of the PSET system (excl. skills infrastructure development) that have successfully achieved the envisaged outputs.</td>
</tr>
<tr>
<td>STRATEGIC OBJECTIVES</td>
<td>PERFORMANCE INDICATORS (OUTCOME-BASED)</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Strategic Objective 7: Skills infrastructure development</td>
<td>Percentage of priority projects aimed at expanding, integrating and improving the effectiveness of the PSET system through skills infrastructure development that have successfully achieved the envisaged outputs.</td>
</tr>
<tr>
<td>Strategic Objective 8: Skills development research, innovation and communication</td>
<td>Percentage of skills development research, innovation and communication projects that have successfully achieved the project outputs.</td>
</tr>
</tbody>
</table>
| Strategic Objective 9: Improve NSF’s efficiency and effectiveness through an improved organisational structure | I) Percentage of key positions filled (%)  
II) Percentage of other positions filled (%)  |
| Strategic Objective 10: Improve NSF’s efficiency and effectiveness through technology | Percentage of key ICT needs implemented (%)                                                         |
3. BUDGET PROGRAMMES

In terms of the Framework for Strategic Plans and Annual Performance Plans, budget programmes and sub-programmes should be developed that are aligned to the main areas of service delivery responsibility within the institution’s mandate.

The NSF has developed a budget programme and sub-programme structure that is premised on the two main areas of service delivery responsibility as contained within the NSF’s mandate, namely:

i) Budget Programme 1: Funding Skills Development

Aligned to NSF’s mandate in section 28(1) and 30B of the Skills Development Act, 1998, (Act No. 97 of 1998), which stipulates the following:

1. To fund projects identified in the National Skills Development Strategy as national priorities;
2. To fund projects related to the achievement of the purposes of the Skills Development Act as the Director-General determines; and
3. To fund any activity undertaken by the Minister to achieve a national standard of good practice in skills development.

ii) Budget Programme 2: NSF Business Excellence (Administrative Programme)

Aligned to NSF’s mandate as stipulated in section 28(3) of the Skills Development Act, 1998, (Act No. 97 of 1998), which stipulates the following:

To administer the Fund within the prescribed limit (section 28(3) of the Skills Development Act). Regulations to prescribe the limit for the administration of the Fund at 10% of revenue have been approved and published in Notice No. R.1030, Government Gazette No. 33740 dated 8 November 2010.

Programme 1: Funding Skills Development has been further developed into four sub-programmes, which are constituent parts of the main budget programmes. The sub-programmes define the services or activities which contribute to the achievement of the objectives of the programme of which it forms a part.

The performance indicators for the NSF’s budget programmes are the following:
<table>
<thead>
<tr>
<th>BUDGET PROGRAMME</th>
<th>BUDGET SUB-PROGRAMME</th>
<th>PERFORMANCE INDICATORS (INTERMEDIARY OUTPUT, ACTIVITY AND INPUT-BASED)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Skills Development</td>
<td>Education and training</td>
<td>i) Number of learners funded by NSF for education and training.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ii) Number of learners funded by NSF for education and training towards priority occupations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>iii) Number of learners from rural areas funded by NSF for education and training.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>iv) Number of SMMEs and co-operatives funded by NSF for skills development.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>v) Number of learners funded by NSF for skills development through community-based skills development initiatives.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>vi) Number of workers funded by NSF for worker education.</td>
</tr>
<tr>
<td>PSET system development, capacity building and support</td>
<td></td>
<td>i) Percentage of NSF funded projects aimed at expanding, integrating and improving the effectiveness of the PSET system (excl. skills infrastructure development projects) with a clear business plan and value for money budget breakdown.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ii) Percentage of NSF funded projects aimed at expanding, integrating and improving the effectiveness of the PSET system (excl. skills infrastructure development) where the actual project expenditure to date is in line with the actual project performance to date.</td>
</tr>
<tr>
<td>Skills infrastructure development</td>
<td></td>
<td>i) Percentage of NSF funded skills infrastructure development projects with a clear business plan and value for money budget breakdown.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ii) Percentage of NSF funded skills infrastructure development projects where the actual project expenditure to date is in line with the actual project performance to date.</td>
</tr>
<tr>
<td>Skill development research, innovation and communication</td>
<td></td>
<td>i) Percentage of NSF funded research, innovation and communication projects where the actual project expenditure to date is in line with the actual project performance to date.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ii) Percentage of NSF funded research, innovation and communication projects where the actual project expenditure to date is in line with the actual project performance to date.</td>
</tr>
<tr>
<td>NSF Business Excellence</td>
<td>N/A. No budget sub-programme.</td>
<td>i) Percentage of key positions filled (%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ii) Percentage of other positions filled (%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>iii) Percentage of key ICT needs implemented (%)</td>
</tr>
</tbody>
</table>
4. LINKING STRATEGIC GOALS, STRATEGIC OBJECTIVES AND BUDGET PROGRAMMES

It is important to understand that strategic goals, strategic objectives and budget programmes are linked to each other. The successful achievement of NSF’s budget programme targets (which are measured on a quarterly basis), will lead to the successful achievement of the NSF’s strategic objective targets (which are measured on an annual or 5 year strategic period basis) and ultimately to the achievement of the NSF’s strategic goal targets.

NSF MANDATE

Successful achievement of budget programme targets

Input, activities and intermediary output based

Measured quarterly

Successful achievement of strategic objective targets

Output based

Measured annually or every 5 years

Successful achievement of strategic goal targets

Outcome based

Measured every 5 years