



# TECHNICAL INDICATOR DESCRIPTIONS

2019/20

NATIONAL SKILLS FUND  
Funding to skill our nation



higher education  
& training  
Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA



TECHNICAL INDICATOR  
DESCRIPTIONS FOR

**FOR 2019/20**

Publisher  
Postal  
Physical

National Skills Fund (NSF)  
Private Bag X174, Pretoria, 0001  
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higher education & training  
Department of Education  
REPUBLIC OF SOUTH AFRICA

YOUTH SKILLS DEVELOPMENT  
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12 8 10 12v  
SPANNING

INPUT 220v  
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MADE IN SOUTH AFRICA



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# STRATEGIC GOALS PERFORMANCE INDICATORS (OUTCOME-BASED)

►► **Strategic outcome orientated goal: A skilled and capable workforce to support an inclusive growth path.**

**Strategic goal performance indicator 1: Number of NSF-funded learners that are employed or self-employed within one to two years after completion of their education and training.**

STRATEGIC GOAL 1: OUTCOME-BASED PERFORMANCE INDICATOR 1	
STRATEGIC GOAL PERFORMANCE INDICATOR 1 (OUTCOME-BASED)	
Indicator title	Number of NSF-funded learners that are employed or self-employed within one to two years after completion of their education and training.
<b>Short definition</b>	<p>Number of NSF-funded learners that are employed or self-employed within one to two years after completion of their education and training.</p> <p><b>“NSF-funded learners”</b> refers to all learners funded and monitored by the NSF, whether through Skills Development Levy (SDL) funding, investment income or other sources of funding e.g. funding received from the Unemployment Insurance Fund (UIF). The NSF is responsible for sourcing additional funding over and above its traditional revenue sources, initiating these skills development initiatives, monitoring the progress on all funded learners, as well as evaluating the outcome of funded learners. Thus, irrespective as to where the funding for these learners stems from, the NSF invests time and administrative expenses into funded learners and, therefore, reports on these learners. The NSF will, however, distinguish between learners funded from traditional NSF sources (e.g. the SDL and NSF investment income) and other additional revenue sources (e.g. UIF contributions) in the notes or as addenda to the annual performance report.</p> <p><b>“Number”</b> refers to the extrapolated number of learners that are employed or self-employed within one to two years after completion of their education and training.</p>
<b>Purpose / importance</b>	By measuring the extent to which NSF-funded learners are employed or self-employed within a reasonable period of time after successful completion of their education and training will provide the NSF with a good indication of the success of its skills development initiatives funded in creating a skilled and capable workforce for an inclusive growth path.
<b>Source / collection of data</b>	<p>Source documents: Evaluation reports outlining the results per skills development initiative funded or per group of skills development initiatives funded.</p> <p>Collection of data: The information will be collated from evaluation reports per skills development initiative funded or per group of skills development initiatives funded.</p>

**STRATEGIC GOAL 1: OUTCOME-BASED PERFORMANCE INDICATOR 1**

**STRATEGIC GOAL PERFORMANCE INDICATOR 1 (OUTCOME-BASED)**

<b>Indicator title</b>	<b>Number of NSF-funded learners that are employed or self-employed within one to two years after completion of their education and training.</b>
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**Method of calculation**

Annual targets: This refers to the total extrapolated number of learners employed after successful completion of their education and training as per evaluation reports. It is not a requirement that all learners be evaluated for employment or self-employment after completion of their education and training. Rather, a representative sample of the funded learner population that completed their education and training per skills development initiative or per group of skills development initiatives be drawn and evaluated for employment or self-employment. The cost to evaluate each learner is likely to outweigh the benefit derived from it and, therefore, a representative sample of the population will be acceptable. The results from the representative sample may then be extrapolated to the rest of the population to form a logical conclusion on the entire population. The evaluation methods are to be determined by the evaluation teams to gain a reasonable perspective on the success of the funded skills development initiatives in creating employment or self-employment for learners. The evaluation report will serve as the supporting document.

It is important to note that learners that have completed their education and training will only be evaluated for employment or self-employment one to two years after successful completion of their education and training. This is based on the premise that employment does not usually take place immediately after completion of an education and training programme. One to two years are considered a reasonable time to find employment if the education and training that the learner completed is relevant to the labour market. It should also be noted that a reasonable time must be allowed to perform each evaluation and as such, 6 months will be allowed after the end of each financial year for annual evaluations of learners that completed their education and training in the prior year. As such, the results for these evaluations will only be reported on in the annual reporting period during which the evaluation report is finalised.

It is, therefore, important to note that measuring this performance indicator for the five-year strategic period will be limited to learners that have successfully completed their education and training within the last year of the previous five-year strategic period and first four-years of the current five-year strategic period. It will, therefore, exclude learners that have completed their education and training in the last year of the current five-year strategic period unless that sufficient data related to those learners is available.



**STRATEGIC GOAL 1: OUTCOME-BASED PERFORMANCE INDICATOR 1**

**STRATEGIC GOAL PERFORMANCE INDICATOR 1 (OUTCOME-BASED)**

**Indicator title** Number of NSF-funded learners that are employed or self-employed within one to two years after completion of their education and training.

**Method of calculation**

**Formula:**

Skills development initiatives	Number of NSF-funded learners that are employed within one to two years after completion of their education and training
A	xxx
B	xxx
C	xxx
Etc.	xxx
<b>Total: Year 0 - last year of previous 5-year strategic period (A + B + C + Etc.)</b>	<b>XXX</b>
<b>Total: Year 1 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>
<b>Total: Year 2 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>
<b>Total: Year 3 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>
<b>Total: Year 4 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>
<b>Total for 5-year strategic period (Years 0 to 4 added together)</b>	<b>XXXXX</b>

Please note: The number of NSF-funded learners that are employed or self-employed after successful completion of their education and training may be estimated based on the representative sample of the population of learners evaluated for employment as contained in the evaluation report. The results derived from the representative sample should then be extrapolated to the entire population.

The typical formula to extrapolate the results of the representative sample to the entire population may, for example, be as follow:

*Percentage (%) of NSF-funded learners that are employed or self-employed as per the representative sample \* Total population of NSF-funded learners that successfully completed their training = Extrapolated number of NSF- funded learners that are employed after completion of their education and training.*

STRATEGIC GOAL 1: OUTCOME-BASED PERFORMANCE INDICATOR 1	
STRATEGIC GOAL PERFORMANCE INDICATOR 1 (OUTCOME-BASED)	
<b>Indicator title</b>	Number of NSF-funded learners that are employed or self-employed within one to two years after completion of their education and training.
<b>Data limitations</b>	The accuracy, completeness and validity of the indicator depend on the availability of evaluation reports for each of the skills development initiatives or group of skills development initiatives funded by the NSF, as well as on the accuracy, completeness and validity of learner data. The number of NSF-funded learners that are employed or self-employed after successful completion of their education and training may be determined through extrapolation of the results of representative samples of the learner population evaluated for employment or self-employment as contained in the evaluation reports.
<b>Type of indicator</b>	Outcome
<b>Calculation type</b>	Cumulative 5-year target: Number of learners that are employed or self-employed after successful completion of their education and training in the previous 5 years.  Annual target: Number of learners that are employed or self-employed in the current year after successful completion of their education and training in the previous year.
<b>Reporting cycle</b>	At the end of the 5-year strategic period; specifically; 31 March 2020. Interim annual evaluations may, however, be performed.
<b>New indicator</b>	No
<b>Desired performance</b>	The NSF desires to achieve the learner numbers as outlined in the strategic plan and annual performance plan.
<b>Indicator responsibility</b>	Joint responsibility between:  1. Chief Director: Strategy, Performance and Innovation 2. Chief Director: Skills Development Implementation 3. Director: Bursaries



**Strategic goal performance indicator 2: Percentage of projects aimed at expanding, improving effectiveness and integrating the PSET system that has successfully achieved the envisaged outcomes per project.**

STRATEGIC GOAL 1: OUTCOME-BASED PERFORMANCE INDICATOR 2	
<b>Indicator title</b>	Percentage of projects aimed at expanding, improving effectiveness and integrating the PSET system that has successfully achieved most of the envisaged outcomes per project.
<b>Short definition</b>	<p>Percentage of projects aimed at expanding, improving effectiveness and integrating the PSET system that has successfully achieved most of the envisaged outcomes per project.</p> <p><b>“Most of”</b> means more than 50% of the envisaged outcomes.</p> <p><b>“Projects”</b> will only include completed projects that have been evaluated.</p>
<b>Purpose / importance</b>	The purpose of this outcome target and performance indicator is to measure the outcome of the investment in expanding, improving effectiveness and integrating the PSET system. The outcome of the NSF’s investment in expanding, integrating and improving effectiveness of the PSET system, will be impacted by the success of the portfolio of projects, specifically aimed at expanding, integrating and improving the effectiveness of the PSET system. Individual project achievements of specific envisaged outcomes will be evaluated to determine the overall collective achievement of the portfolio of projects aimed at expanding, improving effectiveness and integrating the PSET system.
<b>Source / collection of data</b>	<p>Source documents: Evaluation reports outlining the outcome results of each project after the project has been completed.</p> <p>Collection of data: The information will be collated from evaluation reports outlining the outcome results of each project.</p>
<b>Method of calculation</b>	<p><b>Formula:</b></p> <p><i>Percentage (%) of projects aimed at expanding, improving effectiveness and integrating the PSET system that has successfully achieved most of the envisaged outcomes per project</i></p> $(\%) = \text{Number of projects aimed at expanding, improving effectiveness and integrating the PSET system that successfully achieved most of the envisaged outcomes} / \text{Total number of projects aimed at expanding, improving effectiveness and integrating the PSET} * 100$



**STRATEGIC GOAL 1: OUTCOME-BASED PERFORMANCE INDICATOR 2**

**Indicator title** Percentage of projects aimed at expanding, improving effectiveness and integrating the PSET system that has successfully achieved most of the envisaged outcomes per project.

**Method of calculation**

Skills development initiatives	Number of outcomes as per project plan	Number of outcomes successfully achieved as per evaluation report	Percentage of outcomes successfully achieved	If more than 50%, then regarded as successful achievement
A	X	Y	$Z = Y / X * 100$	If $Z > 50\%$ , then "successful", else "unsuccessful"
B	X	Y	$Z = Y / X * 100$	If $Z > 50\%$ , then "successful", else "unsuccessful"
C	X	Y	$Z = Y / X * 100$	If $Z > 50\%$ , then "successful", else "unsuccessful"
Etc.	X	Y	$Z = Y / X * 100$	If $Z > 50\%$ , then "successful", else "unsuccessful"
<b>Number of projects* that achieved most of the outcomes</b>				<b>A = all "successful" projects added together</b>
<b>Total number of projects*</b>				<b>B = count all projects</b>
<b>Percentage of projects* that achieved most of the envisaged outcomes</b>				<b><math>A / B * 100</math></b>
<b>*Projects only include completed projects that have been evaluated</b>				

It is important to note that completed projects that have been completed will only be evaluated for the successful outcome thereof within one to three years after completion of the projects. This is based on the premise that the successful outcome of projects cannot be measured immediately after completion, but only after a reasonable period of time.

One to three years is considered a reasonable time to measure the successful outcome of projects funded by the NSF, specifically those aimed at expanding, improving effectiveness and integrating the PSET system. It should also be noted that a reasonable time must be allowed to perform each evaluation, and as such, 6 months will be allowed to perform each evaluation. The results for these evaluations will, therefore, only be reported on in the annual reporting period during which the evaluation report is finalised.

It is acknowledged that the outcomes are likely to differ per project due to the uniqueness of each project and, therefore, an evaluation will be performed per project or group of similar projects of the extent to which the project or group of projects achieved the envisaged outcomes. An overall conclusion will be formed on each project as to whether it was successful in achieving most of the envisaged outcomes.

STRATEGIC GOAL 1: OUTCOME-BASED PERFORMANCE INDICATOR 2	
<b>Indicator title</b>	Percentage of projects aimed at expanding, improving effectiveness and integrating the PSET system that has successfully achieved most of the envisaged outcomes per project.
<b>Method of calculation</b>	<p>Therefore, the NSF aims to evaluate each project aimed at expanding, improving effectiveness and integrating the PSET system within a reasonable time of one to three years after completion of the project, allowing up to 6 months for each evaluation to be performed.</p> <p>Thus, only projects for which evaluations have been completed during the current 5-year strategic period will be considered in the measurement of this indicator. It is for this reason that projects that are still under evaluation or not yet completed will not be considered in the measurement of this indicator during the current 5-year strategic period, but will be included for evaluation in the next strategic period.</p>
<b>Data limitations</b>	The accuracy, completeness and validity of the indicator depend on the availability of evaluation reports that measure the success of a project or group of similar projects in achieving the envisaged outcomes.
<b>Type of indicator</b>	Outcome
<b>Calculation type</b>	Cumulative 5-year target: Percentage of projects aimed at expanding, improving effectiveness and integrating the PSET system that has successfully achieved most of the envisaged outcomes per project (%)
<b>Reporting cycle</b>	At the end of the 5-year strategic period; specifically, 31 March 2020, since these projects are usually long-term. Interim annual evaluations may, however, be performed.
<b>New indicator</b>	No
<b>Desired performance</b>	The NSF desires to achieve a 100% success rate on its funded projects.
<b>Indicator responsibility</b>	<p>Joint responsibility between:</p> <ol style="list-style-type: none"> <li>1. National Skills Fund                             <ol style="list-style-type: none"> <li>i) Chief Director: Strategy, Performance and Innovation</li> <li>ii) Chief Director: Skills Development Implementation</li> </ol> </li> <li>2. Department of Higher Education and Training</li> </ol> <p>Key support responsibility:</p> <ol style="list-style-type: none"> <li>1. National Skills Fund                             <ol style="list-style-type: none"> <li>i) Chief Financial Officer</li> <li>ii) Director: Legal, Governance, Risk and Compliance</li> </ol> </li> </ol>

# STRATEGIC OBJECTIVES PERFORMANCE INDICATORS (OUTPUT-BASED)

## ►► Strategic objective 1: Skills development towards priority occupations

### Strategic objective performance indicator 1

STRATEGIC OBJECTIVE 1: SKILLS DEVELOPMENT TOWARDS PRIORITY OCCUPATIONS	
STRATEGIC OBJECTIVE PERFORMANCE INDICATOR 1 (OUTPUT-BASED)	
Indicator title	Number of NSF-funded learners that completed their education and training towards priority occupations over the 5-year strategic period.
<b>Short definition</b>	<p>Number of NSF-funded learners that completed their education and training towards priority occupations over the 5-year strategic period.</p> <p><b>“NSF-funded learners”</b> refers to all learners funded and monitored by the NSF, whether through Skills Development Levy (SDL) funding, investment income or other sources of funding e.g. funding received from the Unemployment Insurance Fund (UIF). The NSF is responsible for sourcing additional funding over and above its traditional revenue sources, initiating these skills development initiatives, monitoring the progress on all funded learners, as well as evaluating the outcome of funded learners. Thus, irrespective as to where the funding for these learners stems from, the NSF invests time and administrative expenses into funded learners and, therefore, reports on these learners. The NSF will, however, distinguish between learners funded from traditional NSF sources (e.g. the SDL and NSF investment income) and other additional revenue sources (e.g. UIF contributions) in the notes or as addenda to the annual performance report.</p> <p><b>“Priority occupations”</b> refers to priority occupations as identified in the various priority occupation lists.</p>
<b>Purpose / importance</b>	<p>Both the White Paper for Post-School Education and Training and the National Skills Development Strategy (NSDS) III clearly stipulate that the NSF will be responsible for skills development aligned with national development strategies and priorities. This includes building linkages within the skills system and providing funding for government strategies such as youth programmes, building small businesses and co-operatives, as well as rural development.</p> <p>The NSDS III further stipulates that the commitments of the Human Resource Development Strategy for South Africa (HRDSSA) II be incorporated into the strategic plans of the NSF, which include the following two commitments:</p> <p><b>COMMITMENT ONE:</b> 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.</p> <p><b>COMMITMENT TWO:</b> We will increase the number of appropriately skilled people to meet the demands of our current and emerging economic and social development priorities.</p> <p>It has been recognised that the skills required for many of the national development strategies and priorities are related to the same occupations, and as such, these occupations will be identified as priority occupations.</p> <p>The priority occupations will mainly be determined from the following key government strategies, plans and initiatives:</p> <ol style="list-style-type: none"> <li>1. The National Development Plan which is primarily implemented through Operation Phakisa initiatives which include the oceans economy, health, mining and beneficiation;</li> </ol>

**STRATEGIC OBJECTIVE 1: SKILLS DEVELOPMENT TOWARDS PRIORITY OCCUPATIONS**

**STRATEGIC OBJECTIVE PERFORMANCE INDICATOR 1 (OUTPUT-BASED)**

Indicator title	Number of NSF-funded learners that completed their education and training towards priority occupations over the 5-year strategic period.
<p><b>Purpose / importance</b></p>	<ol style="list-style-type: none"> <li>2. The White Paper for Post-School Education and Training and its implementation plan;</li> <li>3. The National Skills Development Plan 2030;</li> <li>4. The Industrial Policy Action Plan which is implemented by the Department of Trade and Industry;</li> <li>5. The New Growth Path, with specific reference to the 18 Strategic Integrated Projects (SIPs) implemented as part of the National Infrastructure Plan, namely:                             <ul style="list-style-type: none"> <li>SIP 1: Unlocking the northern mineral belt with Waterberg as the catalyst</li> <li>SIP 2: Durban-Free State-Gauteng logistics and industrial corridor</li> <li>SIP 3: South-Eastern node and corridor development</li> <li>SIP 4: Unlocking the economic opportunities in North West</li> <li>SIP 5: Saldanha-Northern Cape development corridor</li> <li>SIP 6: Integrated municipal infrastructure project</li> <li>SIP 7: Integrated urban space and public transport programme</li> <li>SIP 8: Green energy in support of the South African economy</li> <li>SIP 9: Electricity generation to support socio-economic development</li> <li>SIP 10: Electricity transmission and distribution for all</li> <li>SIP 11: Agri-logistics and rural infrastructure</li> <li>SIP 12: Revitalisation of public hospitals and other health facilities</li> <li>SIP 13: National school build programme</li> <li>SIP 14: Higher education infrastructure</li> <li>SIP 15: Expanding access to communication technology</li> <li>SIP 16: Square Kilometre Array (SKA) and Meerkat</li> <li>SIP 17: Regional integration for African cooperation and development</li> <li>SIP 18: Water and sanitation infrastructure</li> </ul> </li> <li>6. The implementation of the HRDSSA II as outlined in the Human Resource Development Implementation Plan.</li> </ol> <p>Linked to the above strategies and plans are key initiatives such as “War on Leaks” and “Decade of the Artisan” that the NSF will, on a continuous basis, evaluate to determine priority occupations required for such initiatives and whether learners are already being funded on learning pathways towards such priority occupations.</p> <p>Furthermore, key research will also be taken into consideration to determine priority occupations, such as the following:</p> <ol style="list-style-type: none"> <li>1. South Africa’s Big Five: Bold Priorities for Inclusive Growth, published by the McKinsey Global Institute – September 2015</li> <li>2. Growing Priority Skills in South Africa, published by the Joint Initiative on Priority Skills Acquisition – March 2010</li> <li>3. Key issues in improving the quantity and quality of professionals in areas of scarce skills, published by the Human Resource Development Council – November 2012</li> <li>4. Production of Academics and Strengthening of Higher Education Partnerships with Industry, published by the Human Resource Development Council</li> <li>5. Advancing skills development in the maritime sector, published by the Human Resource Development Council – October 2014</li> <li>6. National Scarce Skills List: Top 100 Occupations in Demand, gazetted by the Department of Higher Education and Training in Government Gazette No. 37678, Notice No. 380 of 2014.</li> </ol>

**STRATEGIC OBJECTIVE 1: SKILLS DEVELOPMENT TOWARDS PRIORITY OCCUPATIONS**

**STRATEGIC OBJECTIVE PERFORMANCE INDICATOR 1 (OUTPUT-BASED)**

<b>Indicator title</b>	<b>Number of NSF-funded learners that completed their education and training towards priority occupations over the 5-year strategic period.</b>
<b>Purpose / importance</b>	<p>The NSF will provide a detailed breakdown of the number of learners it has funded during each financial year on learning pathways towards priority occupations. The detailed breakdown will be included in the NSF annual report and outline occupations that the fund is contributing towards.</p> <p>The education and training of learners towards priority occupations are critical for the growth of the economy, social development priorities and also towards key areas aimed at developing thinking citizens, who can function effectively, creatively and ethically as part of a democratic society, but which may not necessary be directly linked to economic growth.</p> <p>By focusing the NSF's funding towards education and training of learners on learning pathways towards priority occupations will ensure that the fund contributes towards the various economic growth strategies, plans and initiatives of government and thereby achieve <a href="#">strategic goal 1: A skilled and capable workforce for an inclusive growth path.</a></p>
<b>Source / collection of data</b>	<p>Source documents: Priority occupations list as identified by the NSF and project reports, indicating the number of learners that completed their education and training on learning pathways towards priority occupations.</p> <p>Collection of data: Priority occupations will be identified from the priority occupations list (which will be updated on a regular basis) and the learners that completed their education and training on learning pathways towards priority occupations will be collated from project reports.</p>



STRATEGIC OBJECTIVE 1: SKILLS DEVELOPMENT TOWARDS PRIORITY OCCUPATIONS																							
STRATEGIC OBJECTIVE PERFORMANCE INDICATOR 1 (OUTPUT-BASED)																							
Indicator title	Number of NSF-funded learners that completed their education and training towards priority occupations over the 5-year strategic period.																						
Method of calculation	<p><b>Formula:</b></p> <table border="1"> <thead> <tr> <th>Skills development initiatives</th> <th>Number of NSF-funded learners that completed their education and training towards priority occupations</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>xxx</td> </tr> <tr> <td>B</td> <td>xxx</td> </tr> <tr> <td>C</td> <td>xxx</td> </tr> <tr> <td>Etc.</td> <td>xxx</td> </tr> <tr> <td><b>Total: Year 1 of current strategic period (A + B + C + Etc.)</b></td> <td><b>XXX</b></td> </tr> <tr> <td><b>Total: Year 2 of current strategic period (Calculated the same as above)</b></td> <td><b>XXX</b></td> </tr> <tr> <td><b>Total: Year 3 of current strategic period (Calculated the same as above)</b></td> <td><b>XXX</b></td> </tr> <tr> <td><b>Total: Year 4 of current strategic period (Calculated the same as above)</b></td> <td><b>XXX</b></td> </tr> <tr> <td><b>Total: Year 5 of current strategic period (Calculated the same as above)</b></td> <td><b>XXX</b></td> </tr> <tr> <td><b>Total for 5-year strategic period (Years 1 to 5 added together)</b></td> <td><b>XXXXX</b></td> </tr> </tbody> </table> <p>The calculation will only be based on the number of NSF-funded learners that have completed their learning programmes that have been identified to contribute towards priority occupations.</p>	Skills development initiatives	Number of NSF-funded learners that completed their education and training towards priority occupations	A	xxx	B	xxx	C	xxx	Etc.	xxx	<b>Total: Year 1 of current strategic period (A + B + C + Etc.)</b>	<b>XXX</b>	<b>Total: Year 2 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>	<b>Total: Year 3 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>	<b>Total: Year 4 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>	<b>Total: Year 5 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>	<b>Total for 5-year strategic period (Years 1 to 5 added together)</b>	<b>XXXXX</b>
Skills development initiatives	Number of NSF-funded learners that completed their education and training towards priority occupations																						
A	xxx																						
B	xxx																						
C	xxx																						
Etc.	xxx																						
<b>Total: Year 1 of current strategic period (A + B + C + Etc.)</b>	<b>XXX</b>																						
<b>Total: Year 2 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>																						
<b>Total: Year 3 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>																						
<b>Total: Year 4 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>																						
<b>Total: Year 5 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>																						
<b>Total for 5-year strategic period (Years 1 to 5 added together)</b>	<b>XXXXX</b>																						
Data limitations	The accuracy, completeness and validity of the indicator depend on the availability of priority occupation lists and on the accuracy, completeness and validity of learner data reported in project reports.																						
Type of indicator	Output																						
Calculation type	<p>Cumulative 5-year target: Cumulative number of learners that completed their education and training towards priority occupations over the 5-year strategic period.</p> <p>Annual target: Number of learners that completed their education and training towards priority occupations within the year.</p>																						
Reporting cycle	Annual																						
New indicator	No																						
Desired performance	The NSF desires to achieve the learner numbers as outlined in the strategic plan and annual performance plan.																						

**STRATEGIC OBJECTIVE 1: SKILLS DEVELOPMENT TOWARDS PRIORITY OCCUPATIONS**

**STRATEGIC OBJECTIVE PERFORMANCE INDICATOR 1 (OUTPUT-BASED)**

<b>Indicator title</b>	<b>Number of NSF-funded learners that completed their education and training towards priority occupations over the 5-year strategic period.</b>
<b>Indicator responsibility</b>	<p>Joint responsibility between:</p> <ul style="list-style-type: none"> <li>i) Chief Director: Strategy, Performance and Innovation</li> <li>ii) Chief Director: Skills Development Implementation</li> <li>iii) Director: Bursaries</li> </ul> <p>Key support responsibility:</p> <ul style="list-style-type: none"> <li>i) Chief Financial Officer</li> <li>ii) Legal, Governance, Risk and Compliance</li> </ul>



## ►► Strategic objective 2: Developing the skills of people from rural areas

### Strategic objective performance indicator 2

STRATEGIC OBJECTIVE 2: DEVELOPING THE SKILLS OF PEOPLE FROM RURAL AREAS	
STRATEGIC OBJECTIVE PERFORMANCE INDICATOR 2 (OUTPUT-BASED)	
Indicator title	Number of NSF-funded learners from rural areas that completed their education and training over the 5-year strategic period.
<b>Short definition</b>	<p>Number of NSF-funded learners from rural areas that completed their education and training over the 5-year strategic period.</p> <p><b>“NSF funded learners”</b> refers to all learners funded and monitored via the NSF, whether through Skills Development Levy (SDL) funding, investment income or other sources of funding e.g. funding received from the Unemployment Insurance Fund (UIF). The NSF is responsible for sourcing additional funding over and above its traditional revenue sources, initiating these skills development initiatives, monitoring the progress on all funded learners, as well as evaluating the outcome of these funded learners. Thus, irrespective as to where the funding for these learners stems from, the NSF still invests time and administrative expenses into these learners and, therefore, reports on these learners. The NSF will, however, distinguish between learners funded from traditional NSF sources (e.g. the SDL and NSF investment income) and other additional revenue sources (e.g. UIF contributions) in the notes or as addenda to the annual performance report.</p>
<b>Purpose / importance</b>	<p>The White Paper for Post-School Education and Training (page 63) indicates that the NSF will also be a source of funding for wider government strategies such as youth programmes, building small businesses and co-operatives, as well as rural development.</p> <p>It is acknowledged that opportunities in rural areas are far more limited than those in urban areas and that residents in informal settlements are also victims of under-provision. People born and living in poor rural areas have fewer opportunities than urban residents, and those in townships and informal settlements do not fare as well as their suburban counterparts.</p>
<b>Source / collection of data</b>	<p>Source documents: Project reports indicating the number of NSF-funded learners from rural areas that completed their education and training.</p> <p>Collection of data: Learners from rural areas that completed their education and training will be collated from project reports.</p>



STRATEGIC OBJECTIVE 2: DEVELOPING THE SKILLS OF PEOPLE FROM RURAL AREAS																							
STRATEGIC OBJECTIVE PERFORMANCE INDICATOR 2 (OUTPUT-BASED)																							
Indicator title	Number of NSF-funded learners from rural areas that completed their education and training over the 5-year strategic period.																						
Method of calculation	<p><b>Formula:</b></p> <table border="1"> <thead> <tr> <th>Skills development initiatives</th> <th>Number of NSF-funded learners from rural areas that completed their education and training</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>xxx</td> </tr> <tr> <td>B</td> <td>xxx</td> </tr> <tr> <td>C</td> <td>xxx</td> </tr> <tr> <td>Etc.</td> <td>xxx</td> </tr> <tr> <td><b>Total: Year 1 of current strategic period (A + B + C + Etc.)</b></td> <td><b>XXX</b></td> </tr> <tr> <td><b>Total: Year 2 of current strategic period (Calculated the same as above)</b></td> <td><b>XXX</b></td> </tr> <tr> <td><b>Total: Year 3 of current strategic period (Calculated the same as above)</b></td> <td><b>XXX</b></td> </tr> <tr> <td><b>Total: Year 4 of current strategic period (Calculated the same as above)</b></td> <td><b>XXX</b></td> </tr> <tr> <td><b>Total: Year 5 of current strategic period (Calculated the same as above)</b></td> <td><b>XXX</b></td> </tr> <tr> <td><b>Total for 5-year strategic period (Years 1 to 5 added together)</b></td> <td><b>XXXXX</b></td> </tr> </tbody> </table> <p>The calculation will only be based on NSF-funded learners from rural areas. Rural areas will be defined to be all the district municipalities in South Africa, excluding international leaning projects and the 8 metropolitan municipalities, namely: Buffalo City (East London area), City of Cape Town, City of Johannesburg, City of Tshwane, Ekurhuleni (East Rand area), eThekweni (Durban area), Mangaung (Bloemfontein area), and Nelson Mandela Bay (Port Elizabeth/ Uitenhage area).</p> <p>This definition is in accordance with the definition from the Department of Rural Development and Land Reform. Also, the measurement will be based on the location of the learning site.</p>	Skills development initiatives	Number of NSF-funded learners from rural areas that completed their education and training	A	xxx	B	xxx	C	xxx	Etc.	xxx	<b>Total: Year 1 of current strategic period (A + B + C + Etc.)</b>	<b>XXX</b>	<b>Total: Year 2 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>	<b>Total: Year 3 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>	<b>Total: Year 4 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>	<b>Total: Year 5 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>	<b>Total for 5-year strategic period (Years 1 to 5 added together)</b>	<b>XXXXX</b>
Skills development initiatives	Number of NSF-funded learners from rural areas that completed their education and training																						
A	xxx																						
B	xxx																						
C	xxx																						
Etc.	xxx																						
<b>Total: Year 1 of current strategic period (A + B + C + Etc.)</b>	<b>XXX</b>																						
<b>Total: Year 2 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>																						
<b>Total: Year 3 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>																						
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<b>Total: Year 5 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>																						
<b>Total for 5-year strategic period (Years 1 to 5 added together)</b>	<b>XXXXX</b>																						
Data limitations	The accuracy, completeness and validity of the indicator depend on the accuracy, completeness and validity of learner data reported in project reports.																						
Type of indicator	Output																						
Calculation type	<p>Cumulative 5-year target: Cumulative number of learners from rural areas that completed their education and training over the 5-year strategic period.</p> <p>Annual target: Number of learners from rural areas that completed their education and training within the year.</p>																						
Reporting cycle	Annual																						

**STRATEGIC OBJECTIVE 2: DEVELOPING THE SKILLS OF PEOPLE FROM RURAL AREAS**

**STRATEGIC OBJECTIVE PERFORMANCE INDICATOR 2 (OUTPUT-BASED)**

<b>Indicator title</b>	Number of NSF-funded learners from rural areas that completed their education and training over the 5-year strategic period.
<b>New indicator</b>	No
<b>Desired performance</b>	The NSF desires to achieve the learner numbers as outlined in the strategic plan and annual performance plan.
<b>Indicator responsibility</b>	<p>Joint responsibility between:</p> <ul style="list-style-type: none"> <li>i) Chief Director: Strategy, Performance and Innovation</li> <li>ii) Chief Director: Skills Development Implementation</li> <li>iii) Director: Bursaries</li> </ul> <p>Key support responsibility:</p> <ul style="list-style-type: none"> <li>i) Chief Financial Officer</li> <li>ii) Director: Legal, Governance, Risk and Compliance</li> </ul>



## ►► Strategic objective 3: Improving the skills of SMMEs and co-operatives

### Strategic objective performance indicator 3.1

STRATEGIC OBJECTIVE 3: IMPROVING THE SKILLS OF SMMEs AND CO-OPERATIVES	
STRATEGIC OBJECTIVE PERFORMANCE INDICATOR 3.1 (OUTPUT-BASED)	
Indicator title	Number of SMMEs and co-operatives that benefitted from NSF-funded skills development initiatives over the 5-year strategic period.
<b>Short definition</b>	<p>Number of SMMEs and co-operatives that benefitted from NSF-funded skills development initiatives over the 5-year strategic period.</p> <p><b>“Benefitted”</b> means that a SMME or a co-operative benefitted in some form or another from the skills development initiative funded by the NSF, either by way of the learner being placed at the SMME or co-operative or by way of the SMME or co-operative receiving funding from the NSF directly for skills development.</p>
<b>Purpose / importance</b>	The White Paper for Post-School Education and Training (page 63) indicates that the NSF will also be a source of funding for wider government strategies such as youth programmes, building small businesses and co-operatives, as well as rural development.
<b>Source / collection of data</b>	<p>Source documents: Project reports, indicating the number of SMMEs and co-operatives that benefitted from NSF-funded skills development initiatives.</p> <p>Collection of data: The number of SMMEs and co-operatives that benefitted from NSF-funded skills development initiatives will be collated from the project reports.</p>



**STRATEGIC OBJECTIVE 3: IMPROVING THE SKILLS OF SMMEs AND CO-OPERATIVES**

**STRATEGIC OBJECTIVE PERFORMANCE INDICATOR 3.1 (OUTPUT-BASED)**

**Indicator title** Number of SMMEs and co-operatives that benefitted from NSF-funded skills development initiatives over the 5-year strategic period.

**Method of calculation**

**Formula:**

Skills development initiatives	Number of SMMEs and co-operatives that benefitted from NSF-funded skills development initiatives
A	XXX
B	xxx
C	xxx
Etc.	xxx
<b>Total: Year 1 of current strategic period (A + B + C + Etc.)</b>	<b>XXX</b>
<b>Total: Year 2 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>
<b>Total: Year 3 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>
<b>Total: Year 4 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>
<b>Total: Year 5 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>
<b>Total for 5-year strategic period (Years 1 to 5 added together)</b>	<b>XXXXX</b>

**Data limitations** The accuracy, completeness and validity of the indicator depend on the accuracy, completeness and validity of learner data reported in project reports.

**Type of indicator** Output

**Calculation type** Cumulative 5-year target: Cumulative number of SMMEs and co-operatives that benefitted from NSF-funded skills development initiative over the 5-year strategic period.  
  
Annual target: Number of SMMEs and co-operatives that benefitted from NSF-funded skills development initiative within the year.

**Reporting cycle** Annual

**New indicator** No

**Desired performance** The NSF desires to achieve the number of SMMEs and co-operatives as outlined in the strategic plan and annual performance plan.

**STRATEGIC OBJECTIVE 3: IMPROVING THE SKILLS OF SMMEs AND CO-OPERATIVES**

**STRATEGIC OBJECTIVE PERFORMANCE INDICATOR 3.1 (OUTPUT-BASED)**

<b>Indicator title</b>	<b>Number of SMMEs and co-operatives that benefitted from NSF-funded skills development initiatives over the 5-year strategic period.</b>
<b>Indicator responsibility</b>	<p>Joint responsibility between:</p> <ul style="list-style-type: none"> <li>i) Chief Director: Strategy, Performance and Innovation</li> <li>ii) Chief Director: Skills Development Implementation</li> </ul> <p>Key support responsibility:</p> <ul style="list-style-type: none"> <li>i) Chief Financial Officer</li> <li>ii) Director: Legal, Governance, Risk and Compliance</li> </ul>



### Strategic objective performance indicator 3.2

STRATEGIC OBJECTIVE 3: IMPROVING THE SKILLS OF SMME AND CO-OPERATIVES	
STRATEGIC OBJECTIVE PERFORMANCE INDICATOR 3.2 (OUTPUT-BASED)	
<b>Indicator title</b>	Number of NSF-funded learners that acquired skills through SMME and co-operative skills development initiatives over the 5-year strategic period.
<b>Short definition</b>	<p>Number of NSF-funded learners that acquired skills through SMME and co-operative skills development initiatives over the 5-year strategic period.</p> <p><b>“NSF-funded learners”</b> refers to all learners funded and monitored via the NSF, whether through Skills Development Levy (SDL) funding, investment income or other sources of funding e.g. funding received from the Unemployment Insurance Fund (UIF). The NSF is responsible for sourcing additional funding over and above its traditional revenue sources, initiating these skills development initiatives, monitoring the progress on all funded learners, as well as evaluating the outcome of the funded learners. Thus, irrespective as to where the funding for funded learners stems from, the NSF still invests time and administrative expenses into these learners and, therefore, reports on these learners. The NSF, will however, distinguish between learners funded from traditional NSF sources (e.g. the SDL and NSF investment income) and other additional revenue sources (e.g. UIF contributions) in the notes or as addenda to the annual performance report.</p> <p><b>“Acquired skills”</b> refers to learners that have completed their education and training through SMME and co-operative skills development initiatives.</p>
<b>Purpose / importance</b>	The White Paper for Post-School Education and Training (page 63) indicates that the NSF will also be a source of funding for wider government strategies such as youth programmes, building small businesses and co-operatives, as well as rural development.
<b>Source / collection of data</b>	<p>Source documents: Project reports, indicating the number of NSF-funded learners that acquired skills through SMME and co-operative skills development initiatives. Project reports include site monitoring reports, quarterly reports and close-out reports.</p> <p>Collection of data: The number of NSF-funded learners that acquired skills through SMME and co-operative skills development initiatives will be collated from project reports.</p>



STRATEGIC OBJECTIVE 3: IMPROVING THE SKILLS OF SMME AND CO-OPERATIVES																							
STRATEGIC OBJECTIVE PERFORMANCE INDICATOR 3.2 (OUTPUT-BASED)																							
Indicator title	Number of NSF-funded learners that acquired skills through SMME and co-operative skills development initiatives over the 5-year strategic period.																						
Method of calculation	<table border="1"> <thead> <tr> <th>Skills development initiatives</th> <th>Number of NSF-funded learners that acquired skills through SMME and co-operative skills development initiatives</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>xxx</td> </tr> <tr> <td>B</td> <td>xxx</td> </tr> <tr> <td>C</td> <td>xxx</td> </tr> <tr> <td>Etc.</td> <td>Xxx</td> </tr> <tr> <td><b>Total: Year 1 of current strategic period (A + B + C + Etc.)</b></td> <td><b>XXX</b></td> </tr> <tr> <td><b>Total: Year 2 of current strategic period (Calculated the same as above)</b></td> <td><b>XXX</b></td> </tr> <tr> <td><b>Total: Year 3 of current strategic period (Calculated the same as above)</b></td> <td><b>XXX</b></td> </tr> <tr> <td><b>Total: Year 4 of current strategic period (Calculated the same as above)</b></td> <td><b>XXX</b></td> </tr> <tr> <td><b>Total: Year 5 of current strategic period (Calculated the same as above)</b></td> <td><b>XXX</b></td> </tr> <tr> <td><b>Total for 5-year strategic period (Years 1 to 5 added together)</b></td> <td><b>XXXXX</b></td> </tr> </tbody> </table>	Skills development initiatives	Number of NSF-funded learners that acquired skills through SMME and co-operative skills development initiatives	A	xxx	B	xxx	C	xxx	Etc.	Xxx	<b>Total: Year 1 of current strategic period (A + B + C + Etc.)</b>	<b>XXX</b>	<b>Total: Year 2 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>	<b>Total: Year 3 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>	<b>Total: Year 4 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>	<b>Total: Year 5 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>	<b>Total for 5-year strategic period (Years 1 to 5 added together)</b>	<b>XXXXX</b>
	Skills development initiatives	Number of NSF-funded learners that acquired skills through SMME and co-operative skills development initiatives																					
	A	xxx																					
	B	xxx																					
	C	xxx																					
	Etc.	Xxx																					
	<b>Total: Year 1 of current strategic period (A + B + C + Etc.)</b>	<b>XXX</b>																					
	<b>Total: Year 2 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>																					
	<b>Total: Year 3 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>																					
	<b>Total: Year 4 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>																					
<b>Total: Year 5 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>																						
<b>Total for 5-year strategic period (Years 1 to 5 added together)</b>	<b>XXXXX</b>																						
Data limitations	The accuracy, completeness and validity of the indicator depend on the accuracy, completeness and validity of learner data reported in project reports.																						
Type of indicator	Output																						
Calculation type	<p>Cumulative 5-year target: Cumulative number of NSF-funded learners that acquired skills through SMME and co-operative skills development initiatives over the 5-year strategic period.</p> <p>Annual target: Number of NSF-funded learners that acquired skills through SMME and co-operative skills development initiatives within the year.</p>																						
Reporting cycle	Annual																						

**STRATEGIC OBJECTIVE 3: IMPROVING THE SKILLS OF SMME AND CO-OPERATIVES**

**STRATEGIC OBJECTIVE PERFORMANCE INDICATOR 3.2 (OUTPUT-BASED)**

<b>Indicator title</b>	Number of NSF-funded learners that acquired skills through SMME and co-operative skills development initiatives over the 5-year strategic period.
<b>New indicator</b>	No
<b>Desired performance</b>	The NSF desires to achieve the number of NSF-funded learners as outlined in the strategic plan and annual performance plan.
<b>Indicator responsibility</b>	<p>Joint responsibility between:</p> <ul style="list-style-type: none"> <li>i) Chief Director: Strategy, Performance and Innovation</li> <li>ii) Chief Director: Skills Development Implementation</li> </ul> <p>Key support responsibility:</p> <ul style="list-style-type: none"> <li>i) Chief Financial Officer</li> <li>ii) Director: Legal, Governance, Risk and Compliance</li> </ul>



## ►► Strategic objective 4: Community-based skills development

### Strategic objective performance indicator 4

STRATEGIC OBJECTIVE 4: COMMUNITY-BASED SKILLS DEVELOPMENT	
STRATEGIC OBJECTIVE PERFORMANCE INDICATOR 4 (OUTPUT-BASED)	
Indicator title	Number of NSF-funded learners that acquired skills through community-based skills development initiatives over the 5-year strategic period.
<b>Short definition</b>	<p>Number of NSF-funded learners that acquired skills through community-based skills development initiatives over the 5-year strategic period.</p> <p><b>“NSF funded learners”</b> refers to all learners funded and monitored via the NSF, whether through Skills Development Levy (SDL) funding, investment income or other sources of funding e.g. funding received from the Unemployment Insurance Fund (UIF). The NSF is responsible for sourcing additional funding over and above its traditional revenue sources, initiating these skills development initiatives, monitoring the progress on all funded learners, as well as evaluating the outcome of funded learners. Thus, irrespective as to where the funding for these learners stems from, the NSF still invests time and administrative expenses into these learners and, therefore, reports on these learners. The NSF, will however, distinguish between learners funded from traditional NSF sources (e.g. the SDL and NSF investment income) and other additional revenue sources (e.g. UIF contributions) in the notes or as addenda to the Annual Performance Report.</p> <p><b>“Acquired skills”</b> refers to learners that have completed their education and training through community-based skills development initiatives.</p> <p><b>“Community-based skills development”</b> refers to learning programmes that have been categorised as “workplace-based skills programmes - other” and thus will be limited to learning programmes categorised as such.</p>
<b>Purpose / importance</b>	<p>The National Skills Development Strategy (NSDS) III defines the NSF as a ‘catalytic’ fund, enabling the state to drive key skills strategies as well as to meet the training needs of the unemployed, non-levy-paying co-operatives, non-governmental organisations (NGOs), community structures and vulnerable groups. It will, therefore, promote strategic partnerships and innovation in project delivery. It will drive change towards partnership-based programmes and contribute significantly to raising the low base of education and training in the country, guided by government policies of redress and promotion of equity.</p> <p>The White Paper for Post-School Education and Training indicates that community colleges will expand to vocational and skills-development programmes and non-formal programmes. Formal programmes will include skills or occupational programmes funded by the sector education and training authorities (SETAs) or the NSF. Community colleges will have to link directly with the work of public programmes to provide appropriate skills and knowledge. These programmes include the Expanded Public Works Programme (EPWP), Community Works Programmes (CWPs), the state’s infrastructure development programme, as well as economic and social development initiatives such as the Community Development Workers (CDW) and Community Health Workers (CHW) programmes. Such programmes can provide work-integrated learning opportunities while colleges provide classroom and workshop-based learning. Although the department will provide the core funding for the colleges, including provision for core permanent teaching and administrative staff, this has to be complemented by funds from SETAs and the NSF where appropriate.</p> <p>The NSF continues to support public programmes through skills development such as the EPWP and will, therefore, also engage in linking occupational programme offerings through the community colleges to the public programmes for workplace-based experience.</p> <p>Funding will also be set aside from the NSF, for community-initiated skills development projects and other initiatives, to address skills shortages in the country, in line with the objectives and goals of the NSDS III.</p>

**STRATEGIC OBJECTIVE 4: COMMUNITY-BASED SKILLS DEVELOPMENT**

**STRATEGIC OBJECTIVE PERFORMANCE INDICATOR 4 (OUTPUT-BASED)**

**Indicator title** Number of NSF-funded learners that acquired skills through community-based skills development initiatives over the 5-year strategic period.

**Source / collection of data** Source documents: Community-based skills development project reports, indicating the number of learners that acquired skills through NSF-funded community-based skills development initiatives over the 5-year strategic period.

Collection of data: Learners that acquired skills through community-based skills development will be collated from project reports.

**Method of calculation**

**Formula:**

Community-based skills development initiatives	Number of NSF-funded learners that acquired skills through community-based skills development initiatives
A	xxx
B	xxx
C	xxx
Etc.	xxx
<b>Total: Year 1 of current strategic period (A + B + C + Etc.)</b>	<b>XXX</b>
<b>Total: Year 2 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>
<b>Total: Year 3 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>
<b>Total: Year 4 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>
<b>Total: Year 5 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>
<b>Total for 5-year strategic period (Years 1 to 5 added together)</b>	<b>XXXXX</b>

**Data limitations** The accuracy, completeness and validity of the indicator depend on the accuracy, completeness and validity of learner data reported in project reports.

**Type of indicator** Output

**Calculation type** Cumulative 5-year target: Cumulative number of learners that acquired skills through community-based skills development initiatives over the 5-year strategic period.

Annual target: Number of learners that acquired skills through community-based skills development initiatives within the year.

STRATEGIC OBJECTIVE 4: COMMUNITY-BASED SKILLS DEVELOPMENT	
STRATEGIC OBJECTIVE PERFORMANCE INDICATOR 4 (OUTPUT-BASED)	
<b>Indicator title</b>	Number of NSF-funded learners that acquired skills through community-based skills development initiatives over the 5-year strategic period.
<b>Reporting cycle</b>	Annual
<b>New indicator</b>	No
<b>Desired performance</b>	The NSF desires to achieve the learner numbers as outlined in the strategic plan and annual performance plan.
<b>Indicator responsibility</b>	<p>Joint responsibility between:</p> <ul style="list-style-type: none"> <li>i) Chief Director: Strategy, Performance and Innovation</li> <li>ii) Chief Director: Skills Development Implementation</li> <li>iii) Director: Bursaries</li> </ul> <p>Key support responsibility:</p> <ul style="list-style-type: none"> <li>i) Chief Financial Officer</li> <li>ii) Director: Legal, Governance, Risk and Compliance</li> </ul>



## ►► Strategic objective 5: Worker education

### Strategic objective performance indicator 5

STRATEGIC OBJECTIVE 5: WORKER EDUCATION	
STRATEGIC OBJECTIVE PERFORMANCE INDICATOR 5 (OUTPUT-BASED)	
Indicator title	Number of workers to be educated through worker education initiatives over the 5-year strategic period.
<b>Short definition</b>	<p>Number of workers to be educated through worker education initiatives over the 5-year strategic period.</p> <p><b>“Worker education”</b> refers to learning programmes funded by the NSF that relate to trade unions, worker federations or similar organisations and their education programmes. It includes other worker-initiated training programmes related to the further education and training of workers in broader sectoral policy and capacity to effectively engage in the workplace and broader economy.</p>
<b>Purpose / importance</b>	<p>Education programmes spearheaded by trade unions and other worker-initiated training programmes play an important role in the further education and training of workers. Worker education and training initiatives are able to use the critical networks of individual organisations to educate members and other workers to suit specific needs in a manner that is also beneficial to the economy as a whole. South Africa has a long history of worker education and training that needs to be supported and expanded. Worker-initiated education and training can contribute to a workforce that is better able to understand the challenges facing the economic sectors in which they operate. This would benefit the workplace, the economy and the developmental objectives of the country.</p>
<b>Source / collection of data</b>	<p>Source documents: Project reports indicating the number of workers that benefitted from NSF-funded worker education initiatives.</p> <p>Collection of data: The number of workers that benefitted from NSF-funded worker education initiatives will be collated from project reports.</p>



STRATEGIC OBJECTIVE 5: WORKER EDUCATION																							
STRATEGIC OBJECTIVE PERFORMANCE INDICATOR 5 (OUTPUT-BASED)																							
Indicator title	Number of workers to be educated through worker education initiatives over the 5-year strategic period.																						
Method of calculation	<p><b>Formula:</b></p> <table border="1"> <thead> <tr> <th>Skills development initiatives</th> <th>Number of workers that benefitted from worker education initiatives</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>xxx</td> </tr> <tr> <td>B</td> <td>xxx</td> </tr> <tr> <td>C</td> <td>xxx</td> </tr> <tr> <td>Etc.</td> <td>xxx</td> </tr> <tr> <td><b>Total: Year 1 of current strategic period (A + B + C + Etc.)</b></td> <td><b>XXX</b></td> </tr> <tr> <td><b>Total: Year 2 of current strategic period (Calculated the same as above)</b></td> <td><b>XXX</b></td> </tr> <tr> <td><b>Total: Year 3 of current strategic period (Calculated the same as above)</b></td> <td><b>XXX</b></td> </tr> <tr> <td><b>Total: Year 4 of current strategic period (Calculated the same as above)</b></td> <td><b>XXX</b></td> </tr> <tr> <td><b>Total: Year 5 of current strategic period (Calculated the same as above)</b></td> <td><b>XXX</b></td> </tr> <tr> <td><b>Total for 5-year strategic period (Years 1 to 5 added together)</b></td> <td><b>XXXXX</b></td> </tr> </tbody> </table>	Skills development initiatives	Number of workers that benefitted from worker education initiatives	A	xxx	B	xxx	C	xxx	Etc.	xxx	<b>Total: Year 1 of current strategic period (A + B + C + Etc.)</b>	<b>XXX</b>	<b>Total: Year 2 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>	<b>Total: Year 3 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>	<b>Total: Year 4 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>	<b>Total: Year 5 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>	<b>Total for 5-year strategic period (Years 1 to 5 added together)</b>	<b>XXXXX</b>
	Skills development initiatives	Number of workers that benefitted from worker education initiatives																					
	A	xxx																					
	B	xxx																					
	C	xxx																					
	Etc.	xxx																					
	<b>Total: Year 1 of current strategic period (A + B + C + Etc.)</b>	<b>XXX</b>																					
	<b>Total: Year 2 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>																					
	<b>Total: Year 3 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>																					
	<b>Total: Year 4 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>																					
	<b>Total: Year 5 of current strategic period (Calculated the same as above)</b>	<b>XXX</b>																					
<b>Total for 5-year strategic period (Years 1 to 5 added together)</b>	<b>XXXXX</b>																						
Data limitations	The accuracy, completeness and validity of the indicator depend on the accuracy, completeness and validity of the data related to workers reported in project reports.																						
Type of indicator	Output																						
Calculation type	<p>Cumulative 5-year target: Cumulative number of workers that benefitted through NSF-funded worker education initiatives over the 5-year strategic period.</p> <p>Annual target: Number of workers that benefitted through NSF-funded worker education initiatives within the year.</p>																						
Reporting cycle	Annual																						
New indicator	No																						
Desired performance	The NSF desires to achieve the number of workers educated through worker education initiatives as outlined in the strategic plan and annual performance plan.																						

**STRATEGIC OBJECTIVE 5: WORKER EDUCATION**

**STRATEGIC OBJECTIVE PERFORMANCE INDICATOR 5 (OUTPUT-BASED)**

<b>Indicator title</b>	<b>Number of workers to be educated through worker education initiatives over the 5-year strategic period.</b>
<b>Indicator responsibility</b>	<p>Joint responsibility between:</p> <ul style="list-style-type: none"> <li>i) Chief Director: Strategy, Performance and Innovation</li> <li>ii) Chief Director: Skills Development Implementation</li> </ul> <p>Key support responsibility:</p> <ul style="list-style-type: none"> <li>i) Chief Financial Officer</li> <li>ii) Director: Legal, Governance, Risk and Compliance</li> </ul>



## ►► Strategic objective 6: An expanded, effective and integrated PSET system

### Strategic objective performance indicator 6

STRATEGIC OBJECTIVE 6: AN EXPANDED, EFFECTIVE AND INTEGRATED PSET SYSTEM	
STRATEGIC OBJECTIVE PERFORMANCE INDICATOR 6 (OUTPUT-BASED)	
<b>Indicator title</b>	Percentage of priority projects aimed at expanding, integrating and improving the effectiveness of the PSET system (excluding skills infrastructure development) that have successfully achieved most of the envisaged outputs.
<b>Short definition</b>	<p>Percentage of priority projects aimed at expanding, integrating and improving the effectiveness of the PSET system (excluding skills infrastructure development) that have successfully achieved most of the envisaged outputs.</p> <p><b>“Most of”</b> means more than 50% of the envisaged outputs.</p> <p>All projects funded to expand, integrate and improve the effectiveness of the PSET system are considered a priority.</p>
<b>Purpose / importance</b>	<p>The White Paper for Post-School Education and Training envisages an integrated system of post-school education and training, with all institutions playing a role as parts of a coherent but differentiated whole. These institutions include the colleges and universities whose main purpose is the direct provision of education and training and, in the case of universities, conducting research. This includes institutions that support the education and training process, such as the sector education and training authorities (SETAs), the NSF and the advisory, regulatory and quality assurance bodies such as the South African Qualifications Authority (SAQA) and quality councils.</p> <p>The White Paper also recognises the importance of partnerships between educational institutions and employers. Most students are preparing for careers in the labour market, and practical experience in the world of work is an invaluable part of their training. Even those students who do not find jobs in the formal labour market will benefit from practical workplace experience as they seek alternative ways of earning sustainable livelihoods. Employers must be drawn closer to the education and training process; as they are major beneficiaries and must contribute to its success.</p> <p>The White Paper clearly stipulates that the NSF will be an important source of funding to enable linkages between the skills system and other post-schooling sub-systems that will be put in place. A number of the strategic goals and objectives related to the PSET system cannot be achieved without the enabling funding from the NSF.</p> <p>The NSF will, therefore, continue to be responsible for building linkages within the skills system and funding skills development capacity in public education and training institutions. The NSF aims to expand, integrate and improve the PSET system as the entire PSET system plays a critical part in contributing towards the NSF <a href="#">strategic goal: A skilled and capable workforce for an inclusive growth path</a>.</p>
<b>Source / collection of data</b>	<p>Source documents: Final close-out reports outlining the output results of each completed project.</p> <p>Collection of data: Information will be collated from close-out reports outlining the final output results of each project.</p>

**STRATEGIC OBJECTIVE 6: AN EXPANDED, EFFECTIVE AND INTEGRATED PSET SYSTEM**

**STRATEGIC OBJECTIVE PERFORMANCE INDICATOR 6 (OUTPUT-BASED)**

**Indicator title** Percentage of priority projects aimed at expanding, integrating and improving the effectiveness of the PSET system (excluding skills infrastructure development) that have successfully achieved most of the envisaged outputs.

**Method of calculation**

**Formula:**

*Percentage (%) of priority projects aimed at expanding, integrating and improving the effectiveness of the PSET system (excluding skills infrastructure development) that have successfully achieved most of the envisaged outputs =*

*Number of projects aimed at expanding, improving the effectiveness and integrating the PSET system (excluding skills infrastructure development) that successfully achieved most of the envisaged outputs / Total number of projects aimed at expanding, improving the effectiveness and integrating the PSET system (excluding skills infrastructure development) that successfully achieved the envisaged outputs \*100*

Skills development project	Number of outputs as per project plan	Number of outputs successfully achieved as per final close-out report	Percentage of outputs successfully achieved	If more than 50%, then regarded as successful achievement
A	X	Y	$Z = Y / X * 100$	If $Z > 50\%$ , then "successful", else "unsuccessful"
B	X	Y	$Z = Y / X * 100$	If $Z > 50\%$ , then "successful", else "unsuccessful"
C	X	Y	$Z = Y / X * 100$	If $Z > 50\%$ , then "successful", else "unsuccessful"
Etc.	X	Y	$Z = Y / X * 100$	If $Z > 50\%$ , then "successful", else "unsuccessful"
<b>Number of projects* that achieved most of the outputs</b>				<b>A = all "successful" projects added together</b>
<b>Total number of projects*</b>				<b>B = count all projects</b>
<b>Percentage of projects* that achieved most of the envisaged outputs</b>				<b>A / B * 100</b>
<b>*Projects only include those that have been completed within the first 4 years of the strategic period.</b>				

STRATEGIC OBJECTIVE 6: AN EXPANDED, EFFECTIVE AND INTEGRATED PSET SYSTEM	
STRATEGIC OBJECTIVE PERFORMANCE INDICATOR 6 (OUTPUT-BASED)	
<b>Indicator title</b>	Percentage of priority projects aimed at expanding, integrating and improving the effectiveness of the PSET system (excluding skills infrastructure development) that have successfully achieved most of the envisaged outputs.
<b>Method of calculation</b>	<p>An overall conclusion will be formed on each project as to whether it was successful in achieving most of the envisaged outputs, and which will be determined as part of evaluating the final close-out report.</p> <p>Only projects that have been completed within the first 4 years of the strategic period will be considered in the measurement of this indicator. This is based on the premise that the successful output of a project can usually only be evaluated after a period of time, with six months being deemed the shortest reasonable time after a project has been completed to measure the final overall output of a project.</p>
<b>Data limitations</b>	The accuracy, completeness and validity of the indicator depend on the availability of close-out reports that will measure the success of a project in achieving most of the envisaged outputs.
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Cumulative 5-year target: Percentage (%) of priority projects aimed at expanding, integrating and improving the effectiveness of the PSET system (excluding skills infrastructure development) that have successfully achieved most of the envisaged outputs.
<b>Reporting cycle</b>	At the end of the 5-year strategic period, specifically 31 March 2020, since these projects are usually long-term.
<b>New indicator</b>	No
<b>Desired performance</b>	The NSF desires to achieve a 100% success rate on its funded projects.
<b>Indicator responsibility</b>	<p>Joint responsibility between:</p> <ol style="list-style-type: none"> <li>1. National Skills Fund                             <ol style="list-style-type: none"> <li>i) Chief Director: Strategy, Performance and Innovation</li> <li>ii) Chief Director: Skills Development Implementation</li> </ol> </li> <li>2. Department of Higher Education and Training</li> </ol> <p>Key support responsibility:</p> <ol style="list-style-type: none"> <li>1. National Skills Fund                             <ol style="list-style-type: none"> <li>i) Chief Financial Officer</li> <li>ii) Director: Legal, Governance, Risk and Compliance</li> </ol> </li> </ol>

## ►► Strategic objective 7: Skills infrastructure development

### Strategic objective performance indicator 7

STRATEGIC OBJECTIVE 7: SKILLS INFRASTRUCTURE DEVELOPMENT	
STRATEGIC OBJECTIVE PERFORMANCE INDICATOR 7 (OUTPUT-BASED)	
<b>Indicator title</b>	Percentage of priority projects aimed at expanding, integrating and improving the effectiveness of the PSET system through skills infrastructure development that have successfully achieved most of the envisaged outputs.
<b>Short definition</b>	<p>Percentage of priority projects aimed at expanding, integrating and improving the effectiveness of the PSET system through skills infrastructure development that have successfully achieved most of the envisaged outputs.</p> <p>All projects funded to expand, integrate and improve the effectiveness of the PSET system through skills infrastructure development are considered a priority.</p>
<b>Purpose / importance</b>	<p>The White Paper for Post-School Education and Training envisages an integrated system of post-school education and training, with all institutions playing a role as parts of a coherent but differentiated whole. These institutions include colleges and universities whose main purpose is the direct provision of education and training and, in the case of universities, conducting research. This includes institutions that support the education and training process, such as the sector education and training authorities (SETAs), the NSF and the advisory, regulatory and quality assurance bodies such as the South African Qualifications Authority (SAQA) and quality councils.</p> <p>The White Paper also recognises the importance of partnerships between educational institutions and employers. Most students are preparing for careers in the labour market, and practical experience in the world of work is an invaluable part of their training. Even those students who do not find jobs in the formal labour market will benefit from practical workplace experience as they seek alternative ways of earning sustainable livelihoods. Employers must be drawn closer to the education and training process; as they are major beneficiaries and must contribute to its success.</p> <p>The White Paper clearly stipulates that the NSF will be an important source of funding to enable the linkages between the skills system and other post-schooling sub-systems that will be put in place. A number of the strategic goals and objectives related to the PSET system cannot be achieved without the enabling funding from the NSF.</p> <p>The NSF will, therefore, continue to be responsible for building linkages within the skills system and funding skills development capacity in public education and training institutions. The NSF aims to expand and improve the integration and effectiveness of the PSET system as the entire system plays a critical part in contributing towards the NSF <a href="#">strategic goal: A skilled and capable workforce for an inclusive growth path</a>.</p>
<b>Source / collection of data</b>	<p>Source documents: Final close-out reports outlining the output results of each project completed.</p> <p>Collection of data: Information will be collated from close-out reports outlining the final output results of each project.</p>

**STRATEGIC OBJECTIVE 7: SKILLS INFRASTRUCTURE DEVELOPMENT**

**STRATEGIC OBJECTIVE PERFORMANCE INDICATOR 7 (OUTPUT-BASED)**

**Indicator title** Percentage of priority projects aimed at expanding, integrating and improving the effectiveness of the PSET system through skills infrastructure development that have successfully achieved most of the envisaged outputs.

**Method of calculation**

**Formula:**

*Percentage (%) of priority projects aimed at expanding, integrating and improving the effectiveness of the PSET system through skills infrastructure development that have successfully achieved most of the envisaged outputs =*

*Number of projects aimed at expanding, improving the effectiveness and integrating the PSET system through skills infrastructure development that successfully achieved most of the envisaged outputs / Total number of projects aimed at expanding, improving the effectiveness and integrating the PSET system through skills infrastructure development \*100*

Skills development project	Number of outputs as per project plan	Number of outputs successfully achieved as per final close-out report	Percentage of outputs successfully achieved	If more than 50%, then regarded as successful achievement
A	X	Y	$Z = Y / X * 100$	If $Z > 50\%$ , then "successful", else "unsuccessful"
B	X	Y	$Z = Y / X * 100$	If $Z > 50\%$ , then "successful", else "unsuccessful"
C	X	Y	$Z = Y / X * 100$	If $Z > 50\%$ , then "successful", else "unsuccessful"
Etc.	X	Y	$Z = Y / X * 100$	If $Z > 50\%$ , then "successful", else "unsuccessful"
<b>Number of projects* that achieved most of the outputs</b>				<b>A = all "successful" projects added together</b>
<b>Total number of projects*</b>				<b>B = count all projects</b>
<b>Percentage of projects* that achieved most of the envisaged outputs</b>				<b>A / B * 100</b>
<b>*Projects only include those that have been completed within the first 4 years of the strategic period.</b>				

An overall conclusion will be formed on each project as to whether it was successful in achieving most of the envisaged outputs, and which will be determined as part of evaluating the final close-out report.

Only projects that have been completed within the first 4 years of the current strategic period and the last year of the previous strategic period will be considered in the measurement of this indicator. This is based on the premise that the successful output of a project can usually only be evaluated after a period of time, with six months being deemed the shortest reasonable time after a project has been completed to measure the final overall output of a project.

STRATEGIC OBJECTIVE 7: SKILLS INFRASTRUCTURE DEVELOPMENT	
STRATEGIC OBJECTIVE PERFORMANCE INDICATOR 7 (OUTPUT-BASED)	
<b>Indicator title</b>	Percentage of priority projects aimed at expanding, integrating and improving the effectiveness of the PSET system through skills infrastructure development that have successfully achieved most of the envisaged outputs.
<b>Data limitations</b>	The accuracy, completeness and validity of the indicator depend on the availability of close-out reports that will measure the success of a project in achieving most of the envisaged outputs.
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Cumulative 5-year target: 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 most of the envisaged outputs.
<b>Reporting cycle</b>	At the end of the 5-year strategic period, specifically, 31 March 2020, since these projects are usually long-term.
<b>New indicator</b>	No
<b>Desired performance</b>	The NSF desires to achieve a 100% success rate on its funded projects.
<b>Indicator responsibility</b>	<p>Joint responsibility between:</p> <ol style="list-style-type: none"> <li>1. National Skills Fund                             <ol style="list-style-type: none"> <li>i) Chief Director: Strategy, Performance and Innovation</li> <li>ii) Chief Director: Skills Development Implementation</li> </ol> </li> <li>2. Department of Higher Education and Training</li> </ol> <p>Key support responsibility:</p> <ol style="list-style-type: none"> <li>1. National Skills Fund                             <ol style="list-style-type: none"> <li>i) Chief Financial Officer</li> <li>ii) Director: Legal, Governance, Risk and Compliance</li> </ol> </li> </ol>

## ▶▶ Strategic objective 8: Skills development research, innovation and advocacy

### Strategic objective performance indicator 8

STRATEGIC OBJECTIVE 8: SKILLS DEVELOPMENT RESEARCH, INNOVATION AND ADVOCACY	
STRATEGIC OBJECTIVE PERFORMANCE INDICATOR 8 (OUTPUT-BASED)	
<b>Indicator title</b>	Percentage of skills development research, innovation and advocacy that have successfully achieved most of the envisaged outputs.
<b>Short definition</b>	Percentage of skills development research, innovation and advocacy that have successfully achieved the envisaged outputs.
<b>Purpose / importance</b>	<p>The White Paper for Post-School Education and Training indicates that the NSF is to support research and innovation.</p> <p>The National Skills Development Strategy (NSDS) III elevates research, development and innovation to a strategic level. These are not simply aspects of skills planning, but fundamental to the achievement of a skilled nation, attracting investment and achieving shared growth and development. The NSF is in a good position to support research which cuts across sectors. For example, the issue of beneficiation in mining has been highlighted, as has training within supply chains. AgriSETA has raised the need to strengthen training along the entire food chain if the rural economy is to be strengthened. The NSF must, therefore, fund research where key opportunities for economic growth and industrial development are identified but do not fall tidily into a single sector or SETA.</p> <p>Some of the research questions posed by the NSDS III are difficult. Such questions probe even the mere understanding of the challenges faced by the nation, or even how these challenges are identified. For example, how can skills development support the creation of a developmental state? This requires an understanding of the possible role of the state and its various components, and an exploration of different models of state intervention in the economy. Meta-analyses of census and other data on how the poor in rural and urban areas earn their livelihoods are examples of research that can inform the NSF and other stakeholders about skills needs and help shape relevant curricula, especially in community colleges. Such research, both empirical and theoretical, demands the involvement of intellectuals in universities and think tanks. The NSF should, therefore, provide funding where appropriate to clarify and achieve government’s aims with regard to the education and skills development systems.</p> <p>Increasingly, innovation sets a country apart and places it on a positive developmental path. Innovation has been seen as something pertaining to universities and academics, but progressively it has evolved to applying theory in practical ways in industry. With the increased focus of the NSDS III on bridging the gap between study and work, particularly in postgraduate fields of learning, innovation projects can be identified and funded by the NSF to support the wider goals of government.</p>
<b>Source / collection of data</b>	<p>Source documents: Final close-out reports outlining the output results of each completed project.</p> <p>Collection of data: Information will be collated from close-out reports outlining the final output results of each project.</p>

**STRATEGIC OBJECTIVE 8: SKILLS DEVELOPMENT RESEARCH, INNOVATION AND ADVOCACY**

**STRATEGIC OBJECTIVE PERFORMANCE INDICATOR 8 (OUTPUT-BASED)**

**Indicator title** Percentage of skills development research, innovation and advocacy that have successfully achieved most of the envisaged outputs.

**Method of calculation** **Formula:**

*Percentage (%) of skills development research, innovation and advocacy that have successfully achieved envisaged outputs =*

*Number of completed skills development research, innovation and advocacy projects that have successfully achieved the most of the envisaged outputs / Total number of skills development research, innovation and advocacy projects completed \*100*

Skills development project	Number of outputs as per project plan	Number of outputs successfully achieved as per final close-out report	Percentage of outputs successfully achieved	If more than 50%, then regarded as successful achievement
A	X	Y	$Z = Y / X * 100$	If $Z > 50\%$ , then "successful", else "unsuccessful"
B	X	Y	$Z = Y / X * 100$	If $Z > 50\%$ , then "successful", else "unsuccessful"
C	X	Y	$Z = Y / X * 100$	If $Z > 50\%$ , then "successful", else "unsuccessful"
Etc.	X	Y	$Z = Y / X * 100$	If $Z > 50\%$ , then "successful", else "unsuccessful"
<b>Number of projects* that achieved most of the outputs</b>				<b>A = all "successful" projects added together</b>
<b>Total number of projects*</b>				<b>B = count all projects</b>
<b>Percentage of projects* that achieved most of the envisaged outputs</b>				<b>A / B * 100</b>
<b>*Projects only include those that have been completed within the first 4 years of the strategic period.</b>				

STRATEGIC OBJECTIVE 8: SKILLS DEVELOPMENT RESEARCH, INNOVATION AND ADVOCACY	
STRATEGIC OBJECTIVE PERFORMANCE INDICATOR 8 (OUTPUT-BASED)	
Indicator title	Percentage of skills development research, innovation and advocacy that have successfully achieved most of the envisaged outputs.
<b>Method of calculation</b>	<p>An overall conclusion will be formed on each project as to whether it was successful in achieving most of the envisaged outputs, and which will be determined as part of evaluating the final close-out report.</p> <p>Only projects that have been completed within the first 4 years of the current strategic period and the last year of the previous strategic period will be considered in the measurement of this indicator. This is based on the premise that the successful output of a project can usually only be evaluated after a period of time, with six months being deemed the shortest reasonable time after a project has been completed to measure the final overall output of a project.</p>
<b>Data limitations</b>	The accuracy, completeness and validity of the indicator depend on the availability of close-out reports that will measure the success of a project in achieving most of the envisaged outputs.
<b>Type of indicator</b>	Output
<b>Calculation type</b>	Cumulative 5-year target: Percentage (%) of skills development research, innovation and advocacy projects that have successfully achieved most of the envisaged outputs over the 5-year strategic period.
<b>Reporting cycle</b>	At the end of the 5-year strategic period, specifically 31 March 2020, since these projects are usually long-term.
<b>New indicator</b>	No
<b>Desired performance</b>	The NSF desires to achieve a 100% success rate on its funded projects.
<b>Indicator responsibility</b>	<p>Joint responsibility between:</p> <ol style="list-style-type: none"> <li>1. National Skills Fund                             <ol style="list-style-type: none"> <li>i) Chief Director: Strategy, Performance and Innovation</li> <li>ii) Chief Director: Skills Development Implementation</li> </ol> </li> <li>2. Department of Higher Education and Training</li> </ol> <p>Key support responsibility:</p> <ol style="list-style-type: none"> <li>1. National Skills Fund                             <ol style="list-style-type: none"> <li>i) Chief Financial Officer</li> <li>ii) Director: Legal, Governance, Risk and Compliance</li> </ol> </li> </ol>

## ►► Strategic objective 9: Improve the NSF's efficiency and effectiveness through an improved organisational structure

### Strategic objective performance indicator 9

STRATEGIC OBJECTIVE 9: IMPROVE THE NSF'S EFFICIENCY AND EFFECTIVENESS THROUGH AN IMPROVED ORGANISATIONAL STRUCTURE	
STRATEGIC OBJECTIVE PERFORMANCE INDICATOR 9 (OUTPUT-BASED)	
Indicator title	Percentage of funded SMS positions filled (%)
<b>Short definition</b>	<p>The percentage (%) of funded SMS positions filled by year-end.</p> <p>The positions only relate to funded positions and not to unfunded positions. Funded positions mean those positions that have been approved by the Director-General and / or Minister, whichever is applicable and there is sufficient funding available to fund the positions as at year-end.</p> <p><b>"SMS positions"</b> refers to positions at director level (SMS level 13) and above.</p>
<b>Purpose / importance</b>	In order to function efficiently and effectively, the NSF needs to have sufficient staff capacity in place in order to carry out the necessary functions required to achieve the objectives of the fund.
<b>Source / collection of data</b>	<p>Source documents: A staff establishment register needs to be kept of all the approved and funded posts, with the relevant level of each post.</p> <p>The staff establishment register should also indicate the person appointed against each approved and funded post, supported by the employment contract (an employee file).</p> <p>Collection of data: The staff establishment register will be collated from the posts approved by the Director-General and / or Minister, whichever is applicable, for which there is sufficient funding. The staff establishment register will also be updated with signed employment contracts.</p>
<b>Method of calculation</b>	<p>Annual and quarterly targets: The number of SMS positions filled as a percentage of the total number approved and funded SMS positions.</p> <p><b>Formula:</b></p> <p><i>Percentage (%) of funded SMS positions filled =</i></p> <p><i>Number of funded SMS positions filled / Total number of approved and funded SMS positions * 100</i></p>
<b>Data limitations</b>	The accuracy, completeness and validity of the indicator depend on the accuracy, completeness and validity of the staff establishment register.
<b>Type of indicator</b>	Input

**STRATEGIC OBJECTIVE 9: IMPROVE THE NSF'S EFFICIENCY AND EFFECTIVENESS THROUGH AN IMPROVED ORGANISATIONAL STRUCTURE**

**STRATEGIC OBJECTIVE PERFORMANCE INDICATOR 9 (OUTPUT-BASED)**

Indicator title	Percentage of funded SMS positions filled (%)
<b>Calculation type</b>	Annual and quarterly target: The number of funded SMS positions filled as a percentage of the total number of approved and funded SMS positions.
<b>Reporting cycle</b>	Quarterly
<b>New indicator</b>	No
<b>Desired performance</b>	The NSF strives towards filling at least 90% of funded SMS positions.
<b>Indicator responsibility</b>	Director: Human Resource Management



## Strategic objective performance indicator 10

STRATEGIC OBJECTIVE 9: IMPROVE THE NSF'S EFFICIENCY AND EFFECTIVENESS THROUGH AN IMPROVED ORGANISATIONAL STRUCTURE	
STRATEGIC OBJECTIVE PERFORMANCE INDICATOR 10 (OUTPUT-BASED)	
Indicator title	Percentage of non-SMS positions filled (%)
<b>Short definition</b>	<p>The percentage (%) of non-SMS positions filled by year-end.</p> <p>The non-SMS positions relate to funded positions and not unfunded positions. Funded positions mean those positions that have been approved by the Director-General and / or Minister, whichever is applicable and there is sufficient funding available to fund the positions as at year-end.</p> <p><b>"Non-SMS positions"</b> refers to positions below director level (SMS level 13).</p>
<b>Purpose / importance</b>	In order to function efficiently and effectively, the NSF needs to have sufficient staff capacity in place in order to carry out the necessary functions required to achieve the objectives of the fund.
<b>Source / collection of data</b>	<p>Source documents: A staff establishment register needs to be kept of all the posts approved and funded posts, with the relevant level of each post.</p> <p>The staff establishment register should also indicate the person appointed against each approved and funded post, supported by the employment contract (an employee file).</p> <p>Collection of data: The staff establishment register will be collated from the posts approved by the Director-General and / or Minister, whichever is applicable, for which there is sufficient funding. The staff establishment register will also be updated with signed employment contracts.</p>
<b>Method of calculation</b>	<p>Annual and quarterly targets: The number of positions filled as a percentage of the total number of approved and funded positions.</p> <p><b>Formula:</b></p> <p><i>Percentage (%) of non-SMS positions filled =</i></p> <p><i>Number of non-SMS positions filled / Total number of approved and funded non-SMS positions * 100</i></p>
<b>Data limitations</b>	The accuracy, completeness and validity of the indicator depend on the accuracy, completeness and validity of the staff establishment register.
<b>Type of indicator</b>	Input
<b>Calculation type</b>	Annual and quarterly target: The number of non-SMS positions filled as a percentage of the total number of approved and funded non-SMS positions.
<b>Reporting cycle</b>	Quarterly
<b>New indicator</b>	No
<b>Desired performance</b>	The NSF strives towards filling at least 90% of other approved and funded non-SMS positions.
<b>Indicator responsibility</b>	Director: Human Resource Management



## Strategic objective 10: Improve the NSF's efficiency and effectiveness through technology

### Strategic objective performance indicator 11

STRATEGIC OBJECTIVE 10: IMPROVE THE NSF'S EFFICIENCY AND EFFECTIVENESS THROUGH TECHNOLOGY	
STRATEGIC OBJECTIVE PERFORMANCE INDICATOR 11 (OUTPUT-BASED)	
Indicator title	Percentage of key ICT needs implemented (%)
<b>Short definition</b>	<p>Percentage (%) of key ICT needs that have been implemented at year-end.</p> <p><b>"Implemented"</b> means ICT needs that have been completely implemented, are operational within the NSF and are being used by the targeted users in their day-to-day activities.</p> <p><b>"Key ICT needs"</b> refers only to important ICT needs as determined by the NSF ICT management team, as signed-off by the NSF Executive Officer at the beginning of each financial year. It does not refer to all ICT needs.</p>
<b>Purpose / importance</b>	The timely availability of ICT is essential for the effective and efficient operations of the NSF in achieving its objectives.
<b>Source / collection of data</b>	<p>Source documents: An ICT register should be kept of all key ICTs needed by the NSF vs. what has been implemented for use by the entity.</p> <p>Collection of data: The register needs to be collated from the necessary supporting documents e.g. ICT contracts, ICT project progress reports, ICT service reports etc.</p>
<b>Method of calculation</b>	<p>Annual targets: ICT implemented at year-end as a percentage of ICT needs identified at the beginning of the financial year.</p> <p><b>Formula:</b></p> <p><i>Percentage (%) of key ICT needs that have been implemented at year-end =</i></p> <p><i>Number of ICT implemented at year-end / Number of key ICT needs * 100</i></p> <p><i>One key ICT item listed on the ICT register will be regarded as one unit for calculating this target.</i></p>
<b>Data limitations</b>	The accuracy, completeness and validity of the indicator depend on the accuracy, completeness and validity of the ICT register.
<b>Type of indicator</b>	Activities
<b>Calculation type</b>	Annual targets: Key ICTs that have been implemented as a <b>percentage</b> of key ICT needs.
<b>Reporting cycle</b>	Annually
<b>New indicator</b>	No
<b>Desired performance</b>	To implement 90% of key ICT needs.
<b>Indicator responsibility</b>	Director: ICT and Analytics

# BUDGET PROGRAMME PERFORMANCE INDICATORS (INTERMEDIARY OUTPUT, ACTIVITY AND INPUT-BASED)

## Budget programme 1: Funding skills development

### Budget sub-programme 1.1: Education and Training

#### Budget programme performance indicator 1

BUDGET SUB-PROGRAMME 1.1: EDUCATION AND TRAINING	
BUDGET PROGRAMME PERFORMANCE INDICATOR 1	
Indicator title	Number of learners funded by the NSF for education and training. (ACTIVITY-BASED)
<p><b>Short definition</b></p>	<p>Number of NSF-funded learners funded for education and training.</p> <p><b>Specific definitions:</b></p> <p><b>“Learners funded for training”</b> refers to those learners that have been in training during the current financial year, who have been funded by the NSF, irrespective as to whether the learners have completed their training or not during the current financial year, irrespective as to whether the learners have been funded by the NSF in the prior year or not, and irrespective as to whether the learners’ learning programmes extend only over a part of the financial year.</p> <p>Please note: Learners that are funded over more than one financial year are reported on in all the financial years during which the learner were funded for training, but are counted only once for determining whether the 5-year strategic target has been reached.</p> <p><b>“Funded”</b> means that the NSF is responsible for paying for the learners’ training received during the current financial year, irrespective as to whether the NSF has already paid or prepaid for the learners’ training.</p> <p><b>“NSF-funded learners”</b> refers to all learners funded and monitored via the NSF, whether through Skills Development Levy (SDL) funding, investment income or other sources of funding e.g. funding received from the Unemployment Insurance Fund (UIF). The NSF is responsible for sourcing additional funding over and above its traditional revenue sources, initiating these skills development initiatives, monitoring the progress on all funded learners, as well as evaluating the outcome of funded learners. Thus, irrespective as to where the funding for these learners stems from, the NSF still invests time and administrative expenses into these learners and, therefore, reports on these learners. The NSF will, however, distinguish between learners funded from traditional NSF sources (e.g. the SDL and NSF investment income) and other additional revenue sources (e.g. UIF contributions) in the notes or as addenda to the Annual Performance Report.</p>
<p><b>Purpose / importance</b></p>	<p>A major function of the NSF is to fund national skill development of learners and, therefore, effective and efficient monitoring of funded learners is paramount to the effective and efficient operations performed to achieve the entity’s goals and directly contributes to the strategic objectives of the NSF.</p>
<p><b>Source / collection of data</b></p>	<p>Source documents: Project reports, indicating the number of learners funded by the NSF.</p> <p>Collection of data: The learners that the NSF has funded for education and training will be collated from project reports for the relevant period under review.</p>

BUDGET SUB-PROGRAMME 1.1: EDUCATION AND TRAINING													
BUDGET PROGRAMME PERFORMANCE INDICATOR 1													
Indicator title	Number of learners funded by the NSF for education and training. (ACTIVITY-BASED)												
<b>Method of calculation</b>	<p><b>Formula:</b></p> <table border="1"> <thead> <tr> <th>Skills development initiatives</th> <th>Number of learners funded by the NSF</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>xxx</td> </tr> <tr> <td>B</td> <td>xxx</td> </tr> <tr> <td>C</td> <td>xxx</td> </tr> <tr> <td>Etc.</td> <td>xxx</td> </tr> <tr> <td><b>Total</b></td> <td><b>XXX</b></td> </tr> </tbody> </table>	Skills development initiatives	Number of learners funded by the NSF	A	xxx	B	xxx	C	xxx	Etc.	xxx	<b>Total</b>	<b>XXX</b>
Skills development initiatives	Number of learners funded by the NSF												
A	xxx												
B	xxx												
C	xxx												
Etc.	xxx												
<b>Total</b>	<b>XXX</b>												
<b>Data limitations</b>	The accuracy, completeness and validity of the indicator depend on the accuracy, completeness and validity of learner data reported in project reports.												
<b>Type of indicator</b>	Activity												
<b>Calculation type</b>	<p>Cumulative 5-year target: Cumulative number of learners that were funded for education and training over the 5-year strategic period. Learners funded over more than one year should only be counted once.</p> <p>Annual target: Number of learners that were funded for education and training within the financial year.</p> <p>Quarterly target: Cumulative number of learners that were funded for education and training for the year to date (quarter end-date).</p>												
<b>Reporting cycle</b>	Quarterly												
<b>New indicator</b>	No												
<b>Desired performance</b>	The NSF desires to achieve the learner numbers as outlined in the strategic plan and annual performance plan.												
<b>Indicator responsibility</b>	<p>Joint responsibility between:</p> <ul style="list-style-type: none"> <li>i) Chief Director: Strategy, Performance and Innovation</li> <li>ii) Chief Director: Skills Development Implementation</li> <li>iii) Director: Bursaries</li> </ul> <p>Key support responsibility:</p> <ul style="list-style-type: none"> <li>i) Chief Financial Officer</li> <li>ii) Legal, Governance, Risk and Compliance</li> </ul>												

## Budget programme performance indicator 2

### BUDGET SUB-PROGRAMME 1.1: EDUCATION AND TRAINING

#### BUDGET PROGRAMME PERFORMANCE INDICATOR 2 (ACTIVITY-BASED)

Indicator title	Number of learners funded by the NSF for education and training towards priority occupations.
Short definition	<p>Number of NSF-funded learners for education and training towards priority occupations.</p> <p><b>“NSF-funded learners”</b> refers to all learners funded and monitored via the NSF, whether through Skills Development Levy (SDL) funding, investment income or other sources of funding e.g. funding received from the Unemployment Insurance Fund (UIF). The NSF is responsible for sourcing additional funding over and above its traditional revenue sources, initiating these skills development initiatives, monitoring the progress on all funded learners, as well as evaluating the outcome of funded learners. Thus, irrespective as to where the funding for learners stems from, the NSF still invests time and administrative expenses into these learners and, therefore, reports on these learners. The NSF will, however, distinguish between learners funded from traditional NSF sources (e.g. the SDL and NSF investment income) and other additional revenue sources (e.g. UIF contributions) in the notes or as addenda to the annual performance report.</p> <p><b>“Priority occupations”</b> refers to priority occupations as identified in the various priority occupation lists.</p>



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

**BUDGET PROGRAMME PERFORMANCE INDICATOR 2 (ACTIVITY-BASED)**

Indicator title	Number of learners funded by the NSF for education and training towards priority occupations.
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<p><b>Purpose / importance</b></p>	<p>Both the White Paper for Post School Education and Training and the NSDS III clearly stipulates that the NSF will be responsible for skills development aligned with national development strategies and priorities, including building linkages within the skills system and providing funding for government strategies such as youth programmes, building small businesses and co-operatives, as well as rural development.</p> <p>The NSDS III further stipulates that the commitments of the Human Resource Development Strategy for South Africa (HRDSSA) II be incorporated into the strategic plans of the NSF, which includes the following two commitments:</p> <p>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.</p> <p>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.</p> <p>It has been recognised that the skills required for many of the national development strategies and priorities are related to the same occupations, and as such, these occupations will be identified as priority occupations.</p> <p>The priority occupations will mainly be determined from the following key government strategies, plans and initiatives:</p> <ol style="list-style-type: none"> <li>1. The National Development Plan, which is especially implemented through Operation Phakisa initiatives (which include the oceans economy, health, mining and beneficiation);</li> <li>2. The White Paper for Post-School Education and Training and its implementation plan;</li> <li>3. The National Skills Development Plan 2030;</li> <li>4. The Industrial Policy Action Plan, which is implemented by the Department of Trade and Industry;</li> <li>5. The New Growth Path, with specific reference to the 18 Strategic Integrated Projects (SIPs) implemented as part of the National Infrastructure Plan, namely:             <ul style="list-style-type: none"> <li>SIP 1: Unlocking the northern mineral belt with Waterberg as the catalyst;</li> <li>SIP 2: Durban-Free State-Gauteng logistics and industrial corridor;</li> <li>SIP 3: South-Eastern node and corridor development</li> <li>SIP 4: Unlocking the economic opportunities in North West</li> <li>SIP 5: Saldanha-Northern Cape development corridor</li> <li>SIP 6: Integrated municipal infrastructure project</li> <li>SIP 7: Integrated urban space and public transport programme</li> <li>SIP 8: Green energy in support of the South African economy</li> <li>SIP 9: Electricity generation to support socio-economic development</li> <li>SIP 10: Electricity transmission and distribution for all</li> </ul> </li> </ol>
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BUDGET SUB-PROGRAMME 1.1: EDUCATION AND TRAINING	
BUDGET PROGRAMME PERFORMANCE INDICATOR 2 (ACTIVITY-BASED)	
Indicator title	Number of learners funded by the NSF for education and training towards priority occupations.
<b>Purpose / importance</b>	<p>SIP 11: Agri-logistics and rural infrastructure                      SIP 12: Revitalisation of public hospitals and other health facilities                      SIP 13: National school build programme                      SIP 14: Higher education infrastructure                      SIP 15: Expanding access to communication technology                      SIP 16: Square Kilometre Array (SKA) and Meerkat                      SIP 17: Regional integration for African cooperation and development                      SIP 18: Water and sanitation infrastructure</p> <p>6. The implementation of the Human Resource Development Strategy of South Africa, as outlined in the Human Resource Development Implementation Plan;</p> <p>Linked to the above strategies and plans are key initiatives such as “War on Leaks”, “Decade of the Artisan” that the NSF will, on a continuous basis, evaluate to determine priority occupations required for such initiatives and whether learners are already being funded on learning pathways towards such priority occupations.</p> <p>Furthermore, key research will also be taken into consideration to determine priority occupations, such as the following:</p> <ol style="list-style-type: none"> <li>1. <a href="#">South Africa’s Big Five: Bold Priorities for Inclusive Growth</a>, published by the McKinsey Global Institute – September 2015</li> <li>2. <a href="#">Growing Priority Skills in South Africa</a>, published by the Joint Initiative on Priority Skills Acquisition – March 2010</li> <li>3. <a href="#">Key issues in improving the quantity and quality of professionals in areas of scarce skills</a>, published by the Human Resource Development Council – November 2012</li> <li>4. <a href="#">Production of Academics and Strengthening of Higher Education Partnerships with Industry</a>, published by the Human Resource Development Council</li> <li>5. <a href="#">Advancing skills development in the maritime sector</a>, published by the Human Resource Development Council –October 2014</li> <li>6. <a href="#">National Scarce Skills List: Top 100 Occupations in Demand</a>, gazetted by the Department of Higher Education and Training in Government Gazette No. 37678, Notice No. 380 of 2014.</li> </ol> <p>The NSF will provide a detailed breakdown of the number of learners it has funded during each financial year on learning pathways towards priority occupations. The detailed breakdown will be included in the NSF annual report and will outline occupations that the fund is contributing towards.</p> <p>The education and training of learners towards priority occupations are critical for the growth of the economy, social development priorities and also towards key areas aimed at developing thinking citizens, who can function effectively, creatively and ethically as part of a democratic society, but which may not necessary be directly linked to economic growth.</p> <p>By focusing the NSF’s funding towards education and training of learners on learning pathways towards priority occupations will ensure that the fund contributes towards the various economic growth strategies, plans and initiatives of government and thereby achieve <a href="#">strategic goal 1: A skilled and capable workforce for an inclusive growth path</a>.</p>

BUDGET SUB-PROGRAMME 1.1: EDUCATION AND TRAINING													
BUDGET PROGRAMME PERFORMANCE INDICATOR 2 (ACTIVITY-BASED)													
Indicator title	Number of learners funded by the NSF for education and training towards priority occupations.												
<b>Source / collection of data</b>	<p>Source documents: Priority occupations list as identified by the NSF and project reports, indicating the number of learners funded by the NSF for their education and training on learning pathways towards priority occupations.</p> <p>Collection of data: Priority occupations will be identified from the priority occupations list (which will be updated on a regular basis) and learners that were funded for their education and training on learning pathways towards priority occupations will be collated from project reports.</p> <p>Learners that the NSF has funded for education and training will be collated from project reports for the relevant period under review.</p>												
<b>Method of calculation</b>	<p><b>Formula:</b></p> <table border="1"> <thead> <tr> <th>Skills development initiatives</th> <th>Number of learners funded by the NSF</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>xxx</td> </tr> <tr> <td>B</td> <td>xxx</td> </tr> <tr> <td>C</td> <td>xxx</td> </tr> <tr> <td>Etc.</td> <td>xxx</td> </tr> <tr> <td><b>Total</b></td> <td><b>XXX</b></td> </tr> </tbody> </table>	Skills development initiatives	Number of learners funded by the NSF	A	xxx	B	xxx	C	xxx	Etc.	xxx	<b>Total</b>	<b>XXX</b>
Skills development initiatives	Number of learners funded by the NSF												
A	xxx												
B	xxx												
C	xxx												
Etc.	xxx												
<b>Total</b>	<b>XXX</b>												
<b>Data limitations</b>	The accuracy, completeness and validity of the indicator depend on the accuracy, completeness and validity of learner data reported in project reports.												
<b>Type of indicator</b>	Activity												
<b>Calculation type</b>	<p>Cumulative 5-year target: Cumulative number of learners that were funded for education and training towards priority occupations over the 5-year strategic period. Learners funded over more than one year should only be counted once.</p> <p>Annual target: Number of learners that were funded for education and training towards priority occupations within the financial year.</p> <p>Quarterly target: Cumulative number of learners that were funded for education and training towards priority occupations for the year to date (quarter end-date).</p>												
<b>Reporting cycle</b>	Quarterly												
<b>New indicator</b>	No												
<b>Desired performance</b>	The NSF desires to achieve the learner numbers as outlined in the strategic plan and annual performance plan.												

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

**BUDGET PROGRAMME PERFORMANCE INDICATOR 2 (ACTIVITY-BASED)**

Indicator title	Number of learners funded by the NSF for education and training towards priority occupations.
<p><b>Indicator responsibility</b></p>	<p>Joint responsibility between:</p> <ul style="list-style-type: none"> <li>i) Chief Director: Strategy, Performance and Innovation</li> <li>ii) Chief Director: Skills Development Implementation</li> <li>iii) Director: Bursaries</li> </ul> <p>Key support responsibility:</p> <ul style="list-style-type: none"> <li>i) Chief Financial Officer</li> <li>ii) Legal, Governance, Risk and Compliance</li> </ul>



### Budget programme performance indicator 3

BUDGET SUB-PROGRAMME 1.1: EDUCATION AND TRAINING													
BUDGET PROGRAMME PERFORMANCE INDICATOR 3 (ACTIVITY-BASED)													
Indicator title	Number of learners from rural areas funded by the NSF for education and training.												
<b>Short definition</b>	<p>Number of learners from rural areas funded by the NSF for education and training.</p> <p><b>“NSF-funded learners”</b> refers to all learners funded and monitored via the NSF, whether through Skills Development Levy (SDL) funding, investment income or other sources of funding e.g. funding received from the Unemployment Insurance Fund (UIF). The NSF is responsible for sourcing additional funding over and above its traditional revenue sources, initiating these skills development initiatives, monitoring the progress on all funded learners, as well as evaluating the outcome of funded learners. Thus, irrespective as to where the funding for these learners stems from, the NSF still invests time and administrative expenses into these learners and, therefore, reports on these learners. The NSF will, however, distinguish between learners funded from traditional NSF sources (e.g. the SDL and NSF investment income) and other additional revenue sources (e.g. UIF contributions) in the notes or as addenda to the annual performance report. Also, the measurement will be based on the location of the learning site.</p>												
<b>Purpose / importance</b>	<p>The White Paper for Post-School Education and Training (page 63) indicates that the NSF will also be a source of funding for wider government strategies such as youth programmes, building small businesses and co-operatives, as well as rural development.</p> <p>It is acknowledged that opportunities in rural areas are far more limited than those in urban areas and residents in informal settlements are also victims of under-provision. People born and living in poor rural areas have fewer opportunities than urban residents, and those in townships and informal settlements do not fare as well as their suburban counterparts.</p>												
<b>Source / collection of data</b>	<p>Source documents: Project reports, indicating the number of learners from rural areas funded by the NSF for their education and training.</p> <p>Collection of data: Learners from rural areas funded by the NSF for their education and training will be collated from project reports.</p>												
<b>Method of calculation</b>	<p><b>Formula:</b></p> <table border="1" data-bbox="354 1512 1458 1803"> <thead> <tr> <th>Skills development initiatives</th> <th>Number of learners funded by the NSF from rural areas</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>xxx</td> </tr> <tr> <td>B</td> <td>xxx</td> </tr> <tr> <td>C</td> <td>xxx</td> </tr> <tr> <td>Etc.</td> <td>xxx</td> </tr> <tr> <td><b>Total</b></td> <td><b>XXX</b></td> </tr> </tbody> </table> <p>The calculation will only be based on NSF-funded learners from rural areas. Rural areas will be defined to be all the district municipalities in South Africa, excluding international learning projects and the 8 metropolitan municipalities, namely: Buffalo City (East London area), City of Cape Town, City of Johannesburg, City of Tshwane, Ekurhuleni (East Rand area), eThekweni (Durban area), Mangaung (Bloemfontein area), Nelson Mandela Bay (Port Elizabeth / Uitenhage areas). This definition is in accordance with the definition from the Department of Rural Development and Land Reform.</p>	Skills development initiatives	Number of learners funded by the NSF from rural areas	A	xxx	B	xxx	C	xxx	Etc.	xxx	<b>Total</b>	<b>XXX</b>
Skills development initiatives	Number of learners funded by the NSF from rural areas												
A	xxx												
B	xxx												
C	xxx												
Etc.	xxx												
<b>Total</b>	<b>XXX</b>												

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

**BUDGET PROGRAMME PERFORMANCE INDICATOR 4.1 (ACTIVITY-BASED)**

<b>Indicator title</b>	<b>Number of learners from rural areas funded by the NSF for education and training.</b>
<b>Data limitations</b>	The accuracy, completeness and validity of the indicator depend on the accuracy, completeness and validity of learner data reported in project reports.
<b>Type of indicator</b>	Activity
<b>Calculation type</b>	<p>Cumulative 5-year target: Cumulative number of learners from rural areas that were funded for education and training over the 5-year strategic period. Learners funded over more than one year should only be counted once.</p> <p>Annual target: Number of learners from rural areas that were funded for education and training within the financial year.</p> <p>Quarterly target: Cumulative number of learners from rural areas that were funded for education and training for the year to date (quarter end-date).</p>
<b>Reporting cycle</b>	Quarterly
<b>New indicator</b>	No
<b>Desired performance</b>	The NSF desires to achieve the learner numbers as outlined in the strategic plan and annual performance plan.
<b>Indicator responsibility</b>	<p>Joint responsibility between:</p> <ul style="list-style-type: none"> <li>i) Chief Director: Strategy, Performance and Innovation</li> <li>ii) Chief Director: Skills Development Implementation</li> <li>iii) Director: Bursaries</li> </ul> <p>Key support responsibility:</p> <ul style="list-style-type: none"> <li>i) Chief Financial Officer</li> <li>ii) Director: Legal, Governance, Risk and Compliance</li> </ul>



## Budget programme performance indicator 4.1

BUDGET SUB-PROGRAMME 1.1: EDUCATION AND TRAINING													
PROGRAMME PERFORMANCE INDICATOR 4.1 (ACTIVITY-BASED)													
Indicator title	Number of SMMEs and co-operatives funded by the NSF for skills development.												
<b>Short definition</b>	Number of SMMEs and co-operatives funded by the NSF for skills development.												
<b>Purpose / importance</b>	The White Paper for Post-School Education and Training (page 63) indicates that the NSF will also be a source of funding for wider government strategies such as youth programmes, building small businesses and co-operatives, as well as rural development.												
<b>Source / collection of data</b>	Source documents: Project reports, indicating the number of SMMEs and co-operatives funded by the NSF for skills development.  Collection of data: The number of SMMEs and co-operatives funded by the NSF for skills development will be collated from project reports.												
<b>Method of calculation</b>	<p><b>Formula:</b></p> <table border="1"> <thead> <tr> <th>Skills development initiatives</th> <th>Number of SMMEs and co-operatives funded by the NSF for skills development</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>xxx</td> </tr> <tr> <td>B</td> <td>xxx</td> </tr> <tr> <td>C</td> <td>xxx</td> </tr> <tr> <td>Etc.</td> <td>xxx</td> </tr> <tr> <td><b>Total:</b></td> <td><b>XXX</b></td> </tr> </tbody> </table>	Skills development initiatives	Number of SMMEs and co-operatives funded by the NSF for skills development	A	xxx	B	xxx	C	xxx	Etc.	xxx	<b>Total:</b>	<b>XXX</b>
Skills development initiatives	Number of SMMEs and co-operatives funded by the NSF for skills development												
A	xxx												
B	xxx												
C	xxx												
Etc.	xxx												
<b>Total:</b>	<b>XXX</b>												
<b>Data limitations</b>	The accuracy, completeness and validity of the indicator depend on the accuracy, completeness and validity of SMME and co-operative data reported in project reports.												
<b>Type of indicator</b>	Output												
<b>Calculation type</b>	<p>Cumulative 5-year target: Cumulative number of SMMEs and co-operatives funded by the NSF for skills development over the 5-year strategic period. SMMEs and co-operatives funded for skills development over more than one year will only be counted once.</p> <p>Annual target: Number of SMMEs and co-operatives funded by the NSF for skills development within the year. SMMEs and co-operatives funded for skills development over more than one quarter in the year will only be counted once.</p> <p>Quarterly target: Cumulative number of SMMEs and co-operatives funded by the NSF for skills development for the year-to-date (end of quarter).</p>												
<b>Reporting cycle</b>	Quarterly, annually and for the 5-year strategic period.												
<b>New indicator</b>	No												

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

**PROGRAMME PERFORMANCE INDICATOR 4.1 (ACTIVITY-BASED)**

Indicator title	Number of SMMEs and co-operatives funded by the NSF for skills development.
<b>Desired performance</b>	The NSF desires to achieve the number of SMMEs and co-operatives as outlined in the strategic plan and annual performance plan.
<b>Indicator responsibility</b>	<p>Joint responsibility between:</p> <ul style="list-style-type: none"> <li>i) Chief Director: Strategy, Performance and Innovation</li> <li>ii) Chief Director: Skills Development Implementation</li> </ul> <p>Key support responsibility:</p> <ul style="list-style-type: none"> <li>i) Chief Financial Officer</li> <li>ii) Director: Legal, Governance, Risk and Compliance</li> </ul>



## Budget programme performance indicator 4.2

BUDGET SUB-PROGRAMME 1.1: EDUCATION AND TRAINING													
PROGRAMME PERFORMANCE INDICATOR 4.2 (ACTIVITY-BASED)													
Indicator title	Number of learners funded by the NSF for skills development through SMME and co-operative development initiatives.												
<b>Short definition</b>	<p>Number of learners funded by the NSF for skills development through SMME and co-operative development initiatives.</p> <p><b>“NSF-funded learners”</b> refers to all learners funded and monitored via the NSF, whether through Skills Development Levy (SDL) funding, investment income or other sources of funding e.g. funding received from the Unemployment Insurance Fund (UIF). The NSF is responsible for sourcing additional funding over and above its traditional revenue sources, initiating these skills development initiatives, monitoring the progress on all these funded learners, as well as evaluating the outcome of funded learners. Thus, irrespective as to where the funding for these learners stems from, the NSF still invests time and administrative expenses into these learners and, therefore, reports on these learners. The NSF will, however, distinguish between learners funded from traditional NSF sources (e.g. the SDL and NSF investment income) and other additional revenue sources (e.g. UIF contributions) in the notes or as addenda to the annual performance report.</p>												
<b>Purpose / importance</b>	The White Paper for Post-School Education and Training (page 63) indicates that the NSF will also be a source of funding for wider government strategies such as youth programmes, building small businesses and co-operatives, as well as rural development.												
<b>Source / collection of data</b>	<p>Source documents: Project reports, indicating the number of NSF-funded learners for skills development through SMME and co-operative development initiatives. Project reports include but not limited to site monitoring reports, quarterly reports and close-out reports.</p> <p>Collection of data: The number of learners funded by the NSF for skills development through SMME and co-operative development initiatives will be collated from project reports.</p>												
<b>Method of calculation</b>	<table border="1"> <thead> <tr> <th>Skills development initiatives</th> <th>Number learners funded by the NSF for skills development through SMME and co-operative development initiatives</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>xxx</td> </tr> <tr> <td>B</td> <td>xxx</td> </tr> <tr> <td>C</td> <td>xxx</td> </tr> <tr> <td>Etc.</td> <td>xxx</td> </tr> <tr> <td><b>Total:</b></td> <td><b>XXX</b></td> </tr> </tbody> </table>	Skills development initiatives	Number learners funded by the NSF for skills development through SMME and co-operative development initiatives	A	xxx	B	xxx	C	xxx	Etc.	xxx	<b>Total:</b>	<b>XXX</b>
Skills development initiatives	Number learners funded by the NSF for skills development through SMME and co-operative development initiatives												
A	xxx												
B	xxx												
C	xxx												
Etc.	xxx												
<b>Total:</b>	<b>XXX</b>												
<b>Data limitations</b>	The accuracy, completeness and validity of the indicator depend on the accuracy, completeness and validity of SMME and co-operative data reported in project reports.												
<b>Type of indicator</b>	Activity												

BUDGET SUB-PROGRAMME 1.1: EDUCATION AND TRAINING	
PROGRAMME PERFORMANCE INDICATOR 4.2 (ACTIVITY-BASED)	
Indicator title	Number of learners funded by the NSF for skills development through SMME and co-operative development initiatives.
<b>Calculation type</b>	<p>Cumulative 5-year target: Cumulative number of learners funded by the NSF for skills development through SMME and co-operative initiatives over the 5-year strategic period.</p> <p>Annual target: Number of learners funded by the NSF for skills development through SMME and co-operative initiatives within the year.</p> <p>Quarterly target: Cumulative number of learners funded by the NSF for skills development through SMME and co-operative initiatives for the year-to-date (end of quarter).</p>
<b>Reporting cycle</b>	Quarterly, annually and for the 5-year strategic period.
<b>New indicator</b>	No
<b>Desired performance</b>	The NSF desires to achieve the number of funded learners for skills development through SMME and co-operative as outlined in the strategic plan and annual performance plan.
<b>Indicator responsibility</b>	<p>Joint responsibility between:</p> <ul style="list-style-type: none"> <li>i) Chief Director: Strategy, Performance and Innovation</li> <li>ii) Chief Director: Skills Development Implementation</li> </ul> <p>Key support responsibility:</p> <ul style="list-style-type: none"> <li>i) Chief Financial Officer</li> <li>ii) Director: Legal, Governance, Risk and Compliance</li> </ul>



## Budget programme performance indicator 5

BUDGET SUB-PROGRAMME 1.1: EDUCATION AND TRAINING	
PROGRAMME PERFORMANCE INDICATOR 5 (ACTIVITY-BASED)	
Indicator title	Number of learners funded by the NSF for skills development through community-based skills development initiatives.
<b>Short definition</b>	<p>Number of learners funded by the NSF for skills development through community-based skills development initiatives.</p> <p><b>“NSF-funded learners”</b> refers to all learners funded and monitored via the NSF, whether through Skills Development Levy (SDL) funding, investment Income or other sources of funding e.g. funding received from the Unemployment Insurance Fund (UIF). The NSF is responsible for sourcing additional funding over and above its traditional revenue sources, initiating these skills development initiatives, monitoring the progress on all funded learners, as well as evaluating the outcome of funded learners. Thus, irrespective as to where the funding for these learners stems from, the NSF still invests time and administrative expenses into these learners and, therefore, NSF reports on these learners. The NSF will, however, distinguish between learners funded from traditional NSF sources (e.g. the SDL and NSF investment income) and other additional revenue sources (e.g. UIF contributions) in the notes or as addenda to the Annual Performance Report.</p> <p><b>“Community-based skills development”</b> refers to learning programmes that have been categorised as “workplace-based skills programmes - other” and thus will be limited to learning programmes categorised as such.</p>
<b>Purpose / importance</b>	<p>The National Skills Development Strategy (NSDS) III defines the NSF as a ‘catalytic’ fund, enabling the state to drive key skills strategies as well as to meet the training needs of the unemployed, non-levy paying co-operatives, non-governmental organisations (NGOs), community structures and vulnerable groups. It will, therefore, promote strategic partnerships and innovation in project delivery. It will drive change towards partnership-based programmes and contribute significantly to raising the low base of education and training in the country, guided by government policies of redress and promotion of equity.</p> <p>The White Paper for Post-School Education and Training indicates that community colleges will expand to vocational and skills development programmes and non-formal programmes. Formal programmes will include skills or occupational programmes funded by SETAs or the NSF. Community colleges will have to link directly with the work of public programmes to provide appropriate skills and knowledge. These programmes include the Expanded Public Works Programme (EPWP), Community Works Programmes (CWPs), the state’s infrastructure development programme, as well as economic and social development initiatives such as the Community Development Workers (CDW) and Community Health Workers (CHW) programmes. Such programmes can provide work-integrated learning opportunities, while the colleges provide classroom and workshop-based learning. Although the department will provide the core funding for the colleges, including provision for core permanent teaching and administrative staff, this has to be complemented by funds from SETAs and the NSF where appropriate.</p> <p>The NSF continues to support public programmes through skills development such as the EPWP and will, therefore, also engage in linking occupational programme offerings at community colleges to public programmes for workplace experience.</p> <p>Funding will also be set aside from the NSF, for community-initiated skills development projects and other initiatives, to address skills shortages in the country, in line with the objectives and goals of the NSDS III.</p>

BUDGET SUB-PROGRAMME 1.1: EDUCATION AND TRAINING													
PROGRAMME PERFORMANCE INDICATOR 5 (ACTIVITY-BASED)													
Indicator title	<b>Number of learners funded by the NSF for skills development through community-based skills development initiatives.</b>												
<b>Source / collection of data</b>	<p>Source documents: Project reports, indicating the number of learners funded by the NSF for skills development through community-based skills development initiatives. A community-based skills development initiative or project will be identified as such before the project is initiated.</p> <p>Collection of data: The number of learners funded by the NSF for skills development through community-based skills development initiatives will be collated from project reports.</p>												
<b>Method of calculation</b>	<p><b>Formula:</b></p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th>Skills development initiatives</th> <th>Number of learners funded by the NSF for skills development through community-based skills development initiatives</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>xxx</td> </tr> <tr> <td>B</td> <td>xxx</td> </tr> <tr> <td>C</td> <td>xxx</td> </tr> <tr> <td>Etc.</td> <td>xxx</td> </tr> <tr> <td><b>Total:</b></td> <td><b>XXX</b></td> </tr> </tbody> </table>	Skills development initiatives	Number of learners funded by the NSF for skills development through community-based skills development initiatives	A	xxx	B	xxx	C	xxx	Etc.	xxx	<b>Total:</b>	<b>XXX</b>
Skills development initiatives	Number of learners funded by the NSF for skills development through community-based skills development initiatives												
A	xxx												
B	xxx												
C	xxx												
Etc.	xxx												
<b>Total:</b>	<b>XXX</b>												
<b>Data limitations</b>	The accuracy, completeness and validity of the indicator depend on the accuracy, completeness and validity of the learner data reported in project reports. Only projects that are identified as community-based skills development initiatives will be reported on.												
<b>Type of indicator</b>	Activity												
<b>Calculation type</b>	<p>Cumulative 5-year target: Cumulative number of learners funded by the NSF for skills development through community-based skills development initiatives over the 5-year strategic period. Learners funded for skills development through community-based skills development initiatives over more than one year will only be counted once.</p> <p>Annual target: Number of learners funded by the NSF for skills development through community-based skills development initiatives within the year. Learners funded for skills development over more than one quarter in the year will only be counted once.</p> <p>Quarterly target: Cumulative number of learners funded by the NSF for skills development through community-based skills development initiatives for the year-to-date (end of quarter). Learners funded for skills development over more than one quarter in the year will only be counted once.</p>												
<b>Reporting cycle</b>	Quarterly, annually and for the 5-year strategic period.												
<b>New indicator</b>	No												

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

**PROGRAMME PERFORMANCE INDICATOR 5 (ACTIVITY-BASED)**

<b>Indicator title</b>	<b>Number of learners funded by the NSF for skills development through community-based skills development initiatives.</b>
<b>Desired performance</b>	The NSF desires to achieve the number of learners as outlined in the strategic plan and annual performance plan.
<b>Indicator responsibility</b>	<p>Joint responsibility between:</p> <ul style="list-style-type: none"> <li>i) Chief Director: Strategy, Performance and Innovation</li> <li>ii) Chief Director: Skills Development Implementation</li> </ul> <p>Key support responsibility:</p> <ul style="list-style-type: none"> <li>i) Chief Financial Officer</li> <li>ii) Director: Legal, Governance, Risk and Compliance</li> </ul>



## Budget Programme Performance Indicator 6

BUDGET SUB-PROGRAMME 1.1: EDUCATION AND TRAINING	
PROGRAMME PERFORMANCE INDICATOR 6 (ACTIVITY-BASED)	
Indicator title	Number of workers funded by the NSF for worker education.
<b>Short definition</b>	<p>Number of workers funded by the NSF for worker education.</p> <p><b>“NSF-funded learners”</b> refers to all learners funded and monitored via the NSF, whether through Skills Development Levy (SDL) funding, investment income or other sources of funding e.g. funding received from the Unemployment Insurance Fund (UIF). The NSF is responsible for sourcing additional funding over and above its traditional revenue sources, initiating these skills development initiatives, monitoring the progress on all funded learners, as well as evaluating the outcome of funded learners. Thus, irrespective as to where the funding for these learners stems from, the NSF still invests time and administrative expenses into these learners and, therefore, reports on these learners. The NSF will, however, distinguish between learners funded from traditional NSF sources (e.g. the SDL and NSF investment income) and other additional revenue sources (e.g. UIF contributions) in the notes or as addenda to the Annual Performance Report.</p> <p><b>“Worker education”</b> refers to learning programmes funded by the NSF that relate to trade unions, worker federations or similar organisations and their education programmes. It includes other worker-initiated training programmes related to the further education and training of workers in broader sectoral policy and capacity to effectively engage in the workplace and broader economy. Worker education initiatives will be identified by the NSF in the supporting project schedules.</p>
<b>Purpose / importance</b>	<p>Education programmes spearheaded by trade unions and other worker-initiated training programmes play an important role in the further education and training of workers. Worker education and training initiatives are able to use the critical networks of individual organisations to educate members and other workers to suit specific needs in a manner that is also beneficial to the economy as a whole. South Africa has a long history of worker education and training that needs to be supported and expanded. Worker-initiated education and training can contribute to a workforce that is better able to understand the challenges facing the economic sectors in which they operate. This would benefit the workplace, the economy and the developmental objectives of the country.</p>
<b>Source / collection of data</b>	<p>Source documents: Project reports, indicating the number of workers funded by the NSF for worker education. A worker education initiative or project will be identified as such before the project is initiated.</p> <p>Collection of data: The number of workers funded by the NSF for worker education will be collated from project reports.</p>

BUDGET SUB-PROGRAMME 1.1: EDUCATION AND TRAINING													
PROGRAMME PERFORMANCE INDICATOR 6 (ACTIVITY-BASED)													
Indicator title	Number of workers funded by the NSF for worker education.												
<b>Method of calculation</b>	<b>Formula:</b>												
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	Skills development initiatives	Number of workers funded by the NSF for worker education											
	A	xxx											
	B	xxx											
	C	xxx											
Etc.	xxx												
<b>Total:</b>	<b>XXX</b>												
<b>Data limitations</b>	The accuracy, completeness and validity of the indicator depend on the accuracy, completeness and validity of the worker data reported in the worker education project reports. Only projects that are identified as worker education skills development initiatives will be reported on.												
<b>Type of indicator</b>	Activity												
<b>Calculation type</b>	<p>Cumulative 5-year target: Cumulative number of workers funded by the NSF for worker education over the 5-year strategic period. Workers funded for worker education over more than one year will only be counted once.</p> <p>Annual target: Number of workers funded by the NSF for worker education within the year. Workers funded for worker education over more than one quarter in the year will only be counted once.</p> <p>Quarterly target: Cumulative number of workers funded by the NSF for worker education for the year-to-date (end of quarter). Learners funded for worker education over more than one quarter in the year will only be counted once.</p>												
<b>Reporting cycle</b>	Quarterly, annually and for the 5-year strategic period.												
<b>New indicator</b>	No												
<b>Desired performance</b>	The NSF desires to achieve the number of workers as outlined in the strategic plan and annual performance plan.												
<b>Indicator responsibility</b>	<p>Joint responsibility between:</p> <ul style="list-style-type: none"> <li>i) Chief Director: Strategy, Performance and Innovation</li> <li>ii) Chief Director: Skills Development Implementation</li> </ul> <p>Key support responsibility:</p> <ul style="list-style-type: none"> <li>i) Chief Financial Officer</li> <li>ii) Director: Legal, Governance, Risk and Compliance</li> </ul>												

## Budget sub-programme 1.2: PSET system development and capacity building

### Budget programme performance indicator 7

BUDGET SUB-PROGRAMME 1.2: PSET SYSTEM DEVELOPMENT AND CAPACITY BUILDING	
PROGRAMME PERFORMANCE INDICATOR 7 (ACTIVITY-BASED)	
<b>Indicator title</b>	Percentage of NSF-funded projects aimed at expanding, integrating and improving the effectiveness of the PSET system with a clear business plan and budget breakdown (excluding skills infrastructure development projects).
<b>Short definition</b>	Percentage of NSF-funded projects aimed at expanding, integrating and improving the effectiveness of the PSET system with a clear business plan and budget breakdown.
<b>Purpose / importance</b>	<p>The White Paper for Post-School Education and Training envisages an integrated system of post-school education and training, with all institutions playing a role as parts of a coherent but differentiated whole. These institutions include colleges and universities whose main purpose is the direct provision of education and training and, in the case of universities, conducting research. It includes institutions that support the education and training process, such as the sector education and training authorities (SETAs), the NSF and the advisory, regulatory and quality assurance bodies such as the South African Qualifications Authority (SAQA) and quality councils.</p> <p>The White Paper also recognises the importance of partnerships between educational institutions and employers. Most students are preparing for careers in the labour market, and practical experience in the world of work is an invaluable part of their training. Even those students who do not find jobs in the formal labour market will benefit from practical workplace experience as they seek alternative ways of earning sustainable livelihoods. Employers must, therefore, be drawn closer to the education and training process; as they are major beneficiaries and must contribute to its success.</p> <p>The White Paper clearly stipulates that the NSF will be an important source of funding to enable linkages between the skills system and other post-schooling sub-systems that will be put in place. A number of the strategic goals and objectives related to the PSET system cannot be achieved without enabling funding from the NSF.</p> <p>The NSF will, therefore, continue to be responsible for building linkages within the skills system and funding skills development capacity in public education and training institutions. The NSF aims to expand, integrate, and improve the effectiveness of the PSET system as the entire PSET system plays a critical part in contributing towards the NSF <a href="#">strategic goal: A skilled and capable workforce for an inclusive growth path</a>.</p> <p>To further understand the importance of this budget programme performance indicator, it is important to understand the following:</p>

BUDGET SUB-PROGRAMME 1.2: PSET SYSTEM DEVELOPMENT AND CAPACITY BUILDING	
PROGRAMME PERFORMANCE INDICATOR 7 (ACTIVITY-BASED)	
Indicator title	Percentage of NSF-funded projects aimed at expanding, integrating and improving the effectiveness of the PSET system with a clear business plan and budget breakdown (excluding skills infrastructure development projects).
<b>Purpose / importance</b>	<p>Each PSET system development and capacity building project must have a clear business plan, indicating the following per project:</p> <ul style="list-style-type: none"> <li>i) Resources required, captured in the form of project budget, and further broken down into relevant timeframes (inputs);</li> <li>ii) Activities to be performed, captured in the form of a project plan;</li> <li>iii) Outputs to be delivered within agreed-upon timeframes; and</li> <li>iv) Outcomes to be achieved with each project.</li> </ul> <p>It is acknowledged that the activities, output and envisaged outcomes differ per PSET system development and capacity building project and are often unique to the specific project. Therefore, the activities, outputs and envisaged outcomes must be planned carefully for each project to be funded by the NSF. Therefore, to list performance indicators for outputs and outcomes for each PSET system development and capacity building project in the strategic plan and annual performance plan is impractical and will not contribute towards maintaining an overall strategic focus for the fund. However, the performance of each project must still be measured and contribute towards achieving the strategic goals and objectives of the NSF. Therefore, due to the complexity and uniqueness of each PSET system development and capacity building project, the projects will be measured at individual project level, but the measurement of the portfolio of these projects will be simplified overall for the fund. To achieve this, the PSET system development and capacity building projects will be measured at three levels:</p> <ul style="list-style-type: none"> <li>i) At a strategic goal level:</li> </ul> <p><b>At a project level:</b> The extent to which a PSET system development and capacity building project achieved the envisaged outcomes for the project will be measured through an outcome evaluation after the completion of the project. A logical conclusion will be reached on the evaluation as to whether the project has successfully achieved the envisaged outcomes (or the majority of the envisaged outcomes or main outcomes) or not. This will be made possible through the requirement that each PSET system development and capacity building project must have a clear business plan that outlines the envisaged outcomes, with outcome performance indicators. These performance indicators will not be included in the strategic plan and annual performance plan, but will be measured at a project level through the outcome evaluation for each project (or combination of projects).</p> <p><b>At an overall strategic plan level (for the portfolio of projects):</b> Overall, at the NSF strategic plan level, the performance of the portfolio of PSET system development and capacity building projects, funded by the NSF, will be measured by determining the percentage of projects that successfully achieved most of the envisaged project-related outcomes.</p>

BUDGET SUB-PROGRAMME 1.2: PSET SYSTEM DEVELOPMENT AND CAPACITY BUILDING	
PROGRAMME PERFORMANCE INDICATOR 7 (ACTIVITY-BASED)	
Indicator title	Percentage of NSF-funded projects aimed at expanding, integrating and improving the effectiveness of the PSET system with a clear business plan and budget breakdown (excluding skills infrastructure development projects).
Purpose / importance	<p>ii) At a strategic objective level:</p> <p><b>At a project level:</b> The extent to which a PSET system development and capacity building project delivered the final outputs for the project will be measured through an output evaluation (together with a close-out report) after the completion of the project. A logical conclusion will be reached on the evaluation as to whether the project has successfully delivered the outputs as per the project plan (or majority of the outputs or main outputs) or not. This will be made possible through the requirement that each PSET system development and capacity building project must have a clear business plan that outlines the outputs to be delivered, with output performance indicators. These performance indicators will not be included in the strategic plan and annual performance plan, but will be measured at a project level through the output evaluation (and close-out report) for each project (or combination of projects).</p> <p><b>At an overall strategic plan and annual performance plan level (for the portfolio of projects):</b> Overall, at the NSF strategic plan and annual performance plan level, the performance of the portfolio of PSET system development and capacity building projects, funded by the NSF, will be measured by determining the percentage of projects that successfully delivered on the project-related outputs.</p> <p>iii) At a budget programme level:</p> <p><b>At a project level:</b> The extent to which a PSET system development and capacity building project funded by the NSF is performing in relation to its expenditure incurred to date will be measured on an ongoing basis through the ongoing monitoring reports (quarterly and / or monthly). A logical conclusion will be reached as to whether the project expenditure incurred to date remains in line with the actual outputs / actual required activities to date or not. This will be made possible through the requirement that each PSET system development and capacity building project must have a clear business plan that outlines the outputs to be delivered and activities to be performed, with output and activity performance indicators, where applicable.</p> <p><b>At an overall strategic plan and annual performance plan level (for the portfolio of projects):</b> Overall, at the NSF strategic plan and annual performance plan level, the performance of the portfolio of PSET system development and capacity building projects, funded by the NSF, will be measured by determining the percentage of projects where the actual expenditure to date is in line with the actual output / actual required activities to date.</p> <p>Therefore, it is of utmost importance that each PSET system development and capacity building project must have a clear business plan and budget breakdown to measure the project performance at all three levels (strategic goal level, strategic objective level and budget programme level), as well as at an individual project level and overall for the portfolio of projects.</p>

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

**PROGRAMME PERFORMANCE INDICATOR 7 (ACTIVITY-BASED)**

<b>Indicator title</b>	Percentage of NSF-funded projects aimed at expanding, integrating and improving the effectiveness of the PSET system with a clear business plan and budget breakdown (excluding skills infrastructure development projects).
<b>Source / collection of data</b>	<p>Source documents: An approved business plan per project, clearly indicating the following:</p> <ul style="list-style-type: none"> <li>i) Resources required (inputs), captured in the form of project budget, and further broken down into relevant timeframes;</li> <li>ii) Activities to be performed, captured in the form of a project plan;</li> <li>iii) Outputs to be delivered within agreed-upon timeframes; and</li> <li>iv) Outcome to be achieved with each project.</li> </ul> <p>Collection of data: The percentage of NSF-funded projects aimed at expanding, integrating and improving the effectiveness of the PSET system with a clear business plan and budget breakdown will be determined from the number of projects that have a clear business plan and budget breakdown.</p>



BUDGET SUB-PROGRAMME 1.2: PSET SYSTEM DEVELOPMENT AND CAPACITY BUILDING																	
PROGRAMME PERFORMANCE INDICATOR 7 (ACTIVITY-BASED)																	
Indicator title	Percentage of NSF-funded projects aimed at expanding, integrating and improving the effectiveness of the PSET system with a clear business plan and budget breakdown (excluding skills infrastructure development projects).																
<b>Method of calculation</b>	<p><b>Formula:</b></p> <p><i>Percentage (%) of NSF-funded projects aimed at expanding, integrating and improving the effectiveness of the PSET system (excluding skills infrastructure development) with a clear business plan and budget breakdown =</i></p> <p><i>Number of projects aimed at expanding, improving effectiveness and integrating the PSET system (excluding skills infrastructure development) with a clear business plan and budget breakdown / Total number of projects aimed at expanding, improving effectiveness and integrating the PSET system (excluding skills infrastructure development) *100</i></p> <table border="1"> <thead> <tr> <th>Skills development project</th> <th>Clear business plan and budget breakdown</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>YES</td> </tr> <tr> <td>B</td> <td>YES</td> </tr> <tr> <td>C</td> <td>YES</td> </tr> <tr> <td>Etc.</td> <td>YES</td> </tr> <tr> <td><b>Number of projects that have a clear business plan and budget breakdown</b></td> <td><b>A = count all projects with a clear business plan and budget</b></td> </tr> <tr> <td><b>Total number of projects*</b></td> <td><b>B = count all projects</b></td> </tr> <tr> <td><b>Percentage of projects* with a clear business plan and budget breakdown</b></td> <td><b>A / B * 100</b></td> </tr> </tbody> </table> <p><b>*Only projects funded by the NSF for the period under review will be included in the measurement of this performance indicator.</b></p>	Skills development project	Clear business plan and budget breakdown	A	YES	B	YES	C	YES	Etc.	YES	<b>Number of projects that have a clear business plan and budget breakdown</b>	<b>A = count all projects with a clear business plan and budget</b>	<b>Total number of projects*</b>	<b>B = count all projects</b>	<b>Percentage of projects* with a clear business plan and budget breakdown</b>	<b>A / B * 100</b>
Skills development project	Clear business plan and budget breakdown																
A	YES																
B	YES																
C	YES																
Etc.	YES																
<b>Number of projects that have a clear business plan and budget breakdown</b>	<b>A = count all projects with a clear business plan and budget</b>																
<b>Total number of projects*</b>	<b>B = count all projects</b>																
<b>Percentage of projects* with a clear business plan and budget breakdown</b>	<b>A / B * 100</b>																
<b>Data limitations</b>	The accuracy, completeness and validity of the indicator depend on the accuracy, completeness and validity of the source documents (approved business plan and budget breakdown).																
<b>Type of indicator</b>	Activity																
<b>Calculation type</b>	Cumulative 5-year target, annual target and quarterly target: A 100% performance is required throughout each of the respective periods.																
<b>Reporting cycle</b>	Quarterly, annually and for the 5-year strategic period.																
<b>New indicator</b>	No																
<b>Desired performance</b>	The NSF desires to achieve a 100% performance on this indicator as outlined in the strategic plan and annual performance plan.																

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

**PROGRAMME PERFORMANCE INDICATOR 7 (ACTIVITY-BASED)**

<b>Indicator title</b>	Percentage of NSF-funded projects aimed at expanding, integrating and improving the effectiveness of the PSET system with a clear business plan and budget breakdown (excluding skills infrastructure development projects).
<b>Indicator responsibility</b>	<p>Joint responsibility between:</p> <ul style="list-style-type: none"> <li>i) Chief Director: Strategy, Performance and Innovation</li> <li>ii) Chief Director: Skills Development Implementation</li> </ul> <p>Key support responsibility:</p> <ul style="list-style-type: none"> <li>i) Chief Financial Officer</li> <li>ii) Director: Legal, Governance, Risk and Compliance</li> </ul>



## Budget programme performance indicator 8

BUDGET SUB-PROGRAMME 1.2: PSET SYSTEM DEVELOPMENT AND CAPACITY BUILDING	
PROGRAMME PERFORMANCE INDICATOR 8 (ACTIVITY-BASED)	
<b>Indicator title</b>	Percentage of NSF-funded projects aimed at expanding, integrating and improving the effectiveness of the PSET system where the actual project expenditure to date is in line with the actual project outputs / actual required activities to date.
<b>Short definition</b>	Percentage of NSF-funded projects aimed at expanding, integrating and improving the effectiveness of the PSET system where the actual project expenditure to date is in line with the actual project outputs / actual required activities to date.
<b>Purpose / importance</b>	<p>The White Paper for Post-School Education and Training envisages an integrated system of post-school education and training, with all institutions playing a role as parts of a coherent but differentiated whole. These institutions include colleges and universities whose main purpose is the direct provision of education and training and, in the case of universities, conducting research. It includes institutions that support the education and training process, such as the sector education and training authorities (SETAs), the NSF and the advisory, regulatory and quality assurance bodies such as the South African Qualifications Authority (SAQA) and quality councils.</p> <p>The White Paper also recognises the importance of partnerships between educational institutions and employers. Most students are preparing for careers in the labour market, and practical experience in the world of work is an invaluable part of their training. Even those students who do not find jobs in the formal labour market will benefit from practical workplace experience as they seek alternative ways of earning sustainable livelihoods. Employers must, therefore, be drawn closer to the education and training process, as they are major beneficiaries and must contribute to its success.</p> <p>The White Paper clearly stipulates that the NSF will be an important source of funding to enable linkages between the skills system and the other post-schooling sub-systems that will be put in place. A number of the strategic goals and objectives related to the PSET system cannot be achieved without enabling funding from the NSF.</p> <p>The NSF will, therefore, continue to be responsible for building linkages within the skills system and funding skills development capacity in public education and training institutions. The NSF aims to expand, integrate and improve the effectiveness of the PSET system as the entire PSET system plays a critical part in contributing towards the NSF <b>strategic goal: A skilled and capable workforce for an inclusive growth path.</b></p> <p>To further understand the importance of this budget programme performance indicator, it is important to understand the following:</p> <p>Each PSET system development and capacity building project must have a clear business plan, indicating the following per project:</p> <ol style="list-style-type: none"> <li>i) Resources required, captured in the form of project budget, and further broken down into relevant timeframes (inputs);</li> <li>ii) Activities to be performed, captured in the form of a project plan;</li> <li>iii) Outputs to be delivered within agreed-upon timeframes, as well as overall for the project; and</li> <li>iv) Outcome to be achieved with each project.</li> </ol>

BUDGET SUB-PROGRAMME 1.2: PSET SYSTEM DEVELOPMENT AND CAPACITY BUILDING	
PROGRAMME PERFORMANCE INDICATOR 8 (ACTIVITY-BASED)	
Indicator title	Percentage of NSF-funded projects aimed at expanding, integrating and improving the effectiveness of the PSET system where the actual project expenditure to date is in line with the actual project outputs / actual required activities to date.
<b>Purpose / importance</b>	<p>It is acknowledged that the activities, output and envisaged outcomes differ per PSET system development and capacity building project and are often unique to the specific project. Therefore, the activities, outputs and envisaged outcomes must be planned carefully for each project to be funded by the NSF. Therefore, to list performance indicators for outputs and outcomes for each PSET system development and capacity building project in the strategic plan and annual performance plan is impractical and will not contribute towards maintaining an overall strategic focus for the fund. However, the performance of each project must still be measured and contribute towards achieving the strategic goals and objectives of the NSF. Therefore, due to the complexity and uniqueness of each PSET system development and capacity building project, the projects will be measured at individual project level, but the measurement of the portfolio of these projects will be simplified overall for the fund. To achieve this, the PSET system development and capacity building projects will be measured at three levels:</p> <p>i) At a strategic goal level:</p> <p><b>At a project level:</b> The extent to which a PSET system development and capacity building project achieved the envisaged outcomes for the project will be measured through an outcome evaluation after the completion of the project. A logical conclusion will be reached on the evaluation as to whether the project has successfully achieved the most of the envisaged outcomes (or the majority of the envisaged outcomes or main outcomes) or not. This will be made possible through the requirement that each PSET system development and capacity building project must have a clear business plan that outlines the envisaged outcomes, with outcome performance indicators. These performance indicators will not be included in the strategic plan and annual performance plan, but will be measured at a project level through the outcome evaluation for each project (or combination of projects).</p> <p><b>At an overall strategic plan level (for the portfolio of projects):</b> Overall, at the NSF strategic plan level, the performance of the portfolio of PSET system development and capacity building projects, funded by the NSF, will be measured by determining the percentage of projects that successfully achieved most of the envisaged project-related outcomes</p> <p>ii) At a strategic objective level:</p> <p><b>At a project level:</b> The extent to which a PSET system development and capacity building project delivered the final outputs for the project will be measured through an output evaluation (together with a close-out report) after the completion of the project. A logical conclusion will be reached on the evaluation as to whether the project has successfully delivered the outputs as per the project plan (or majority of the outputs or main outputs) or not. This will be made possible through the requirement that each PSET system development and capacity building project must have a clear business plan that outlines the outputs to be delivered, with output performance indicators. These performance indicators will not be included in the strategic plan and annual performance plan, but will be measured at a project level through the output evaluation (and close-out report) for each project (or combination of projects).</p> <p><b>At an overall strategic plan and annual performance plan level (for the portfolio of projects):</b> Overall, at the NSF strategic plan and annual performance plan level, the performance of the portfolio of PSET system development and capacity building projects, funded by the NSF, will be measured by determining the percentage of projects that successfully delivered on the project-related outputs.</p>

BUDGET SUB-PROGRAMME 1.2: PSET SYSTEM DEVELOPMENT AND CAPACITY BUILDING	
PROGRAMME PERFORMANCE INDICATOR 8 (ACTIVITY-BASED)	
Indicator title	Percentage of NSF-funded projects aimed at expanding, integrating and improving the effectiveness of the PSET system where the actual project expenditure to date is in line with the actual project outputs / actual required activities to date.
<b>Purpose / importance</b>	<p>iii) At a budget programme level:</p> <p><b>At a project level:</b> The extent to which a PSET system development and capacity building project funded by the NSF is performing in relation to its expenditure incurred to date will be measured on an ongoing basis through the ongoing monitoring reports (quarterly and / or monthly). A logical conclusion will be reached as to whether the project expenditure incurred to date remains in line with the actual outputs / actual required activities to date or not. This will be made possible through the requirement that each PSET system development and capacity building project must have a clear business plan that outlines the outputs to be delivered and activities to be performed, with output and activity performance indicators, where applicable.</p> <p><b>At an overall strategic plan and annual performance plan level (for the portfolio of projects):</b> Overall, at the NSF strategic plan and annual performance plan level, the performance of the portfolio of PSET system development and capacity building projects, funded by the NSF, will be measured by determining the percentage of projects where the actual expenditure to date is in line with the actual output / actual required activities to date.</p> <p>Therefore, it is of utmost importance that each PSET system development and capacity building project must have a clear business plan and budget breakdown to measure the performance of the PSET system development and capacity building projects at all three levels (strategic goal level, strategic objective level and budget programme level), as well as at an individual project level and overall for the portfolio of projects.</p> <p>Furthermore, the PSET system development and capacity building projects are often dependent upon a number of variables and processes that influence each other, resulting in a specific process not being able to be completed, until another process has been completed by another party. Therefore, project delays are common, but not without reason. It is, therefore, imperative not to be fixated on measuring project performance only against timeline, but to understand that delays may be within reason. What is important is to, however, ensure that projects remain cost-efficient throughout execution. In other words, the actual outputs delivered to date or the actual required activities performed to date remain in line with the actual project expenditure incurred to date.</p>
<b>Source / collection of data</b>	<p>Source documents: Project monitoring reports (monthly and quarterly), indicating whether the project expenditure incurred to date is in line with the actual project outputs / actual required activities performed to date. The latest project report available will be used to report at the end of each relevant reporting period.</p> <p>Collection of data: Percentage of NSF-funded projects aimed at expanding, integrating and improving the effectiveness of the PSET system where the actual project expenditure to date is in line with the actual project outputs / actual required activities to date will be determined from the latest project report available as at the end of each reporting period.</p>

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

**PROGRAMME PERFORMANCE INDICATOR 8 (ACTIVITY-BASED)**

**Indicator title** Percentage of NSF-funded projects aimed at expanding, integrating and improving the effectiveness of the PSET system where the actual project expenditure to date is in line with the actual project outputs / actual required activities to date.

**Method of calculation**

**Formula:**

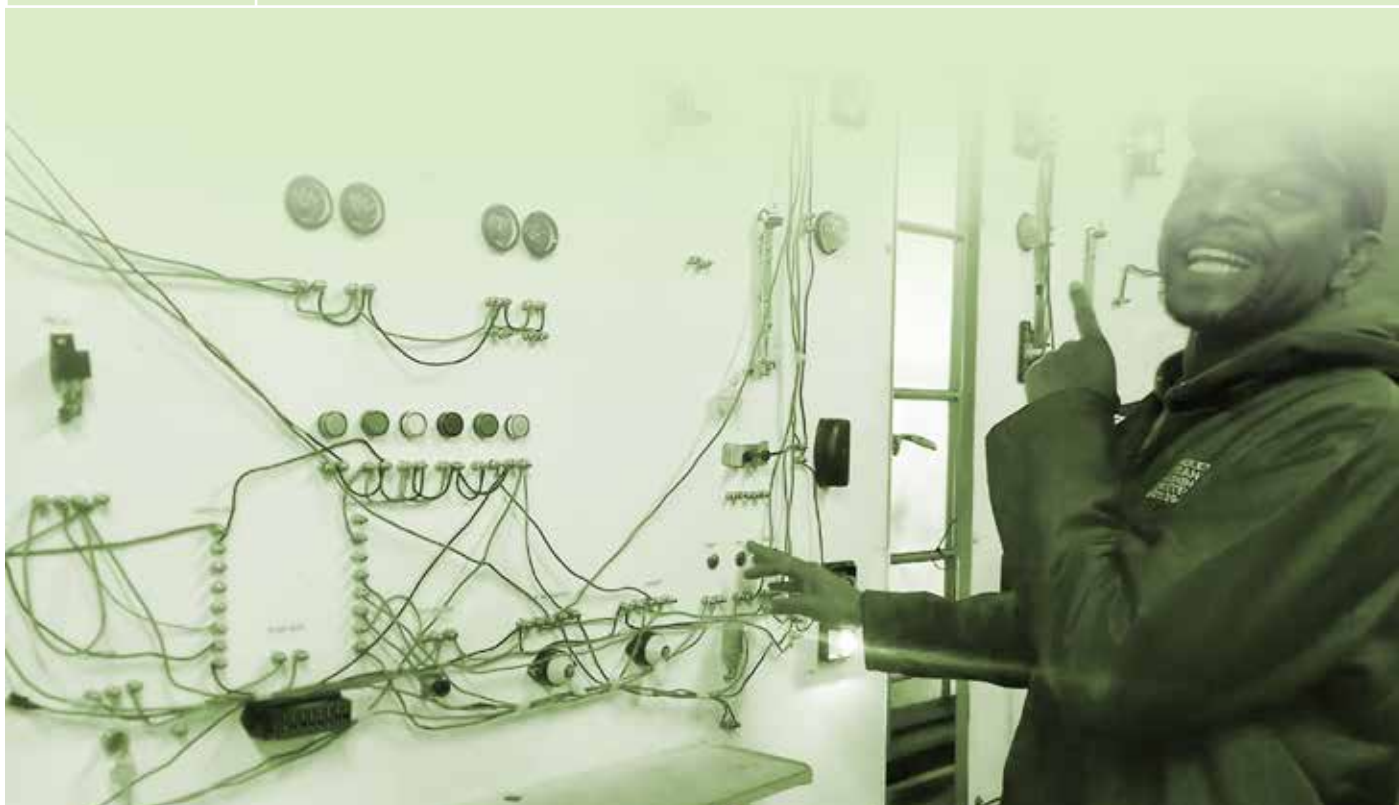
*Percentage (%) of NSF-funded projects aimed at expanding, integrating and improving the effectiveness of the PSET system where the actual project expenditure to date is in line with the actual project outputs / actual required activities to date =*

*Number of projects aimed at expanding, improving integrating and improving the PSET system (excluding skills infrastructure development) where the actual project expenditure to date is in line with the actual project outputs or actual required activities to date / Total number of projects aimed at expanding, improving effectiveness and integrating the PSET system (excluding skills infrastructure development) \*100*

Skills development project	Estimated expenditure based on actual project outputs / activities to date	Actual expenditure to date	Actual expenditure in line with project deliverables to date  (If actual expenditure to date is within a 15% margin of the estimated expenditure based on actual project outputs / activities to date, then it is regarded as in line)
A	X	Y	If X and Y is 15% margin, then yes, else no
B	X	Y	If X and Y is 15% margin, then yes, else no
C	X	Y	If X and Y is 15% margin, then yes, else no
Etc.	X	Y	If X and Y is 15% margin, then yes, else no
<b>Number of projects where actual expenditure to date is line with the actual performance to date</b>			<b>A = count all projects where actual expenditure to date is line with the actual performance to date</b>
<b>Total number of projects*</b>			<b>B = count all projects</b>
<b>Percentage of projects* where actual expenditure to date is line with the actual performance to date</b>			<b>A / B * 100</b>
<b>*Only projects funded by the NSF for the period under review will be included in the measurement of this performance indicator.</b>			

**Data limitations** The accuracy, completeness and validity of the indicator depend on the accuracy, completeness and validity of the information collated from the latest project monitoring reports available as at each reporting period.

BUDGET SUB-PROGRAMME 1.2: PSET SYSTEM DEVELOPMENT AND CAPACITY BUILDING	
PROGRAMME PERFORMANCE INDICATOR 8 (ACTIVITY-BASED)	
<b>Indicator title</b>	Percentage of NSF-funded projects aimed at expanding, integrating and improving the effectiveness of the PSET system where the actual project expenditure to date is in line with the actual project outputs / actual required activities to date.
<b>Type of indicator</b>	Activity
<b>Calculation type</b>	Cumulative 5-year target, annual target and quarterly target: A 100% performance is required throughout each of the respective periods.
<b>Reporting cycle</b>	Quarterly, annually and for the 5-year strategic period.
<b>New indicator</b>	No
<b>Desired performance</b>	The NSF desires to achieve a 100% performance on this indicator as outlined in the strategic plan and annual performance plan.
<b>Indicator responsibility</b>	<p>Joint responsibility between:</p> <ul style="list-style-type: none"> <li>i) Chief Director: Strategy, Performance and Innovation</li> <li>ii) Chief Director: Skills Development Implementation</li> </ul> <p>Key support responsibility:</p> <ul style="list-style-type: none"> <li>i) Chief Financial Officer</li> <li>ii) Director: Legal, Governance, Risk and Compliance</li> </ul>



## Budget sub-programme 1.3: Skills infrastructure development

### Budget programme performance indicator 9

BUDGET SUB-PROGRAMME 1.3: SKILLS INFRASTRUCTURE DEVELOPMENT	
PROGRAMME PERFORMANCE INDICATOR 9 (ACTIVITY-BASED)	
<b>Indicator title</b>	Percentage of NSF-funded skills infrastructure development projects with a clear business plan and budget breakdown.
<b>Short definition</b>	Percentage of NSF-funded skills infrastructure development projects with a clear business plan and budget breakdown.
<b>Purpose / importance</b>	<p>The White Paper for Post-School Education and Training envisages an integrated system of post-school education and training, with all institutions playing a role as parts of a coherent but differentiated whole. These institutions include the colleges and universities whose main purpose is the direct provision of education and training and, in the case of universities, conducting research. It includes institutions that support the education and training process, such as the sector education and training authorities (SETAs), the NSF and the advisory, regulatory and quality assurance bodies such as the South African Qualifications Authority (SAQA) and quality councils.</p> <p>The White Paper also recognises the importance of partnerships between educational institutions and employers. Most students are preparing for careers in the labour market, and practical experience in the world of work is an invaluable part of their training. Even those students who do not find jobs in the formal labour market will benefit from practical workplace experience as they seek alternative ways of earning sustainable livelihoods. Employers must, therefore be drawn closer to the education and training process, as they are major beneficiaries and must contribute to its success.</p> <p>The White Paper clearly stipulates that the NSF will be an important source of funding to enable linkages between the skills system and the other post-schooling sub-systems that will be put in place. A number of the strategic goals and objectives related to the PSET system cannot be achieved without enabling funding from the NSF.</p> <p>The NSF will, therefore, continue to be responsible for building linkages within the skills system and funding skills development capacity in public education and training institutions. The NSF aims to expand and integrate and improve the PSET system as the entire PSET system plays a critical part in contributing towards the NSF <b>strategic goal: A skilled and capable workforce for an inclusive growth path.</b></p> <p>To further understand the importance of this budget programme performance indicator, it is important to understand the following:</p> <p>Each skills infrastructure development project must have a clear business plan, indicating the following per project:</p> <ol style="list-style-type: none"> <li>i) Resources required, captured in the form of project budget, and further broken down into relevant timeframes (inputs);</li> <li>ii) Activities to be performed, captured in the form of a project plan;</li> <li>iii) Outputs to be delivered within agreed-upon timeframes; and</li> <li>iv) Outcome to be achieved with each project.</li> </ol>

BUDGET SUB-PROGRAMME 1.3: SKILLS INFRASTRUCTURE DEVELOPMENT	
PROGRAMME PERFORMANCE INDICATOR 9 (ACTIVITY-BASED)	
Indicator title	Percentage of NSF-funded skills infrastructure development projects with a clear business plan and budget breakdown.
<b>Purpose / importance</b>	<p>It is acknowledged that the activities, output and envisaged outcomes differ per skills infrastructure development project and are often unique to the specific project. Therefore, the activities, outputs and envisaged outcomes must be planned carefully for each project to be funded by the NSF. Therefore, to list performance indicators for outputs and outcomes for each skills infrastructure development project in the strategic plan and annual performance plan is impractical and will not contribute towards maintaining an overall strategic focus for the fund. However, the performance of each project must still be measured and contribute towards achieving the strategic goals and objectives of the NSF. Therefore, due to the complexity and uniqueness of each skills infrastructure development project, the projects will be measured at an individual project level, but the measurement of the portfolio of these projects will be simplified overall for the fund. To achieve this, the skills infrastructure development projects will be measured at three levels :</p> <p>i) At a strategic goal level:</p> <p><b>At a project level:</b> The extent to which a skills infrastructure development project achieved the envisaged outcomes for the project will be measured through an outcome evaluation after the completion of the project. A logical conclusion will be reached on the evaluation as to whether the project has successfully achieved the envisaged outcomes (or majority of the envisaged outcomes or main outcomes) or not. This will be made possible through the requirement that each skills infrastructure development project must have a clear business plan that outlines the envisaged outcomes, with outcome performance indicators. These performance indicators will not be included in the strategic plan and annual performance plan, but will be measured at a project level through the outcome evaluation for each project (or combination of projects).</p> <p><b>At an overall strategic plan level (for the portfolio of projects):</b> Overall, at the NSF strategic plan level, the performance of the portfolio of skills infrastructure development projects funded by the NSF will be measured by determining the percentage of projects that successfully achieved most of the envisaged project-related outcomes.</p> <p>ii) At a strategic objective level:</p> <p><b>At a project level:</b> The extent to which a skills infrastructure development project delivered the final outputs for the project will be measured through an output evaluation (together with a close-out report) after the completion of the project. A logical conclusion will be reached on the evaluation as to whether the project has successfully delivered the outputs as per the project plan (or majority of the outputs or main outputs) or not. This will be made possible through the requirement that each skills infrastructure development project must have a clear business plan that outlines the outputs to be delivered, with output performance indicators. These performance indicators will not be included in the strategic plan and annual performance plan, but will be measured at a project level through the output evaluation (and close-out report) for each project (or combination of projects).</p>

BUDGET SUB-PROGRAMME 1.3: SKILLS INFRASTRUCTURE DEVELOPMENT	
PROGRAMME PERFORMANCE INDICATOR 9 (ACTIVITY-BASED)	
Indicator title	Percentage of NSF-funded skills infrastructure development projects with a clear business plan and budget breakdown.
Purpose / importance	<p><b>At an overall strategic plan and annual performance plan level (for the portfolio of projects):</b> Overall, at the NSF strategic plan and annual performance plan level, the performance of the portfolio of skills infrastructure development projects funded by the NSF will be measured by determining the percentage of projects that successfully delivered on the project related outputs..</p> <p>iii) At a budget programme level:</p> <p><b>At a project level:</b> The extent to which a skills infrastructure development project funded by the NSF is performing in relation to its expenditure incurred to date will be measured on an ongoing basis through the ongoing monitoring reports (quarterly and / or monthly). A logical conclusion will be reached as to whether the project expenditure incurred to date remains in line with the actual outputs / actual required activities to date or not. This will be made possible through the requirement that each skills infrastructure development project must have a clear business plan that outlines the outputs to be delivered and activities to be performed, with output and activity performance indicators, where applicable.</p> <p><b>At an overall strategic plan and annual performance plan level (for the portfolio of projects):</b> Overall, at the NSF strategic plan and annual performance plan level, the performance of the portfolio of skills infrastructure development projects, funded by the NSF, will be measured by determining the percentage of projects where the actual expenditure to date is in line with the actual output / actual required activities to date.</p> <p>Therefore, it is of utmost importance that each skills infrastructure development project must have a clear business plan and budget breakdown to measure the performance of the skills infrastructure development projects at all three levels (strategic goal level, strategic objective level and budget programme level), as well as at an individual project level and overall for the portfolio of projects.</p>
Source / collection of data	<p>Source documents: An approved business plan per project, clearly indicating the following:</p> <ul style="list-style-type: none"> <li>i) Resources required (inputs), captured in the form of project budget, and further broken down into relevant timeframes;</li> <li>ii) Activities to be performed, captured in the form of a project plan;</li> <li>iii) Outputs to be delivered within agreed-upon timeframes, as well as overall for the project; and</li> <li>iv) Outcome to be achieved with each project.</li> </ul> <p>Collection of data: The percentage of NSF-funded skills infrastructure development projects with a clear business plan and budget breakdown will be determined from the number of skills infrastructure development projects.</p>

BUDGET SUB-PROGRAMME 1.3: SKILLS INFRASTRUCTURE DEVELOPMENT																	
PROGRAMME PERFORMANCE INDICATOR 9 (ACTIVITY-BASED)																	
Indicator title	Percentage of NSF-funded skills infrastructure development projects with a clear business plan and budget breakdown.																
<b>Method of calculation</b>	<p><b>Formula:</b></p> <p><i>Percentage (%) of NSF-funded skills infrastructure development projects with a clear business plan and budget breakdown =</i></p> <p><i>Number of skills infrastructure development projects with a clear business plan and budget breakdown / Total number of skills infrastructure development projects *100</i></p> <table border="1"> <thead> <tr> <th>Skills development project</th> <th>Clear business plan and budget breakdown</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>YES</td> </tr> <tr> <td>B</td> <td>YES</td> </tr> <tr> <td>C</td> <td>YES</td> </tr> <tr> <td>Etc.</td> <td>YES</td> </tr> <tr> <td><b>Number of projects that have a clear business plan and budget breakdown</b></td> <td><b>A = count all projects with a clear business plan and budget</b></td> </tr> <tr> <td><b>Total number of projects*</b></td> <td><b>B = count all projects</b></td> </tr> <tr> <td><b>Percentage of projects* with a clear business plan and budget breakdown</b></td> <td><b>A / B * 100</b></td> </tr> </tbody> </table> <p><b>*Only projects funded by the NSF for the period under review will be included in the measurement of this performance indicator.</b></p>	Skills development project	Clear business plan and budget breakdown	A	YES	B	YES	C	YES	Etc.	YES	<b>Number of projects that have a clear business plan and budget breakdown</b>	<b>A = count all projects with a clear business plan and budget</b>	<b>Total number of projects*</b>	<b>B = count all projects</b>	<b>Percentage of projects* with a clear business plan and budget breakdown</b>	<b>A / B * 100</b>
Skills development project	Clear business plan and budget breakdown																
A	YES																
B	YES																
C	YES																
Etc.	YES																
<b>Number of projects that have a clear business plan and budget breakdown</b>	<b>A = count all projects with a clear business plan and budget</b>																
<b>Total number of projects*</b>	<b>B = count all projects</b>																
<b>Percentage of projects* with a clear business plan and budget breakdown</b>	<b>A / B * 100</b>																
<b>Data limitations</b>	The accuracy, completeness and validity of the indicator depend on the accuracy, completeness and validity of the source documents (approved business plan and budget breakdown).																
<b>Type of indicator</b>	Activity																
<b>Calculation type</b>	Cumulative 5-year target, annual target and quarterly target: A 100% performance is required throughout each of the respective periods.																
<b>Reporting cycle</b>	Quarterly, annually and for the 5-year strategic period.																
<b>New indicator</b>	No																
<b>Desired performance</b>	The NSF desires to achieve a 100% performance on this indicator as outlined in the strategic plan and annual performance plan.																

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

**PROGRAMME PERFORMANCE INDICATOR 9 (ACTIVITY-BASED)**

<b>Indicator title</b>	<b>Percentage of NSF-funded skills infrastructure development projects with a clear business plan and budget breakdown.</b>
<b>Indicator responsibility</b>	<p>Joint responsibility between:</p> <ul style="list-style-type: none"> <li>i) Chief Director: Strategy, Performance and Innovation</li> <li>ii) Chief Director: Skills Development Implementation</li> </ul> <p>Key support responsibility:</p> <ul style="list-style-type: none"> <li>i) Chief Financial Officer</li> <li>ii) Director: Legal, Governance, Risk and Compliance</li> </ul>



## Budget programme performance indicator 10

BUDGET SUB-PROGRAMME 1.3: SKILLS INFRASTRUCTURE DEVELOPMENT	
PROGRAMME PERFORMANCE INDICATOR 10 (ACTIVITY-BASED)	
<b>Indicator title</b>	Percentage of NSF-funded skills infrastructure development projects where the actual project expenditure to date is in line with the actual project outputs and / or actual required activities to date.
<b>Short definition</b>	Percentage of NSF-funded skills infrastructure development projects where the actual project expenditure to date is in line with the actual project outputs and / or actual required activities to date.
<b>Purpose / importance</b>	<p>The White Paper for Post-School Education and Training envisages an integrated system of post-school education and training, with all institutions playing a role as parts of a coherent but differentiated whole. These institutions include the colleges and universities whose main purpose is the direct provision of education and training and, in the case of universities, conducting research. It includes institutions that support the education and training process, such as the sector education and training authorities (SETAs), the NSF and the advisory, regulatory and quality assurance bodies such as the South African Qualifications Authority (SAQA) and quality councils.</p> <p>The White Paper also recognises the importance of partnerships between educational institutions and employers. Most students are preparing for careers in the labour market, and practical experience in the world of work is an invaluable part of their training. Even those students who do not find jobs in the formal labour market will benefit from practical workplace experience as they seek alternative ways of earning sustainable livelihoods. Employers must, therefore, be drawn closer to the education and training process as they are major beneficiaries and must contribute to its success.</p> <p>The White Paper clearly stipulates that the NSF will be an important source of funding to enable linkages between the skills system and the other post-schooling sub-systems that will be put in place. A number of the strategic goals and objectives related to the PSET system cannot be achieved without enabling funding from the NSF.</p> <p>The NSF will, therefore, continue to be responsible for building linkages within the skills system and funding skills development capacity in public education and training institutions. The NSF aims to expand and improve the integration and effectiveness of the PSET system as the entire PSET system plays a critical part in contributing towards the NSF <a href="#">strategic goal: A skilled and capable workforce for an inclusive growth path</a>.</p> <p>To further understand the importance of this budget programme performance indicator, it is important to understand the following:</p> <p>Each skills infrastructure development project must have a clear business plan, indicating the following:</p> <ol style="list-style-type: none"> <li>i) Resources required, captured in the form of project budget, and further broken down into relevant timeframes (inputs);</li> <li>ii) Activities to be performed, captured in the form of a project plan;</li> <li>iii) Outputs to be delivered within agreed-upon timeframes; and</li> <li>iv) Outcome to be achieved with each project.</li> </ol>

BUDGET SUB-PROGRAMME 1.3: SKILLS INFRASTRUCTURE DEVELOPMENT	
PROGRAMME PERFORMANCE INDICATOR 10 (ACTIVITY-BASED)	
Indicator title	Percentage of NSF-funded skills infrastructure development projects where the actual project expenditure to date is in line with the actual project outputs and / or actual required activities to date.
Purpose / importance	<p>It is acknowledged that the activities, output and envisaged outcomes differ per skills infrastructure development project and are often unique to the specific project. Therefore, the activities, outputs and envisaged outcomes must be planned carefully for each project to be funded by the NSF. Therefore, to list performance indicators for outputs and outcomes for each skills infrastructure development project in the strategic plan and annual performance plan is impractical and will not contribute towards maintaining an overall strategic focus for the fund. However, the performance of each project must still be measured and contribute towards achieving the strategic goals and objectives of the NSF. Therefore, due to the complexity and uniqueness of each skills infrastructure development project, the projects will be measured at an individual project level, but the measurement of the portfolio of these projects will be simplified overall for the fund. To achieve this, the skills infrastructure development projects will be measured at three levels :</p> <p>i) At a strategic goal level:</p> <p><b>At a project level:</b> The extent to which a skills infrastructure development project achieved most of the envisaged outcomes for the project will be measured through an outcome evaluation after the completion of the project. A logical conclusion will be reached on the evaluation as to whether the project has successfully achieved most of the envisaged outcomes (or majority of the envisaged outcomes or main outcomes) or not. This will be made possible through the requirement that each skills infrastructure development project must have a clear business plan that outlines the envisaged outcomes, with outcome performance indicators. These performance indicators will not be included in the strategic plan and annual performance plan, but will be measured at a project level through the outcome evaluation for each project (or combination of projects).</p> <p><b>At an overall strategic plan level (for the portfolio of projects):</b> Overall, at the NSF strategic plan level, the performance of the portfolio of skills infrastructure development projects, funded by the NSF, will be measured by determining the percentage of projects that successfully achieved the envisaged project-related outcomes.</p> <p>ii) At a strategic objective level:</p> <p><b>At a project level:</b> The extent to which a skills infrastructure development project delivered the final outputs for the project will be measured through an output evaluation (together with a close-out report) after the completion of the project. A logical conclusion will be reached on the evaluation as to whether the project has successfully delivered the outputs as per the project plan (or majority of the outputs or main outputs) or not. This will be made possible through the requirement that each skills infrastructure development project must have a clear business plan that outlines the outputs to be delivered, with output performance indicators. These performance indicators will not be included in the strategic plan and annual performance plan, but will be measured at a project level through the output evaluation (and close-out report) for each project (or combination of projects).</p>

BUDGET SUB-PROGRAMME 1.3: SKILLS INFRASTRUCTURE DEVELOPMENT	
PROGRAMME PERFORMANCE INDICATOR 10 (ACTIVITY-BASED)	
Indicator title	Percentage of NSF-funded skills infrastructure development projects where the actual project expenditure to date is in line with the actual project outputs and / or actual required activities to date.
Purpose / importance	<p><b>At an overall strategic plan and annual performance plan level (for the portfolio of projects):</b> Overall, at the NSF strategic plan and annual performance plan level, the performance of the portfolio of skills infrastructure development projects, funded by the NSF, will be measured by determining the percentage of projects that successfully delivered on the project-related outputs.</p> <p>iiii) At a budget programme level:</p> <p><b>At a project level:</b> The extent to which a skills infrastructure development project funded by the NSF is performing in relation to its expenditure incurred to date will be measured on an ongoing basis through the ongoing monitoring reports (quarterly and / or monthly). A logical conclusion will be reached as to whether the project expenditure incurred to date remains in line with the actual outputs / actual required activities to date or not. This will be made possible through the requirement that each skills infrastructure development project must have a clear business plan that outlines the outputs to be delivered and activities to be performed, with output and activities performance indicators, where applicable.</p> <p><b>At an overall strategic plan and annual performance plan level (for the portfolio of projects):</b> Overall, at the NSF strategic plan and annual performance plan level, the performance of the portfolio of skills infrastructure development projects, funded by the NSF, will be measured by determining the percentage of projects where the actual expenditure to date is in line with the actual output / actual required activities to date.</p> <p>Therefore, it is of utmost importance that each skills infrastructure development project must have a clear business plan and budget breakdown to measure the performance of the skills infrastructure development projects at all three levels (strategic goal level, strategic objective level and budget programme level), as well as at an individual project level and overall for the portfolio of projects combined.</p> <p>It is important to ensure that projects remain cost-efficient throughout execution, in other words, the actual outputs delivered to date or the actual required activities performed to date remain in line with the actual project expenditure incurred to date.</p>
Source / collection of data	<p>Source documents: The project monitoring reports (monthly and quarterly), indicating whether the project expenditure incurred to date is in line with the actual project outputs / actual required activities performed to date. The latest project report available will be used to report at the end of each relevant reporting period.</p> <p>Collection of data: Percentage of NSF-funded skills infrastructure projects where the actual project expenditure to date is in line with the actual project outputs or actual required activities to date will be determined from the latest project report available as at the end of each reporting period.</p>

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

**PROGRAMME PERFORMANCE INDICATOR 10 (ACTIVITY-BASED)**

**Indicator title** Percentage of NSF-funded skills infrastructure development projects where the actual project expenditure to date is in line with the actual project outputs and / or actual required activities to date.

**Method of calculation**

**Formula:**

*Percentage (%) of NSF-funded skills infrastructure development projects where the actual project expenditure to date is in line with the actual project outputs and / or actual required activities to date =*

*Number of skills infrastructure development projects where the actual project expenditure to date is in line with the actual project outputs or actual required activities to date / Total number of skills infrastructure development projects \* 100*

Skills development project	Estimated expenditure based on actual project outputs / activities to date	Actual expenditure to date	Actual expenditure in line with project deliverables to date
A	X	Y	(If actual expenditure to date is within a 15% margin of the estimated expenditure based on actual project outputs / activities to date, then it is regarded as in line)
B	X	Y	If X and Y is 15% margin, then yes, else no
C	X	Y	If X and Y is 15% margin, then yes, else no
Etc.	X	Y	If X and Y is 15% margin, then yes, else no
<b>Number of projects where actual expenditure to date is line with the actual performance to date</b>			<b>A = count all projects where actual expenditure to date is line with the actual performance to date</b>
<b>Total number of projects*</b>			<b>B = count all projects</b>
<b>Percentage of projects* where actual expenditure to date is line with the actual performance to date</b>			<b>A / B * 100</b>

**\*Only projects funded by the NSF for the period under review will be included in the measurement of this performance indicator.**

**Data limitations** The accuracy, completeness and validity of the indicator depend on the accuracy, completeness and validity of the information collated from the latest project monitoring reports available as at each reporting period.

**Type of indicator** Activity

BUDGET SUB-PROGRAMME 1.3: SKILLS INFRASTRUCTURE DEVELOPMENT	
PROGRAMME PERFORMANCE INDICATOR 10 (ACTIVITY-BASED)	
<b>Indicator title</b>	Percentage of NSF-funded skills infrastructure development projects where the actual project expenditure to date is in line with the actual project outputs and / or actual required activities to date.
<b>Calculation type</b>	Cumulative 5-year target, annual target and quarterly target: A 100% performance is required throughout each of the respective periods.
<b>Reporting cycle</b>	Quarterly, annually and for the 5-year strategic period.
<b>New indicator</b>	No
<b>Desired performance</b>	The NSF desires to achieve a 100% performance on this indicator as outlined in the strategic plan and annual performance plan.
<b>Indicator responsibility</b>	<p>Joint responsibility between:</p> <ul style="list-style-type: none"> <li>i) Chief Director: Strategy, Performance and Innovation</li> <li>ii) Chief Director: Skills Development Implementation</li> </ul> <p>Key support responsibility:</p> <ul style="list-style-type: none"> <li>i) Chief Financial Officer</li> <li>ii) Director: Legal, Governance, Risk and Compliance</li> </ul>



## Budget sub-programme 1.4: Skills development research, innovation and advocacy

### Budget programme performance indicator 11

BUDGET SUB-PROGRAMME 1.4: SKILLS DEVELOPMENT RESEARCH, INNOVATION AND ADVOCACY	
PROGRAMME PERFORMANCE INDICATOR 11 (ACTIVITY-BASED)	
<b>Indicator title</b>	Percentage of NSF-funded skills development research, innovation and advocacy projects with a clear business plan and budget breakdown.
<b>Short definition</b>	Percentage of NSF-funded skills development research, innovation and advocacy projects with a clear business plan and budget breakdown.
<b>Purpose / importance</b>	<p>The White Paper for Post-School Education and Training indicates that the NSF is to support research and innovation.</p> <p>The National Skills Development Strategy (NSDS) III elevates research, development and innovation to a strategic level. These are not simply aspects of skills planning, but fundamental to the achievement of a skilled nation, attracting investment and achieving shared growth and development. The NSF is in a good position to support research which cuts across sectors. For example, the issue of beneficiation in mining has been highlighted, as has training within the supply chain. AgriSETA has raised the need to strengthen training along the entire food chain if the rural economy is to be strengthened. The NSF must, therefore, fund research where key opportunities for economic growth and industrial development are identified but do not fall tidily into a single sector or SETA.</p> <p>Some of the research questions posed by the NSDS III are difficult. Such questions probe even the mere understanding of the challenges faced by the nation, or even how these challenges are identified. For example, how can skills development support the creation of a developmental state? This requires an understanding of the possible role of the state and its various components, and an exploration of different models of state intervention in the economy. Meta-analyses of the census and other data on how the poor in rural and urban areas earn a livelihood are examples of research that can inform the NSF and other stakeholders about the skills needed and help shape relevant curricula, especially in community colleges. Such research, both empirical and theoretical, demands the involvement of intellectuals in universities and think tanks. The NSF should, therefore, provide funding where appropriate to clarify and achieve the government's aims with regard to the education and skills development systems.</p> <p>Increasingly, innovation sets a country apart and places it on a positive developmental path. Innovation has been seen as something pertaining to universities and academics, but progressively it has evolved to applying theory in practical ways in industry. With the increased focus of NSDS III on bridging the gap between study and work, particularly in postgraduate fields of learning, innovation projects can thus be identified and funded by the NSF to support the wider goals of government.</p> <p>To further understand the importance of this budget programme performance indicator, it is important to understand the following:</p>

BUDGET SUB-PROGRAMME 1.4: SKILLS DEVELOPMENT RESEARCH, INNOVATION AND ADVOCACY	
PROGRAMME PERFORMANCE INDICATOR 11 (ACTIVITY-BASED)	
Indicator title	Percentage of NSF-funded skills development research, innovation and advocacy projects with a clear business plan and budget breakdown.
<b>Purpose / importance</b>	<p>Each skills infrastructure development project must have a clear business plan, indicating the following per project:</p> <ul style="list-style-type: none"> <li>i) Resources required, captured in the form of project budget, and further broken down into relevant timeframes (inputs);</li> <li>ii) Activities to be performed, captured in the form of a project plan;</li> <li>iii) Outputs to be delivered within agreed-upon timeframes; and</li> <li>iv) Outcome to be achieved with each project.</li> </ul> <p>It is acknowledged that the activities, output and envisaged outcomes differ per skills development research, innovation and advocacy project and are often unique to the specific project. Therefore, the activities, outputs and envisaged outcomes must be planned carefully for each project to be funded by the NSF. Therefore, to list performance indicators for outputs and outcomes for each skills development research, innovation and advocacy project in the strategic plan and annual performance plan is impractical and will not contribute towards maintaining an overall strategic focus for the fund. However, the performance of each project must still be measured and contribute towards achieving the strategic goals and objectives of the NSF. Therefore, due to the complexity and uniqueness of each skills development research, innovation and advocacy project, the projects will be measured at an individual project level, but the measurement of the portfolio of these projects will be simplified overall for the fund. To achieve this, the skills development research, innovation and advocacy projects will be measured at three levels.</p> <ul style="list-style-type: none"> <li>i) At a strategic goal level:</li> </ul> <p><b>At a project level:</b> The extent to which a skills development research, innovation and advocacy project achieved the envisaged outcomes for the project will be measured through an outcome evaluation after the completion of the project. A logical conclusion will be reached on the evaluation as to whether the project has successfully achieved the envisaged outcomes (or majority of the envisaged outcomes or main outcomes) or not. This will be made possible through the requirement that each skills development research, innovation and advocacy project must have a clear business plan that outlines the envisaged outcomes, with outcome performance indicators. These performance indicators will not be included in the strategic plan and annual performance plan, but will be measured at a project level through the outcome evaluation for each project (or combination of projects).</p> <p><b>At an overall strategic plan level (for the portfolio of projects):</b> Overall, at the NSF strategic plan level, the performance of the portfolio of skills development research, innovation and advocacy projects, funded by the NSF, will be measured by determining the percentage of projects that successfully achieved most of the envisaged project-related outcomes.</p>

## BUDGET SUB-PROGRAMME 1.4: SKILLS DEVELOPMENT RESEARCH, INNOVATION AND ADVOCACY

## PROGRAMME PERFORMANCE INDICATOR 11 (ACTIVITY-BASED)

Indicator title	Percentage of NSF-funded skills development research, innovation and advocacy projects with a clear business plan and budget breakdown.
<b>Purpose / importance</b>	<p>i) At a strategic objective level:</p> <p><b>At a project level:</b> The extent to which a skills development research, innovation and advocacy project delivered the final outputs for the project will be measured through an output evaluation (together with a close-out report) after the completion of the project. A logical conclusion will be reached on the evaluation as to whether the project has successfully delivered the outputs as per the project plan (or majority of the outputs or main outputs) or not. This will be made possible through the requirement that each skills development research, innovation and advocacy project must have a clear business plan that outlines the outputs to be delivered, with output performance indicators. These performance indicators will not be included in the strategic plan and annual performance plan, but will be measured at a project level through the output evaluation (and close-out report) for each project (or combination of projects).</p> <p><b>At an overall strategic plan and annual performance plan level (for the portfolio of projects):</b> Overall, at the NSF strategic plan and annual performance plan level, the performance of the portfolio of skills development research, innovation and advocacy projects, funded by the NSF, will be measured by determining the percentage of projects that successfully delivered on the project-related outputs.</p> <p>iii) At a budget programme level:</p> <p><b>At a project level:</b> The extent to which a skills development research, innovation and advocacy project, funded by the NSF, is performing in relation to its expenditure incurred to date will be measured on an ongoing basis through the ongoing monitoring reports (quarterly and / or monthly). A logical conclusion will be reached as to whether the project expenditure incurred to date remains in line with the actual performance (actual outputs and / or actual activities performed to date). This will be made possible through the requirement that each skills development research, innovation and advocacy project must have a clear business plan that outlines the outputs to be delivered and / or activities to be performed, with output and / or activity performance indicators, where applicable.</p> <p><b>At an overall strategic plan and annual performance plan level (for the portfolio of projects):</b> Overall, at the NSF strategic plan and annual performance plan level, the performance of the portfolio of skills development research, innovation and advocacy projects, funded by the NSF, will be measured by determining the percentage of projects where the actual expenditure to date is in line with the actual performance to date (actual output and / or actual activities performed to date).</p> <p>Therefore, it is of utmost importance that each skills development research, innovation and advocacy project must have a clear business plan and budget breakdown to measure the performance of the skills development research, innovation and advocacy projects at all three levels (strategic goal level, strategic objective level and budget programme level), as well as at an individual project level and overall for the portfolio of projects.</p>

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

**PROGRAMME PERFORMANCE INDICATOR 11 (ACTIVITY-BASED)**

Indicator title	Percentage of NSF-funded skills development research, innovation and advocacy projects with a clear business plan and budget breakdown.
<b>Source / collection of data</b>	<p>Source documents: An approved business plan per project, clearly indicating the following:</p> <ul style="list-style-type: none"> <li>i) Resources required (inputs), captured in the form of project budget, and further broken down into relevant timeframes;</li> <li>ii) Activities to be performed, captured in the form of a project plan;</li> <li>iii) Outputs to be delivered within agreed-upon timeframes; and</li> <li>iv) Outcome to be achieved with each project.</li> </ul> <p>Collection of data: The percentage of NSF-funded skills development research, innovation and advocacy projects with a clear business plan and budget breakdown will be determined from the number of skills development research, innovation and advocacy projects.</p>



BUDGET SUB-PROGRAMME 1.4: SKILLS DEVELOPMENT RESEARCH, INNOVATION AND ADVOCACY																	
PROGRAMME PERFORMANCE INDICATOR 11 (ACTIVITY-BASED)																	
Indicator title	Percentage of NSF-funded skills development research, innovation and advocacy projects with a clear business plan and budget breakdown.																
Method of calculation	<p><b>Formula:</b></p> <p><i>Percentage (%) of NSF-funded skills development research, innovation and advocacy projects with a clear business plan and budget breakdown =</i></p> <p><i>Number of skills development research, innovation and advocacy projects with a clear business plan and budget breakdown / Total number of skills development research, innovation and advocacy projects *100</i></p> <table border="1"> <thead> <tr> <th>Skills development project</th> <th>Clear business plan and budget breakdown</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>YES</td> </tr> <tr> <td>B</td> <td>YES</td> </tr> <tr> <td>C</td> <td>YES</td> </tr> <tr> <td>Etc.</td> <td>YES</td> </tr> <tr> <td><b>Number of projects that have a clear business plan and budget breakdown</b></td> <td><b>A = count all projects with a clear business plan and budget</b></td> </tr> <tr> <td><b>Total number of projects*</b></td> <td><b>B = count all projects</b></td> </tr> <tr> <td><b>Percentage of projects* with a clear business plan and budget breakdown</b></td> <td><b>A / B * 100</b></td> </tr> </tbody> </table> <p><b>*Only projects funded by the NSF for the period under review will be included in the measurement of this performance indicator.</b></p>	Skills development project	Clear business plan and budget breakdown	A	YES	B	YES	C	YES	Etc.	YES	<b>Number of projects that have a clear business plan and budget breakdown</b>	<b>A = count all projects with a clear business plan and budget</b>	<b>Total number of projects*</b>	<b>B = count all projects</b>	<b>Percentage of projects* with a clear business plan and budget breakdown</b>	<b>A / B * 100</b>
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Data limitations	The accuracy, completeness and validity of the indicator depend on the accuracy, completeness and validity of the source documents (approved business plan and budget breakdown).																
Type of indicator	Activity																
Calculation type	Cumulative 5-year target, annual target and quarterly target: A 100% performance is required throughout each of the respective periods.																
Reporting cycle	Quarterly, annually and for the 5-year strategic period.																
New indicator	No																
Desired performance	The NSF desires to achieve a 100% performance on this indicator as outlined in the strategic plan and annual performance plan.																

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

**PROGRAMME PERFORMANCE INDICATOR 11 (ACTIVITY-BASED)**

<b>Indicator title</b>	Percentage of NSF-funded skills development research, innovation and advocacy projects with a clear business plan and budget breakdown.
<b>Indicator responsibility</b>	<p>Joint responsibility between:</p> <ul style="list-style-type: none"> <li>i) Chief Director: Strategy, Performance and Innovation</li> <li>ii) Chief Director: Skills Development Implementation</li> </ul> <p>Key support responsibility:</p> <ul style="list-style-type: none"> <li>i) Chief Financial Officer</li> <li>ii) Director: Legal, Governance, Risk and Compliance</li> </ul>



## Budget programme performance indicator 12

### BUDGET SUB-PROGRAMME 1.3: SKILLS DEVELOPMENT RESEARCH, INNOVATION AND ADVOCACY

#### PROGRAMME PERFORMANCE INDICATOR 12 (ACTIVITY-BASED)

<b>Indicator title</b>	Percentage of NSF-funded skills development research, innovation and advocacy projects where the actual project expenditure to date is in line with the actual project performance to date.
<b>Short definition</b>	Percentage of NSF-funded skills development research, innovation and advocacy projects where the actual project expenditure to date is in line with the actual project performance to date.
<b>Purpose / importance</b>	<p>The White Paper for Post-School Education and Training indicates that the NSF is to support research and innovation.</p> <p>The National Skills Development Strategy (NSDS) III elevates research, development and innovation to a strategic level. These are not simply aspects of skills planning, but fundamental to the achievement of a skilled nation, attracting investment and achieving shared growth and development. The NSF is in a good position to support research which cuts across sectors. For example, the issue of beneficiation in mining has been highlighted, as has training within the supply chain. AgriSETA has raised the need to strengthen training along the entire food chain if the rural economy is to be strengthened. The NSF must, therefore, fund research where key opportunities for economic growth and industrial development are identified but do not fall tidily into a single sector or SETA.</p> <p>Some of the research questions posed by the NSDS III are difficult. Such questions probe even the mere understanding of the challenges faced by the nation, or even how these challenges are identified. For example, how can skills development support the creation of a developmental state? This requires an understanding of the possible role of the state and its various components, and an exploration of different models of state intervention in the economy. Meta-analyses of the census and other data on how the poor in rural and urban areas earn a livelihood are examples of research that can inform the NSF and other stakeholders about the skills needed and help shape relevant curricula, especially in community colleges. Such research, both empirical and theoretical, demands the involvement of intellectuals in universities and think tanks. The NSF should, therefore, provide funding where appropriate to clarify and achieve the government's aims with regard to the education and skills development systems.</p> <p>Increasingly, innovation sets a country apart and places it on a positive developmental path. Innovation has been seen as something pertaining to universities and academics, but progressively it has evolved to applying theory in practical ways in industry. With the increased focus of NSDS III on bridging the gap between study and work, particularly in postgraduate fields of learning, innovation projects can thus be identified and funded by the NSF to support the wider goals of government.</p> <p>To further understand the importance of this budget programme performance indicator, it is important to understand the following:</p> <p>Each research, innovation and advocacy project must have a clear business plan, indicating the following:</p> <ol style="list-style-type: none"> <li>i) Resources required, captured in the form of a project budget, and further broken down into relevant timeframes (inputs);</li> <li>ii) Activities to be performed, captured in the form of a project plan;</li> <li>iii) Outputs to be delivered within agreed-upon timeframes; and</li> <li>iv) Outcome to be achieved with each project.</li> </ol>

BUDGET SUB-PROGRAMME 1.3: SKILLS DEVELOPMENT RESEARCH, INNOVATION AND ADVOCACY	
PROGRAMME PERFORMANCE INDICATOR 12 (ACTIVITY-BASED)	
Indicator title	Percentage of NSF-funded skills development research, innovation and advocacy projects where the actual project expenditure to date is in line with the actual project performance to date.
Purpose / importance	<p>It is acknowledged that the activities, output and envisaged outcomes differ per skills development research, innovation and advocacy project and are often unique to a specific project. Therefore, the activities, outputs and envisaged outcomes must be planned carefully for each project to be funded by the NSF. Therefore, to list performance indicators for outputs and outcomes for each skills development research, innovation and advocacy project in the strategic plan and annual performance plan is impractical and will not contribute towards maintaining an overall strategic focus for the fund. However, the performance of each project must still be measured and contribute towards achieving the strategic goals and objectives of the NSF. Therefore, due to the complexity and uniqueness of each skills development research, innovation and advocacy project, the projects will be measured at individual project level and the measurement of the portfolio of these projects will be simplified overall for the fund. To achieve this, the skills development research, innovation and advocacy projects will be measured at three levels:</p> <p>i) At a strategic goal level:</p> <p><b>At a project level:</b> The extent to which a skills development research, innovation and advocacy project achieved the envisaged outcomes for the project will be measured through an outcome evaluation after the completion of the project. A logical conclusion will be reached on the evaluation as to whether the project has successfully achieved the envisaged outcomes (or majority of the envisaged outcomes or main outcomes) or not. This will be made possible through the requirement that each skills development research, innovation and advocacy project must have a clear business plan that outlines the envisaged outcomes, with outcome performance indicators. These performance indicators will not be included in the strategic plan and annual performance plan, but will be measured at a project level through the outcome evaluation for each project (or combination of projects).</p> <p><b>At an overall strategic plan level (for the portfolio of projects):</b> Overall, at the NSF strategic plan level, the performance of the skills development research, innovation and advocacy projects portfolio, funded by the NSF, will be measured by determining the percentage of projects that successfully achieved the envisaged project-related outcomes.</p> <p>ii) At a strategic objective level:</p> <p><b>At a project level:</b> The extent to which a skills development research, innovation and advocacy project delivered the final outputs for the project will be measured through an output evaluation (together with a close-out report) after the completion of the project. A logical conclusion will be reached on the evaluation as to whether the project has successfully delivered the outputs as per the project plan (or majority of the outputs or main outputs) or not. This will be made possible through the requirement that each skills development research, innovation and advocacy project must have a clear business plan that outlines the outputs to be delivered, with output performance indicators. These performance indicators will not be included in the strategic plan and annual performance plan, but will be measured at a project level through the output evaluation (and close-out report) for each project (or combination of projects).</p>

BUDGET SUB-PROGRAMME 1.3: SKILLS DEVELOPMENT RESEARCH, INNOVATION AND ADVOCACY	
PROGRAMME PERFORMANCE INDICATOR 12 (ACTIVITY-BASED)	
<b>Indicator title</b>	<b>Percentage of NSF-funded skills development research, innovation and advocacy projects where the actual project expenditure to date is in line with the actual project performance to date.</b>
<b>Purpose / importance</b>	<p><b>At an overall strategic plan and annual performance plan level (for the portfolio of projects):</b> Overall, at the NSF strategic plan and annual performance plan level, the performance of skills development research, innovation and advocacy projects portfolio, funded by the NSF, will be measured by determining the percentage of projects that successfully delivered on the project-related outputs.</p> <p>iii) At a budget programme level:</p> <p><b>At a project level:</b> The extent to which a skills development research, innovation and advocacy project, funded by the NSF, is performing in relation to its expenditure incurred to date will be measured on an ongoing basis through the ongoing monitoring reports (quarterly and / or monthly). A logical conclusion will be reached as to whether the project expenditure incurred to date remains in line with the project performance to date (actual outputs or actual activities performed). This will be made possible through the requirement that each skills development research, innovation and advocacy project must have a clear business plan that outlines the outputs to be delivered and / or activities to be performed, with output and / or activity performance indicators, where applicable.</p> <p><b>At an overall strategic plan and annual performance plan level (for the portfolio of projects):</b> Overall, at the NSF strategic plan and annual performance plan level, the performance of skills development research, innovation and advocacy projects portfolio, funded by the NSF, will be measured by determining the percentage of projects where the actual expenditure to date is in line with the actual performance to date (actual output and / or actual activity performed to date).</p> <p>Therefore, it is of utmost importance that each skills development research, innovation and advocacy project must have a clear business plan and budget breakdown to measure the performance of the skills development research, innovation and advocacy projects at all three levels (strategic goal level, strategic objective level and budget programme level), as well as at an individual project level and overall for the portfolio of projects.</p> <p>It is important to ensure that projects remain cost-efficient throughout the execution. In other words, the actual outputs delivered to date or the actual required activities performed to date remain in line with the actual project expenditure incurred to date.</p>
<b>Source / collection of data</b>	<p>Source documents: Project monitoring reports (monthly and quarterly), indicating whether the project expenditure incurred to date is in line with the actual performance to date (actual project outputs and / or actual project activities performed to date). The latest project report available will be used to report at the end of each relevant reporting period.</p> <p>Collection of data: Percentage of NSF-funded skills research, innovation and advocacy projects where the actual project expenditure to date is in line with the actual project performance to date (actual outputs and / or actual project activities to date) will be determined from the latest project report available as at the end of each reporting period.</p>

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Method of calculation	<p><b>Formula:</b></p> <p><i>Percentage (%) of NSF-funded skills development research, innovation and advocacy projects where the actual project expenditure to date is in line with the actual project performance to date =</i></p> <p><i>Number of skills development research, innovation and advocacy projects where the actual project expenditure to date is in line with the actual project performance to date (actual project outputs and / or actual project activities to date) / Total number of skills development research, innovation and advocacy projects *100</i></p> <table border="1"> <thead> <tr> <th>Skills development project</th> <th>Estimated expenditure based on actual project outputs / activities to date</th> <th>Actual expenditure to date</th> <th>Actual expenditure in line with project deliverables to date</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>X</td> <td>Y</td> <td>(If actual expenditure to date is within a 15% margin of the estimated expenditure based on actual project outputs / activities to date, then it is regarded as in line)</td> </tr> <tr> <td>B</td> <td>X</td> <td>Y</td> <td>If X and Y is 15% margin, then yes, else no</td> </tr> <tr> <td>C</td> <td>X</td> <td>Y</td> <td>If X and Y is 15% margin, then yes, else no</td> </tr> <tr> <td>Etc.</td> <td>X</td> <td>Y</td> <td>If X and Y is 15% margin, then yes, else no</td> </tr> <tr> <td><b>Number of projects where actual expenditure to date is line with the actual performance to date</b></td> <td></td> <td></td> <td><b>A = count all projects where actual expenditure to date is line with the actual performance to date</b></td> </tr> <tr> <td><b>Total number of projects*</b></td> <td></td> <td></td> <td><b>B = count all projects</b></td> </tr> <tr> <td><b>Percentage of projects* where actual expenditure to date is line with the actual performance to date</b></td> <td></td> <td></td> <td><b>A / B * 100</b></td> </tr> </tbody> </table> <p><b>*Only projects funded by the NSF for the period under review will be included in the measurement of this performance indicator.</b></p>			Skills development project	Estimated expenditure based on actual project outputs / activities to date	Actual expenditure to date	Actual expenditure in line with project deliverables to date	A	X	Y	(If actual expenditure to date is within a 15% margin of the estimated expenditure based on actual project outputs / activities to date, then it is regarded as in line)	B	X	Y	If X and Y is 15% margin, then yes, else no	C	X	Y	If X and Y is 15% margin, then yes, else no	Etc.	X	Y	If X and Y is 15% margin, then yes, else no	<b>Number of projects where actual expenditure to date is line with the actual performance to date</b>			<b>A = count all projects where actual expenditure to date is line with the actual performance to date</b>	<b>Total number of projects*</b>			<b>B = count all projects</b>	<b>Percentage of projects* where actual expenditure to date is line with the actual performance to date</b>			<b>A / B * 100</b>
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BUDGET SUB-PROGRAMME 1.3: SKILLS DEVELOPMENT RESEARCH, INNOVATION AND ADVOCACY	
PROGRAMME PERFORMANCE INDICATOR 12 (ACTIVITY-BASED)	
<b>Indicator title</b>	Percentage of NSF-funded skills development research, innovation and advocacy projects where the actual project expenditure to date is in line with the actual project performance to date.
<b>Data limitations</b>	The accuracy, completeness and validity of the indicator depend on the accuracy, completeness and validity of the information collated from the latest project monitoring reports available as at each reporting period.
<b>Type of indicator</b>	Activity
<b>Calculation type</b>	Cumulative 5-year target, annual target and quarterly target: A 100% performance is required throughout each of the respective periods.
<b>Reporting cycle</b>	Quarterly, annually and for the 5-year strategic period.
<b>New indicator</b>	No
<b>Desired performance</b>	The NSF desires to achieve a 100% performance on this indicator as outlined in the strategic plan and annual performance plan.
<b>Indicator responsibility</b>	<p>Joint responsibility between:</p> <ul style="list-style-type: none"> <li>i) Chief Director: Strategy, Performance and Innovation</li> <li>ii) Chief Director: Skills Development Implementation</li> </ul> <p>Key support responsibility:</p> <ul style="list-style-type: none"> <li>i) Chief Financial Officer</li> <li>ii) Director: Legal, Governance, Risk and Compliance</li> </ul>



## Budget programme 2: NSF Business Excellence

### Budget programme performance indicator 13

BUDGET PROGRAMME 2: NSF BUSINESS EXCELLENCE	
BUDGET PROGRAMME PERFORMANCE INDICATOR 13 (ACTIVITY-BASED)	
Indicator title	Percentage (%) of vacant funded SMS positions advertised by the end of the financial year.
<b>Short definition</b>	Percentage (%) of vacant funded SMS positions advertised by the end of the financial year.  "SMS positions" refers to positions at director level (SMS level 13) and above.
<b>Purpose / importance</b>	In order to function efficiently and effectively, the NSF needs to have sufficient staff capacity in place in order to carry out the necessary functions required to achieve the objectives of the fund.
<b>Source / collection of data</b>	Source documents: A staff establishment register needs to be kept of all the approved and funded posts, with the relevant level of each post.  The staff establishment register should also indicate the person appointed against each approved and funded post, supported by the employment contract (an employee file).  Collection of data: The staff establishment register will be collated from the posts approved by the Director-General and / or Minister, whichever is applicable, for which there is sufficient funding. The established register will also be updated with signed employment contracts.
<b>Method of calculation</b>	<b>Formula:</b>  <i>Vacant funded SMS positions advertised by the end of the financial year / Total vacant funded SMS positions at the end of the financial year * 100</i>  Please note: positions frozen by the NSF Executive Officer / Director-General / Minister will be excluded from the calculation.
<b>Data limitations</b>	The accuracy, completeness and validity of the indicator depend on the accuracy, completeness and validity of the information collated from the latest HR reports available as at each reporting period.
<b>Type of indicator</b>	Activity
<b>Calculation type</b>	Cumulative 5-year target, annual target and quarterly target: A 100% performance is required throughout each of the respective periods.
<b>Reporting cycle</b>	Quarterly, annually and for the 5-year strategic period.
<b>New indicator</b>	No
<b>Desired performance</b>	The NSF desires to achieve performance on this indicator as outlined in the strategic plan and annual performance plan.
<b>Indicator responsibility</b>	Director: Human Resources Management

## Budget programme performance indicator 14

BUDGET PROGRAMME 2: NSF BUSINESS EXCELLENCE	
BUDGET PROGRAMME PERFORMANCE INDICATOR 14	
Indicator title	Percentage (%) of vacant funded non-SMS positions advertised by the end of the financial year.
<b>Short definition</b>	Percentage (%) of vacant funded non-SMS positions advertised by the end of the financial year.  "Non-SMS positions" refers to positions below director level (SMS level 13).
<b>Purpose / importance</b>	In order to function efficiently and effectively and carry out the necessary functions required to achieve the objectives of the fund, the NSF needs to have sufficient staff capacity in place.
<b>Source / collection of data</b>	Source documents: A staff establishment register needs to be kept of all approved and funded posts, with the relevant level of each post.  The staff establishment register should also indicate the person appointed against each approved and funded post, supported by the employment contract (an employee file).  Collection of data: The staff establishment register will be collated from the posts approved by the Director-General and / or Minister, whichever is applicable, for which there is sufficient funding. The establishment register will also be updated with signed employment contracts.
<b>Method of calculation</b>	<b>Formula:</b>  <i>Vacant funded non-SMS positions advertised by the end of the financial year / Total vacant funded SMS positions at the end of the financial year * 100</i>  Please note: positions frozen by the NSF Executive Officer / Director-General / Minister will be excluded from the calculation.
<b>Data limitations</b>	The accuracy, completeness and validity of the indicator depend on the accuracy, completeness and validity of the information collated from the latest HR reports available as at each reporting period.
<b>Type of indicator</b>	Activity
<b>Calculation type</b>	Cumulative 5-year target, annual target and quarterly target: A 100% performance is required throughout each of the respective periods.
<b>Reporting cycle</b>	Quarterly, annually and for the 5-year strategic period.
<b>New indicator</b>	No
<b>Desired performance</b>	The NSF desires to achieve performance on this indicator as outlined in the strategic plan and annual performance plan.
<b>Indicator responsibility</b>	Director: Human Resource Management

## Budget programme performance indicator 15

BUDGET PROGRAMME 2: NSF BUSINESS EXCELLENCE	
OUTPUT-BASED PERFORMANCE INDICATOR 15	
Indicator title	Percentage (%) of key ICT needs addressed or in the process of being addressed by the end of each financial year.
<b>Short definition</b>	<p>Percentage (%) of key ICT needs addressed or in the process of being addressed by the end of each financial year.</p> <p>Percentage - Divide the total ICT needs addressed or in process of being addressed by the end of the financial year by the total ICT needs at the end of the financial year and multiply by the 100 to determine the percentage</p>
<b>Purpose / importance</b>	The timely availability of ICT is essential for the effective and efficient operations of the NSF in achieving its objectives.
<b>Source / collection of data</b>	<p>Source documents: An ICT register should be kept of all key ICTs needed by the NSF vs. what has been implemented for use by the NSF or is in the process of being implemented.</p> <p>Collection of data: The register needs to be collated from the necessary supporting documents (e.g. ICT contracts, ICT project plans and progress reports etc.).</p>
<b>Method of calculation</b>	<p><b>Formula:</b></p> <p><i>Total ICT needs addressed or in process of being addressed by the end of the financial year / Total ICT needs at the end of the financial year * 100</i></p>
<b>Data limitations</b>	The accuracy, completeness and validity of the indicator depend on the accuracy, completeness and validity of the information collated from the latest ICT reports available as at each reporting period.
<b>Type of indicator</b>	Activity
<b>Calculation type</b>	Cumulative 5-year target, annual target and quarterly target: A 100% performance is required throughout each of the respective periods.
<b>Reporting cycle</b>	Quarterly, annually and for the 5-year strategic period.
<b>New indicator</b>	No
<b>Desired performance</b>	The NSF desires to achieve performance on this indicator as outlined in the strategic plan and annual performance plan.
<b>Indicator responsibility</b>	Director: ICT and Analytics



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**ISBN** 978-0-620-82665