NATIONAL SKILLS FUND STRATEGIC PLAN AND ANNUAL PERFORMANCE PLAN DASHBOARD

STRATEGIC GOAL: A SKILLED AND CAPABLE WORKFORCE TO SUPPORT AN INCLUSIVE GROWTH PATH.

**PROGRAMME 1: FUNDING SKILLS DEVELOPMENT**

**NSF MANDATE** (Derived from the Skills Development Act, 1998 (Act No. 97 of 1998))

**SUB-PROGRAMME 1.1: EDUCATION AND TRAINING**

**SUB-PROGRAMME 1.2: PSET SYSTEM DEVELOPMENT AND CAPACITY BUILDING**

**SUB-PROGRAMME 1.3: SKILLS INFRASTRUCTURE DEVELOPMENT**

**SUB-PROGRAMME 1.4: SKILLS DEVELOPMENT RESEARCH, INNOVATION AND COMMUNICATION**

**PROGRAMME 2: NSF BUSINESS EXCELLENCE (ADMINISTRATIVE PROGRAMME)**

**PROGRAMME INDICATORS AND TARGETS**

**OUTPUT BASED**

**TARGET 1:** 36 000 NSF funded learners to complete their education and training towards priority occupations over the 5 year strategic period.

**TARGET 2:** 36 000 NSF funded learners from rural areas to complete their education and training over the 5 year strategic period.

**TARGET 3:** 1 000 SAMSETs and Co-operatives to benefit from NSF funded skills development initiatives over the 5 year strategic period.

**TARGET 4:** 7 000 NSF funded learners that acquired skills through community based skills development initiatives over the 5 year strategic period.

**TARGET 5:** 5 400 workers to be educated through worker education initiatives over the 5 year strategic period.

**TARGET 6:** 100% 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.

**TARGET 7:** 100% of priority projects aimed at expanding, integrating and improving the effectiveness of the PSET system through skills infrastructure development that have achieved the envisaged outputs.

**TARGET 8:** 100% of skills development research, innovation and communication projects have successfully achieved the project outputs.

**TARGET 9:** 90% of key positions filled.

**TARGET 10:** 80% of other positions filled.

**TARGET 11:** Implement 90% of key ICT needs.

**INPUT & ACTIVITY BASED**

**TARGET 12:** 12 400 learners funded by NSF for education and training over the 5 year strategic period.

**TARGET 13:** 1 000 SAMSETs and Co-operatives funded by NSF for skills development over the 5 years strategic period.

**TARGET 14:** 7 000 learners funded by NSF for skills development through community-based skills development initiatives over the 5 year strategic period.

**TARGET 15:** 3 300 learners funded by NSF for education and training towards priority occupations over the 5 year strategic period.

**TARGET 16:** 1 000 learners funded by NSF for education and training towards priority occupations over the 5 year strategic period.

**TARGET 17:** 7 000 learners funded by NSF for education and training over the 5 year strategic period.

**TARGET 18:** 7 500 learners funded by NSF for education and training over the 5 year strategic period.

**TARGET 19:** 10 000 learners funded by NSF for skills development through community based skills development initiatives over the 5 year strategic period.

**TARGET 20:** 3 300 learners funded by NSF for education and training towards priority occupations over the 5 year strategic period.

**TARGET 21:** 1 000 SAMSETs and Co-operatives funded by NSF for skills development over the 5 years strategic period.

**TARGET 22:** 7 000 learners funded by NSF for education and training over the 5 year strategic period.

**TARGET 23:** 7 500 learners funded by NSF for education and training over the 5 year strategic period.

**TARGET 24:** 10 000 learners funded by NSF for skills development through community-based skills development initiatives over the 5 year strategic period.

**TARGET 25:** 3 300 learners funded by NSF for education and training towards priority occupations over the 5 year strategic period.

**TARGET 26:** 1 000 SAMSETs and Co-operatives funded by NSF for skills development over the 5 years strategic period.

**TARGET 27:** 7 000 learners funded by NSF for education and training over the 5 year strategic period.

**TARGET 28:** 7 500 learners funded by NSF for education and training over the 5 year strategic period.

**TARGET 29:** 10 000 learners funded by NSF for skills development through community based skills development initiatives over the 5 year strategic period.
PART A: STRATEGIC OVERVIEW
1. **OUR VISION**
   Skilling our nation.

2. **OUR MISSION**
   To provide funding for national skills development towards a capable workforce for an inclusive growth path.

3. **OUR 7 VALUES**
   The National Skills Fund upholds the following 7 values:
   
   1. Passion
   2. Integrity
   3. Collaborative
   4. Accountability
   5. Service Excellence
   6. Objective
   7. Developmental
4. LEGISLATIVE AND OTHER MANDATES

POLICY

WHITE PAPER ON POST SCHOOL EDUCATION AND TRAINING

SKILLS ACCORD & YOUTH EMPLOYMENT ACCORD

SKILLS DEVELOPMENT ACT

NDP VISION FOR 2030

EASY ACCESS TO EDUCATION TO PARTICIPATE MEANINGFULLY IN OUR COUNTRY'S SOCIAL AND ECONOMIC LIFE

HDRDSSA II

MTSF

NSDS III

10 YEAR INNOVATION PLAN

RURAL DEVELOPMENT

IPAP

NGP

SIP’s

LEGISLATIVE MANDATE

SDL Act

PFMA & TR’s

SETA Grant Regulations
4.1. LEGISLATIVE MANDATE

i) Established in terms of the Skills Development Act

The National Skills Fund was established in 1999 in terms of section 27(1) of the Skills Development Act, 1998 (Act No. 97 of 1998), stating the following: “The National Skills Fund is hereby established”. The National Skills Fund is thereby not established with legal persona.

In terms of section 29(1) of the Skills Development Act, 1998 (Act No. 97 of 1998), the Director-General of the Department of Higher Education and Training is the accounting authority of the Fund as contemplated by section 49(2)(b) of the Public Finance Management Act, 1999 (Act No. 1 of 1999).

In terms of section 29(1)(d) of the Skills Development Act, 1998 (Act No. 97 of 1998), the Director-General of the Department of Higher Education and Training must, subject to the laws governing the public service, appoint the executive officer of the Fund who will, upon such appointment, be in the employ of the public service.

ii) Listed as a Schedule 3A public entity in terms of the PFMA

On 12 October 2012, the Minister of Finance listed the National Skills Fund as a Schedule 3A public entity in terms of the Public Finance Management Act, 1999 (Act No. 1 of 1999) (PFMA), retrospectively effective from 1 April 2012 (Notice number 821 in the Government Gazette No. 35759).

The listing of the National Skills Fund as a public entity does not determine the legal persona status of the National Skills Fund, but prescribes the compliance framework that the Fund must adhere in terms of the PFMA. The legal persona status is determined by the Fund’s founding legislation, namely the Skills Development Act, 1998 (Act No. 97 of 1998).

iii) Mandate of the National Skills Fund

The money of the Fund may be used for the primary objectives as defined by the prescripts of the Skills Development Act, 1998 (Act No. 97 of 1998) namely:

1. To fund projects identified in the National Skills Development Strategy as national priorities (section 28(1) of the Skills Development Act);
2. To fund projects related to the achievement of the purposes of the Skills Development Act as the Director-General determines (section 28(1) of the Skills Development Act);
3. To fund any activity undertaken by the Minister to achieve a national standard of good practice in skills development (section 30B of the Skills Development Act); and
4. 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.

iv) Revenue Sources of the National Skills Fund

The current main revenue sources for the National Skills Fund are:
1. 20% of the skills development levies as contemplated in the Skills Development Levies Act, 1999 (Act No. 9 of 1999);
2. Interest earned on investments held at the Public Investment Corporation; and
3. Uncommitted surpluses of the SETAs that are transferred to the National Skills Fund in terms of SETA grant regulation 3(12).
The National Skills Fund may also receive revenue from the following sources:

1. The skills development levies collected and transferred to the Fund, in terms of the Skills Development Levies Act, 1999 (Act No. 9 of 1999) in respect of those employers or sectors for which there are no SETAs;
2. Money appropriated by Parliament for the Fund;
3. Donations to the Fund; and
4. Money received from any other source.

**v) Retention of Accumulated Surplus**

In terms of section 29(3) of the Skills Development Act, 1998 (Act No. 97 of 1998) the unexpended balance in the Fund at the end of the financial year must be carried forward to the next financial year as a credit to the Fund.

**vi) Policy: Generic National Artisan Learner Grant Funding and Administration System**

The Policy: Generic National Artisan Learner Grant Funding and Administration System was developed to remove blockages experienced in artisan development, which includes amongst others blockages in the funding of artisan development. According to this policy the NSF must annually budget and contribute towards artisan development in accordance with the prescripts of the policy.

**vii) SETA Grant Regulations in terms of section 36 of the Skills Development Act, 1998 (Act No. 97 of 1998)**

On 3 December 2012 the Minister of Higher Education and Training published new SETA grant regulations in the Government Gazette 35940 Notice No. 990.

As per new SETA grant regulations, the remaining surplus of the uncommitted discretionary funds from the SETAs must be paid over by the SETA by 1 October of each year into the National Skills Fund.

This regulation has significantly increased the income of the National Skills Fund by R2.646 billion during 2014/15, the first year it came into effect. The additional income from the SETA uncommitted surpluses has however decrease significantly in the ensuing year 2015/16 to only R364 million as all the accumulated uncommitted surpluses from the SETAs were transferred to the NSF during the 2014/15 year and the performance of the SETAs has increased since the new regulations came into effect.

**viii) Key Legislation Applicable to the NSF**

The following key pieces of legislation are applicable to the NSF:

2. Skills Development Levies Act, 1999 (Act No. 9 of 1999), as amended;
3. Public Finance Management Act, 1999 (Act No. 1 of 1999), as amended and Treasury Regulations; and
4.2. POLICY MANDATES

i) National Development Plan 2030 (NDP)

The National Development Plan 2030 is the overarching long term strategy of government aiming to eliminate poverty and reduce inequality by 2030. It serves as the single most important longer term strategy to which all strategies of government must be aligned.

This strategic plan of the National Skills Fund is comprehensively aligned to the objectives of the National Development Plan.

The National Development Plan places the following specific funding responsibility on the National Skills Fund:

“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. This would enable the National Skills Fund to focus on large skills development programmes that form part of a broader programme. This would simplify the grant funding mechanism by supporting fewer, but larger programmes” – page 286 of the NDP.

The National Development Plan further outlines specific objectives and actions aimed at improving the education, training and innovation system. The following objectives and actions as outlined in the NDP may entail additional funding responsibilities being placed on the National Skills Fund in contributing towards achieving these objectives and implementing the relevant actions:

Objectives outlined by the NDP towards improving the education, training and innovation system:

- 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 percent would accommodate about 1.25 million enrolments.
- Provide 1 million learning opportunities through Community Education and Training Centres.
- Produce 30 000 artisans per year.
- Increase enrolment at universities by at least 70 percent by 2030 so that enrolments increase to about 1.62 million from 950 000 in 2010.
- Increase the number of students eligible to study towards maths and science based degrees to 450 000 by 2030.
- Increase the percentage of PhD qualified staff in the higher education sector from the current 34 percent to over 75 percent 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 government and through encouraging industry to do so.

Actions outlined in the NDP for technical and vocational education and training:

- Support the development of specialised programmes in universities focusing on training college lecturers and provide funding for universities to conduct research on the vocational education sector.
• Build the capacity of the TVET institutions to become preferred institutions for vocational education and training. Learners should be able to choose the vocational pathway before completing Grade 12. Expand the geographical spread of TVET institutions.
• Build a stronger relationship between the college sector and industry. SETAs have a crucial role in building relationships between education institutions and the employers.

Actions 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 Mpumulanga and the Northern Cape; new medical schools in Limpopo and a number of 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, combined 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 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. Both the NSFAS and bank loans should be recovered through arrangements with SARS. Service-linked scholarships should be available in areas such as nursing, teaching and social work.

ii) White Paper for Post-School Education and Training

The White Paper sets out government's vision for an integrated system of post school education and training that is able to respond to the needs of the South African society and economy. It outlines policy directions to guide the DHET and the institutions for which it is responsible in order 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 can assist in building a fair, equitable, non-racial, non-sexist and democratic South Africa;
• a single, coordinated post-school education and training system;
• expanded access, improved quality and increased diversity of provision;
• a stronger and more cooperative relationship between education and training institutions and the workplace;
• a post-school education and training system that is responsive to the needs of individual citizens, employers in both public and private sectors, as well as broader societal and developmental objectives.

Amongst others, the White Paper directs attention to critical improvement and capacitation areas within the post-school education and training system integration that include:

• TVET college capacitation and infrastructure;
• Educational institutions and employers partnerships and work integrated learning;
• Artisan development strategy operationalisation;
• Recognition of prior learning;
• Community colleges and public adult learning centres development;
• Development of scarce and critical skills;
• Education and training improvement; and
• SETA landscape review.
iii) National Skills Development Strategy

The Minister of Higher Education and Training has been asked by the President to be the coordinating Minister for Outcome 5 of Government’s 12 performance outcomes; namely: A skilled and capable workforce to support an inclusive growth path. The National Skills Development Strategy (NSDS) is intended to improve the effectiveness and efficiency of the skills development system and become the implementation framework for Outcome 5: A skilled and capable workforce to support an inclusive growth path.

The National Skills Development Strategy (NSDS) further outlines the mandate of the National Skills Fund identifying the following national priorities that will take precedence in the NSF:

1. Identified priorities that advance the Human Resource Development Strategy, decided upon in consultation with the Human Resource Development Council;
2. Priorities identified by the Minister after consultation with the National Skills Authority (NSA) and that support the NSA in its advisory work and building the capacity of the social partners (constituencies) to strengthen their role in and delivery of our National Skills Development Strategy;
3. Projects that are in alignment with the National Skills Development Strategy and support the new economic growth path, the Industrial Policy Action Plan, rural development, skills to support the green economy, and skills development in education and health, and that contribute towards capacity building and skills development for institutions dedicated to the fight against crime and corruption, as key priorities of government.

iv) Human Resource Development Strategy of South Africa 2010 - 2030

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

COMMITMENT ONE: We will urgently overcome the shortages in the supply of people with the priority skills needed for the successful implementation of current strategies to achieve accelerated economic growth.

COMMITMENT TWO: We will increase the number of appropriately skilled people to meet the demands of our current and emerging economic and social development priorities.

COMMITMENT THREE: We will ensure improved universal access to quality basic education and schooling (up to Grade 12) that is purposefully focused on: (a) achieving a dramatic improvement in the education outcomes for the poor; (b) equipping learners with optimal capacity for good citizenship; and (3) the pursuit of post-school vocational education and training for employment.

COMMITMENT FOUR: We will urgently implement skills development programmes that are purposefully aimed at equipping recipients/citizens with requisite skills to overcome related scourges of poverty and unemployment.

COMMITMENT FIVE: We will ensure that young people have access to education and training that enhances opportunities and increases their chances of success in further vocational training and sustainable employment.
COMMITMENT SIX: We will improve the technological and innovation capability and outcomes within the public and private sectors to enhance our competitiveness in the global economy and to meet our human development priorities.

COMMITMENT SEVEN: We will ensure that the public sector has the capability to meet the strategic priorities of the South African developmental state.

COMMITMENT EIGHT: We will establish effective and efficient planning capabilities in the relevant departments and entities for the successful implementation of the HRDSSA.


The HRD Plan is premised on the Human Resource Development Strategy for South Africa (HRDSA) to meet the developmental needs of the country. It draws on the eight commitments outlined in the HRDSA as well as the five-point plan for HRD adopted by the Human Resource Development Council (HRDC) of South Africa in 2011.

The plan aims to achieve the following strategic outcome-orientated goals:

<table>
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<tr>
<th>GOAL</th>
<th>GOAL STATEMENT</th>
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| **1. Universal access to quality foundational learning** | 1.1 Ensure expansion & strengthening of ECD.  
1.2 Establish a system to ensure that entrants to the teaching profession have adequate & appropriate subject & pedagogical knowledge.  
1.3 Improve school leadership & management. |
| **2. Expanded access to the post-schooling education system** | 2.1 Strengthen TVET colleges to expand access to quality technical & vocational education.  
2.2 Improve the quality of teaching & learning within TVET colleges. |
| **3. Capable public sector with effective & efficient planning implementation capabilities** | 3.1 Revise the public service HRD strategies & plans in line with the vision of the NDP for a professional & capable public service.  
3.2 Turn the public sector into a training space. |
| **4. Production of appropriately skilled people for the economy** | 4.1 Put in place a skills development system that meets the current & future needs of the South African economy.  
4.2 Determine & critically analyse the level of alignment between skills supply & the needs of the economy.  
4.3 Develop artisan & other middle-level skills to meet economic needs.  
4.4 Ensure effective monitoring systems are in place to report on progress & enable blockages to be addressed.  
4.5 Develop a National Worker Education Framework & Implementation Plan.  
4.6 Integrate entrepreneurship into the curriculum & programmes throughout the education & training system.  
4.7 Put in place a comprehensive inter-departmental framework of resource access, training & support to SMMEs.  
4.8 Report on small & micro enterprise development, including employment numbers & trends. |
| **5. Improved technological innovation & outcomes** | 5.1 Advance innovation by the conversion of research outputs into commercially viable products, processes & services. |
vi) Medium Term Strategic Framework 2014-2019

This Medium Term Strategic Framework (MTSF) is Government’s strategic plan for the 2014-2019 electoral term. It reflects the commitments made in the election manifesto of the governing party, including the commitment to implement the NDP. The MTSF sets out the actions Government will take and targets to be achieved. It also provides a framework for the other plans of national, provincial and local government.

The MTSF is structured around 14 priority outcomes which cover the focus areas identified in the NDP and Government’s electoral mandate. These are made up of the 12 outcomes which were the focus of the 2009-2014 administration, as well as two new outcomes (social protection, nation-building and social cohesion). Priority Outcome 5 is to develop a skilled and capable workforce to support an inclusive growth path. The Department of Higher Education and Training, as the outcome coordinating department, will coordinate implementation forums at a technical and strategic level.

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 for 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 present and future needs of the economy and society.

To achieve the above, the following outputs for Outcome 5 have been identified:

1. A credible institutional mechanism for labour market and skills planning;
2. Increase access and success in programmes leading to intermediate and high-level learning;
3. Increase access to and efficiency of high-level occupationally directed programmes in needed areas; and
4. Increase access to occupationally directed programmes in needed areas and thereby expand the availability of intermediate level skills with a special focus on artisan skills.

vii) New SETA landscape

It is acknowledged that the new SETA landscape may have a significant impact on the National Skills Fund. The National Skills Fund will continue to play a role in defining the new SETA landscape and improving the levy system in its entirety.
4.3. NSF’S ALIGNMENT TO KEY STRATEGIES AND POLICIES OF GOVERNMENT

The recent review of applicable strategies, policies and related documentation by the NSF management acknowledged key areas of NSF input, support and collaboration across the post-school education and training system during the strategic plan period. The critical areas are tabled below:

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<th>THE NSF RESPONSE</th>
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<td>WHITE PAPER</td>
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<tr>
<td>1. Educational institutions and employers partnerships linked to work integrated learning</td>
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<td>2) Effective skills demand planning through research and analysis (including planning system)</td>
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<td>Management Information System (METMIS).</td>
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<td>NSDS II</td>
<td>The NSF will also provide seed funding for the establishment of a National Skills</td>
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<td>Planning unit.</td>
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<td>strategy</td>
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<td>3) Departmental review of legislation and White Paper alignment</td>
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<td>The NSF has special interest in this area and continues to participate actively in</td>
<td>The NSF to collaborate with stakeholders and participate in the process to ensure</td>
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<td>the development of the White Paper implementation plan, as well as fund areas</td>
<td>alignment of stakeholders and optimum value from funding of projects.</td>
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<td>already under implementation.</td>
<td>Lessons learned will be shared to improve future policies.</td>
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<td>Redefining the SETA landscape is a critical area of collaboration.</td>
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<td>4) Promoting partnerships and innovation in project delivery</td>
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<td>The NSF has to further unpack and understand the roles and responsibilities of</td>
<td>Stakeholder strategies and frameworks are important.</td>
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<td>partners, in the context of external factors.</td>
<td>The NSF must strengthen its capabilities in this area and incorporate stakeholder</td>
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<td>There should be regular communication with and obtaining of commitment from</td>
<td>requirements in funding contracts.</td>
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<td>stakeholders.</td>
<td>Partnerships with various stakeholders will have to be initiated and strengthened.</td>
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<td>5) TVET colleges capacititation and infrastructure</td>
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<td>The NSF is funding this area.</td>
<td>The NSF understands that it will be involved in the expansion of the TVET college</td>
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<td>The NSF recognises that this is not a once off intervention, but rather a continuous</td>
<td>system and must participate in the planning and definition of its involvement.</td>
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<td>funding exercise.                    Thus, not a short term effect, but rather a long term</td>
<td>Stakeholder strategy and framework to be compiled and implemented.</td>
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<td>consideration.</td>
<td>The NSF may have to acquire the necessary skills and capacity to drive</td>
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<td>infrastructure project outcomes.</td>
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<td>6) Community Colleges and Public Adult Learning Centres (PALCs) development</td>
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<td>There is little information available in this area. All responses have to be informed by proper information and areas that the NSF may choose to fund, must be identified, which may include linking broader government programmes to the Community Colleges such as the EPWP programme. This area may potentially have a substantial financial implication.</td>
<td>Strategically this has to be considered seriously and in detail. Gaps in the development value chain have to be addressed, as this is a high priority area. The required developmental actions have to be defined in detail and a due diligence on PALCs carried out. The NSF will have to promote partnerships between universities and colleges. Provincial Skills Development Forums (PSDFs) and others will be utilised in each province to gather information.</td>
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<td>7) SETA landscape review</td>
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<td>The SETA landscape has been redefined for public comment. SETAs have the industry links that are required to bring learning and workplace closer together, and should be used and protected.</td>
<td>The NSF to be actively involved in the strategy formulation and support. The NSF to play a role in defining the new SETA landscape and improving the levy system in its entirety.</td>
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<td>8) Artisan development strategy operationalisation</td>
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<td>The NSF is currently funding this area and it will remain a high focus area in the future.</td>
<td>The funding plan for artisan development should be refined and aligned to sub-sectors.</td>
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<td>9) Development of scarce and critical skills (incorporating SIPS)</td>
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<td>This is a high focus area, especially with regards to bursary allocations and vocational and technical skills through TVET colleges. The NSF will utilise funding mechanisms to guide bursary allocations to universities and skills developed through the public TVET college system towards training of learners on scarce and critical skills.</td>
<td>The NSF’s utilisation of research to guide funding mechanisms is important. The NSF will proactively plan to satisfy demand for scarce skills through focussed funding. The NSF will incorporate skills to deliver SIPS and the Operation Phakisa initiatives in its TVET college projects and bursary requirements.</td>
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<td>KEY AREA</td>
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<td>10) Improve the quality of education and training in post-school education</td>
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<td>11) Facilitate partnerships and development of SMMEs</td>
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<td>KEY AREA</td>
<td>RELEVANCE</td>
<td>THE NSF RESPONSE</td>
<td>STRATEGIC INPUT</td>
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<td>12) Worker, NGO and community-based education programmes</td>
<td>WHITE PAPER</td>
<td>The NSF recognises this as an important link in the skills development value chain.</td>
<td>Analysis and planning in collaboration with the existing task team is required in this area. The NSF must link with stakeholders and understand strategies in this area. The NSF must identify gaps in the value chain and consider specific recommendations made by stakeholders recently, to define its role.</td>
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<td>13) Recognition of Prior Learning (RPL) integration</td>
<td>WHITE PAPER</td>
<td>Industry becomes challenging in this area. There are perceived levels of learning that are not acceptable to industry. Industry and learning must be linked, and training standardised.</td>
<td>The NSF to meet with role players to better understand the value chain and gaps. Funding for capacitation, training and the system. Influence and collaboration so that previous training is validated and components taken into account.</td>
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<td>14) PSET integration</td>
<td>WHITE PAPER</td>
<td>The NSF supports integration initiatives. The NSF can use this for access to stakeholders.</td>
<td>Through funding, assist to integrate the PSET system. The NSF requires ICT specialists to assess whether the NSF and the PSET system gets optimal benefit from ICT funded projects and whether synergies can be unlocked through integration with existing ICT systems in the PSET environment, rather than duplication. Robust methodologies and frameworks have to be in place in which NSF will fund information systems and information technology.</td>
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