HUMAN RESOURCE DEVELOPMENT COUNCIL OF SOUTH AFRICA

THE HUMAN RESOURCE DEVELOPMENT STRATEGY TOWARDS 2030

Approved by Council on 8 December 2022

THE COUNCIL: [CHAIRPERSON, DEPUTIES AND MEMBERS]

EXECUTIVE COMMITTEE: [CHAIRPERSONS AND MEMBERS]

SECRETARIAT: [POLITICAL HEAD, ADMINISTRATIVE HEAD AND STAFF/DESIGNATION]

[MAY INCLUDE PICTURES]

FOREWORD: CHAIRPERSON

Through this Human Resource Development Strategy Towards 2030, the Human Resources Development Council recognises that education and skills in South Africa constitute the nerve-centre of the country's economic growth and the national transformation goals set out in the National Development Plan's vision for 2030. More importantly, they provide a means to eradicate the three perpetual challenges of unemployment, poverty and inequality in our society.

Since the introduction of the first iteration of the Strategy in 2001, access to human resources development opportunities has improved by extensive margins across the system. Many of our people classified as historically disadvantaged are now accessing educational and skills development opportunities. The perennial challenges of poor quality that have beset the system over time are receiving attention in this Strategy, including the provision of and improvement in, the quality of early childhood development, and increasing participation and performance in key subjects such as Mathematics and Science.

This Strategy recognises and acknowledges the concerns that the labour force entering the labour market with acceptable levels of education are still viewed as not being adequately prepared for the world of work and are unattractive to employers. Not only does the lack of the required skills affect the formal sector, but it also adversely affects the vibrancy of the informal economic sector which is a key contributor to our gross domestic product and job creation.

The technological dispensation calls upon us to reimagine and rethink how we modernise our economy into a globally competitive one. We will continue to draw

our aspirations from the noble work of the Presidential Commission on the Fourth Industrial Revolution which encourages us to unlock and build an able, capable, creative and innovative labour force. The outbreak of the COVID-19 pandemic in 2020 found an already weakening economy. Through the Nine-Point-Plan, the Economic Reconstruction and Recovery Plan mandates government to put in place measures such as 'Master Plans' to mitigate the impacts of COVID-19 swiftly and comprehensively, and by extension, to contribute towards other measures aimed at addressing the perpetual cycle of underdevelopment.

We have a constitutional duty to develop our abundant human resources for the betterment of the lives of all citizens, and this Strategy provides the compass pointing us in the direction in which this noble goal may be pursued. Through the Five Programmes of this Strategy, we will intensify our collective efforts to improve our capabilities and endeavours of achieving the goals within the Medium-Term Strategic Framework 2020-2025, specifically Priority 3: education, skills and health. We are committed to supporting the work of all parties involved in the implementation of this Strategy, and we strive to live up to the expectation of all citizens of the Republic.

SIGNATURE:

CHAIRPERSON

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DEPUTY CHAIRPERSON   DEPUTY CHAIRPERSON

TABLE OF CONTENTS

ABBREVIATIONS AND ACRONYMS

4IR	Fourth Industrial Revolution
ABET	Adult Basic Education and Training
AET	Adult Education and Training
ASGISA	Accelerated and Shared Growth Initiative for South Africa
BBBEE	Broad Based Black Economic Empowerment
BEd	Bachelor of Education
CBO	Community-Based Organisation
CETC	Community Education and Training College
CoE	Centre of Excellence
CoS	Centres of Specialisation
CUT	Cape Peninsula University of Technology
DBE	Department of Basic Education
DCDT	Department of Communications and Digital Technologies
DHA	Department of Home Affairs
DHET	Department of Higher Education and Training
DMR	Department of Mineral Resources
DoL	Department of Labour and Employment
DPSA	Department of Public Service and Administration
DSBD	Department of Small Business Development
DSD	Department of Social Development
DTIC	Department of Trade, Industry and Cooperation
DSI	Department of Science and Innovation
DUT	Durban University of Technology
DWYPD	Department of Women, Youth and People with Disability
ECD	Early Childhood Development

EDD	Economic Development Department
ELNA	Early Learning National Assessment
ERRP	Economic Reconstruction and Recovery Plan
EXCO	Executive Committee
FET	Further Education and Training
GDP	Gross Domestic Product
GEAR	Growth, Employment and Redistribution
GETC	General Education and Training Certificate
HDI	Human Development Index
HEI	Higher Education Institution
HRDC-SA	Human Resource Development Council of South Africa
HRDPC	Human Resource Development Provincial Council
HRDPCF	Human Resource Development Provincial Coordinating Forum
HRDS-SA	Human Resource Development Strategy for South Africa
HSRC	Human Sciences Research Council
ICT	Information Communication and Technology
IPAP	Industrial Policy Action Plan
ITE	Initial Teacher Education
JIPSA	Joint Initiative for Priority Skills Acquisition
LEDP	Local Economic Development Plan
LMI	Labour Market Intelligence
LMIP	Labour Market Intelligence Partnership
MTSF	Medium Term Strategic Framework
NC (V)	National Curriculum (Vocational)
NDP	National Development Plan
NEET	Not in Education, Employment or Training
NGO	Non-Governmental Organisation
NGP	New Growth Path

NIECDP	National Integrated Early Childhood Development Policy
NIHRDP	National Integrated Human Resource Development Plan
NLPE	Non-Levy Paying Entities
NRF	National Research Foundation
NSA	National Skills Authority
NSC	National Senior Certificate
NSES	National Schools Effectiveness Study
NSF	National Skills Fund
NSFAS	National Student Financial Aid Scheme
NSG	National School of Government
NYDA	National Youth Development Agency
PGDP	Provincial Growth and Development Plan
PhD	Doctor of Philosophy
PQM	Programme Qualifications Mix
PSET	Post School Education and Training
PSHRDS	Public Service Human Resources Development Strategy
PWD	People with Disabilities
RDP	Reconstruction and Development Programme
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SAIMI	South African International Maritime Institute
SAQA	South African Qualifications Authority
SC	Standing Committee
SDA	Skills Development Act
SDLA	Skills Development Levies Act
SETA	Sector Education and Training Authority
SIPS	Strategic Integrated Projects
SMME	Small, Medium and Micro-Enterprise

SOE	State-owned Enterprise
Stats SA	Statistics South Africa
STEM	Science, Technology Engineering and Mathematics
TIMSS	Trends in International Mathematics and Science Study
TLDCIP	Teaching and Learning Development Capacity Improvement Programme
ToC	Theory of Change
TVET	Technical and Vocational Education and Training
WBL	Work-Based Learning
WP-PSET	White Paper for Post School Education and Training

DEFINITION OF CONCEPTS

Capable State: Has the required human capabilities, institutional capacity, service processes and technological platforms to deliver on the National Development Plan (NDP) through a social contract with the people.

Developmental State: Aims to meet people's needs through interventionist, developmental and participatory public administration. It involves building an autonomous state driven by the public interest embedded in South African society leading an active citizenry through partnerships with all sectors of society.

Ethical State: Driven by the constitutional values and principles of public administration and the rule of law and focused on the progressive realisation of socio-economic rights and social justice as outlined in the Bill of Rights of the Constitution of the Republic of South Africa (1996).

Human Resource Development: An integral part of the human resource function of an organisation that deals with the development of human resources through training and experiential learning.

Human Resources System: Meant to help the organisation increase its "enabling" capabilities, including the development of human resources and organisational health, the improvement of problem-solving capabilities, the development of diagnostic abilities (so that problems can be located quickly and effectively) and increased employee commitment and productivity.

Knowledge Economy: Underpinned by four inter-connected and independent pillars: innovation, economic institutional infrastructure, information infrastructure and education. It involves the use of knowledge to generate tangible and intangible values, based on creating, evaluating and trading knowledge where labour costs become progressively less important and traditional economic concepts such as scarcity of resources and economies of scale cease to apply.

PART ONE: INTRODUCTION AND BACKGROUND

INTRODUCTION

In 2020, the Human Resource Development Council (HRDC) conducted a "10-Year Review of the Implementation of the Human Resource Development Strategy (HRDS)". The review was conducted in two parts: the first reviewed the functioning, structure, governance and performance of the Council[1] and the second reviewed each of the five Programmes of the Strategy, focusing on the successes and challenges related to its implementation. The review report was adopted by the newly constituted Council at its first Strategic Planning Workshop which was held virtually in May 2021. The recommendations of the 10-Year Review and the outcomes of the Strategic Planning Workshop formed the basis for the adjustments made to this Strategy.

These adjustments involved the reprioritisation of interventions that respond to high and growing unemployment, especially among youth, the implications of the 4IR, the impact of COVID-19 and the Economic Reconstruction and Recovery Plan (ERRP). They specifically focus on those challenges that require solutions that have implications across government departments, agencies and social partners, and are driven by the targets set out in the Medium-Term Strategic Framework 2019-2024 (MTSF) and National Development Plan 2030 (NDP).

These adjustments do not necessarily translate into amending the existing Strategy but ensuring that it adequately responds to ever-changing economic ecosystems and human resource development needs. The emphasis is that the approach is not

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[1] The word 'Council' is used inter-changeably in reference to the HRDC in this Strategy

one of ''business-as-usual'', but rather one which demands that all partners collectively provide leadership and support in the Strategy's implementation.

BACKGROUND

South Africa's human resource development trajectory was first introduced in 2001 through the Human Resources Development Strategy of South Africa (HRDS-SA) to support the implementation of a national integrated skills development ecosystem for the period 2001-2006. The Strategy had its origins in the government's Reconstruction and Development Programme (RDP) as one of its five key programmes. From the outset, it was intended to ensure that the various components of the *state* worked together in a coordinated manner to deliver opportunities for human resources development. Then, the Strategy was implemented under the joint leadership of the Minister of Education and Minister of Labour.

In 2010, Cabinet approved the Human Resource Development Strategy for South Africa 2010-2030 (HRD-SA) as a coordinated framework intended to combine key levers of the constituent parts of the human resource development value chain into a coherent framework. The HRD-SA outlined the vision for the development of human resources in meeting South Africa's economic, development and social goals. It sought to guide the development of skills and knowledge sets required by the economy and society to facilitate knowledge creation and innovation. As a social justice project, its development was premised on the government's commitment to drive inclusive growth and development, expand employment and improve absorption levels of the labour force into the economy. It aimed to maximise South Africans' potential through the acquisition of knowledge and skills so that they can

work productively and competitively to achieve a rising quality of life for all. Specifically, it was intended to:

- Reduce the scourges of poverty, unemployment and inequality;
- Promote social justice and social cohesion through improved equity in the provision and outcomes of education and skills development programmes;
- Identify skills deficits and implement intervention plans to develop human resources to grow the economy and to ensure higher rates of employment;
- Accelerate, match supply and demand for a skilled workforce through high and intermediate skill development;
- Substantively improve national economic growth and development through improved competitiveness of the South African economy; and
- Impact all institutions, policies and processes within and outside of governmental systems.

By design, the HRD-SA complemented a range of purposeful development interventions that sought to improve the country's global human development index (HDI) and economic competitiveness ranking as well as to reduce the Gini-coefficient.

In 2017, the Strategy was revised and subsequently adopted by Cabinet, further committing the Council to strengthening the entire human resource development (HRD) value-chain, including Basic Education provision and an integrated Post-School Education and Training (PSET) system to cater for a range of learners including adult, pre-employed and employed workers, as well as retraining of retrenched workers. The envisioned multi-disciplinary and integrated architecture required substantial resource investment, not only for programmes but also for expanding the required infrastructure. The revised Strategy comprised five core programmes which are outlined in Table 1.

Table 1: HRD Strategy 2030 Programmes

PROGRAMME	FOCUS AREA
Programme 1	Foundation Education with Science, Technology, Engineering and Mathematics [STEM] and languages and Life Orientation/Skills
Programme 2	Technical and Vocational Education and Training (TVET) and the rest of the college system
Programme 3	Higher Education and Training, Research and Innovation
Programme 4	Skills for the Transformed Society and the Economy
Programme 5	Developmental/Capable State

Source: HRDC, 2017

LOCATING THE STRATEGY

The Constitution of the Republic of South Africa (1996) mandates the government and its social partners to, through reasonable measures, make provision for quality education and training, human resource development and human development for all citizens.

The NDP (2012) envisions the building of a capable and developmental state with capable institutions and the capacity to provide relevant and responsive measures to address the three persistent challenges facing South Africa: unemployment, poverty and inequality. The NDP builds upon its predecessor macro-policy frameworks and looks to a future with *state* playing a central transformative role, with a skilled labour force that contributes to economic welfare, generates work and consistently delivers high-quality services to all South Africans. Furthermore, the NDP identifies critical interventions to build a productive labour force, including a

professional public service in which government departments are staffed by skilled public servants, who are capable, motivated and ethical.

The NDP further commits government departments and social partners to work in collaboration to achieve sustained levels of economic growth and other socio-economic goals through to 2030. It is expected of the Department of Trade, Industry and Cooperation (DTIC) to play a central role in identifying growth points across sectors of the economy, and the Department of Science and Innovation (DSI) to lead research into potential new industries and identify how innovation and scientific breakthroughs can be turned into new or expanded industries and jobs. The Department of Small Business Development (DSBD) is expected to build and support small, micro and medium enterprises (SMMEs) as major employers and income generators. Major projects such as the Strategic Integrated Projects (SIPS) are being driven by the Economic Development Department (EDD), while the Department of Higher Education and Training (DHET) leads the development of skills. The Department of Mineral Resources (DMR) and the key state-owned enterprises (SOEs) are expected to play a catalytic human resource development role in growth and employment. The journey to a developmental state is placed under the custodianship of the Department of Public Service and Administration (DPSA), involving vertical and horizontal stimulation of economic activities in local communities, regions and sectors.

The Medium-Term Strategic Framework (MTSF) 2019-2024 is a high-level strategic document that guides the five-year implementation and monitoring cycles of the NDP. It is underpinned by the following seven priority areas:

1. A capable, ethical and developmental state.
2. Economic transformation and job creation.
3. Education, skills and health.
4. Consolidating the social wage through reliable and quality basic services.

5. Spatial integration, human settlements and local government.
6. Social cohesion and safe communities.
7. A better Africa and the World.

Broadly, *Priority 1* underpins all other priorities of the MTSF as it provides for a vision of strong and ethical leadership, a focus on people and improved implementation capability. Intergovernmental and citizen engagements are key enablers for this priority to ensure the programming across all departments, agencies and joint pursuit of a capable, ethical and developmental state are realised. The articulation of the *state* in terms of being capable, ethical and developmental signals the intent of strengthening *state* capacity, in which the Council has a prominent role to play. Whilst the activities of the Council have implications for all seven priorities, this Strategy specifically responds to '*Priority 3: Education, Skills and Health'*.

THE IMPLICATIONS OF COVID-19 AND THE FOURTH INDUSTRIAL REVOLUTION

The COVID-19 outbreak found an already vulnerable economy and its devastating effects further deepened the crisis. The already dire situation accentuated by the pandemic witnessed slow and/or negative economic growth and structural constraints, job losses, diminishing fiscal resources, poor health, poor education outcomes, widening inequality, increased safety and security challenges, as well as poverty and constrained *state* capacity.

In response, the government adopted the Economic, Reconstruction and Recovery Plan (ERRP) aimed at minimising the scale of the disruption posed by the pandemic. The ERRP is framed around Nine-Priority interventions, and is skills based, innovation led, entrepreneurship driven and technologically orientated. The Plan articulates the urgency with which the country must spontaneously invest in the

type of human capacity and capability required to exploit new opportunities in the emerging market. Government departments are expected to develop implementation 'Master Plans' in line with the ERRP.

Although COVID-19 had a negative impact on the economy that was already in a technical recession (from the fourth quarter of 2019), it simultaneously stimulated the uptake of Fourth Industrial Revolution (4IR) technologies and the relevant skills that are required to enable it. This elevated the information, communication and technology (ICT) sector even further to become the vital economic contributor to the provision of services and products, including human resource development.

While the 4IR predicts a positive outlook for growth and future jobs, there is also a prediction of an initial displacement of current jobs, hence the Presidential Commission's Report on 4IR recognises the importance of lower-end skills, thus accommodating those that are not yet digitally literate. Thus, while it may be true that the 4IR can potentially invalidate jobs that place emphasis on routine or menial tasks, it also presents an opportunity for the creation and/or advancement of relevant occupations. This is adequately articulated in the Presidential Commission's Report, which sets South Africa on a new highly skilled intelligence and digital path.

The Strategy also draws from these predictions and combines a blend of the future areas of work and equally, aspires to strengthen current sectors' operations for maximum job creation, retention and a seamless transition from the current to future-ready scenarios. It encourages the government, business and labour to prioritise the re-skilling of the current labour force in preparation for future work, to consider relevant policy and social protection interventions, to identify the key levers which would provide opportunities and contribute towards accelerated economic growth.

It is noteworthy that the 4IR is not limited to just technology, but rather, signals an inclusive venture that positions small, micro and medium enterprises (SMMEs) for commercialisation, develops homegrown innovations and builds these to global scale and relevance. Changes that result from new technologies introduced in business and industrial production practices will inadvertently have a notable impact on the South African labour market, especially in the types of jobs that will be available to service government and broader industry driven needs.

Therefore, the 4IR provides a rallying point of urgency and an opportunity to redesign, streamline and realign the education and skills system through a coordinated, robust and multi-stakeholder process. This requires a redesign of the ecosystem built within realistic timeframes, associated with clear deliverables, assisted by the Presidential Commission, and driven by the Digital and Future Skills Forum.

PART TWO: SITUATIONAL ANALYSIS

AN OVERVIEW OF THE IMPLEMETATION OF THE FIVE PROGRAMMES OVER THE PAST 10 YEARS

Programme 1: Foundation Education with Science, Technology, Engineering, Mathematics and Languages and Life Orientation/Skills.

Programme 1 has two strategic objectives: the first focuses on increasing the number of learners leaving school with university entry level passes in Science, Technology, Engineering and Mathematics (STEM) subjects, Languages and Life Orientation/Skills; and the second emphasises the need to ensure two years of universal access to quality pre-primary early childhood development (ECD).

Anecdotally, access to basic education for all South Africans has been achieved. However, poor quality teaching and learning, especially in the STEM subjects, remains an area that requires attention. Of equal concern, data shows a steady decline in STEM enrolment in the Further Education and Training (FET) of the basic education system. This is attributed to the negative impact of accumulated learning deficiencies at lower levels of the schooling system which result in higher failure rates as learners progress through the system. Evidence shows that the decline in uptake of 'pure' Mathematics and Physical Science is also linked to an increasing uptake of what is considered 'soft-options', such as Mathematics Literacy and other 'sciences' as defined in the revised National Strategy for Mathematics, Science and Technology (NSMST) (DBE, 2018).

Programme Priorities:

- Expanding the institutional delivery mechanism for ECD to ensure that centres are registered and supported by government;
- Increasing enrolment and improving achievement in STEM subjects;
- Increasing and sustaining the supply of MST teachers, and improving the quality of teaching and learning;
- Introducing coding and programming in schools; and
- Expanding ICT connectivity to schools

Achievements

The coverage of ECD has expanded and the subsidy amount has increased, with 626 574 children receiving a subsidy of R17 per day. Against a target of 1.5 million in 2020, over two million children received some form of ECD service(s) and 800 654 children accessed registered ECD programmes. By 2019, the 95% Grade R target had been achieved. Access for children aged 0-4 increased from 35% in 2016 to 37% in 2019. Those between 3 and 4 years of age attending ECD facilities increased from 51% in 2009 to 64% in 2018. Between 1999 and 2017, school-based Grade R attendance of the age-5 cohort increased from 13% to 72%. Between 2009 and 2018, the percentage of 5 and 6-year-olds attending educational institutions increased by 5%.

Between 2014 and 2018, the increase in enrolment of 6- to 13-year-olds in the Foundation Phase (Grade R-3) was marginal, from 98.8% to 98.9% respectively, and this was indicative of a system that had attained universal access to basic education. The primary school completion rate reached about 95%. The percentage of 19- to 21-year-olds who had completed Grade 9 and above increased from 83% in 2009 to 90% in 2018. In 2020, the DSI exceeded the targeted number of participants in STEM and language awareness and engagement programmes by 24.1 million (Target: 5.5 million participants versus Actual: 29.4 million participants). This was made possible

by increased reliance on the use of mainstream media, specifically television, due to the COVID-19 outbreak and subsequent lockdown regulations.

Furthermore, the performance trends in the Grade 12 National Senior Certificate (NSC) for Mathematics and Science demonstrated a consistent upward growth trajectory. For instance, in 2020, of the 607 226 learners that wrote the NSC examination, 440 702 passed. This represented an increase of 30 796 passes from 2019. Of these, girls achieved more passes (244 530) than boys (196 172). More than 210 000 candidates attained a bachelors pass, an increase of 24 762 candidates compared to 2019, surpassing the 2020 target of 182 889 candidates set out in the HRD Strategy Towards 2030. About 65% of the distinctions were attained by girls, including in critical subjects such as Accounting, Business Studies, Economics, Mathematics and Physical Science. Between 2015 and 2019, the Grade 12 bachelor passes in no-fee schools improved from 51% to 55% (HRDS, 2021) and "more learners achieved critical performance thresholds...with a 65% increase in the number of Black African learners achieving 60% plus in Mathematics" (NACI, 2020:8). Additionally, Grade 12 performance in STEM subjects in former Bantustans had improved (DSI, 2022).

While South Africa continue to perform at the lower end of the international rank order, recent international benchmark studies show that South African performance has improved in certain outcome measures (test scores) compared to both developed and developing countries. For instance, the 2017 Southern and Eastern Africa Consortium for Monitoring Educational Quality IV (SACMEQ IV) results showed that South African learners scored an average of 552 points in Mathematics. This represented an increase of 57 percentage points from the respective achievement scores of the SACMEQ III study and reflected the best improvement rate among the 13 participating countries. The 2019 Trends in International Mathematics and Science Study (TIMMS) results showed that South Africa had the

steepest and most sustained improvement rates in Grade 9 Mathematics when compared to other fast improving countries like Botswana, Thailand and Malaysia. This improved performance was measured to be almost exactly that of Botswana's 2015 level of performance and projected to be on track to achieving a level of performance seen in Thailand in 2015 by around 2022, and possibly surpassing Malaysia's 2019 performance by 2030 (DBE, 2020).

Challenges

In 2019, just over 50% of children aged 0-4 years, especially poor children, stayed at home with their parents or guardians rather than attending ECD facilities. A significant number of ECD institutions remained unregistered as they did not meet the minimum norms and standards set out in the legislation. Infrastructure backlogs and underqualified practitioners continued to adversely impact the quality of ECD provisioning. Furthermore, the pandemic-related lockdowns and associated loss of household income and jobs had a significant negative impact on ECD attendance during 2020, although there was a significant bounce-back during 2021.

Whilst attendance among 5 and 6-year olds learners with disabilities did not lag too far behind, challenges remained regarding developing fully inclusive schools and integrating learners with barriers into mainstream schools. The establishment of special schools as resource centres was made even more difficult by inadequate school hostels and limited availability of spaces in existing hostels, and a problematic referrals system which resulted in long waiting lists.

Furthermore, many teachers in mainstream primary and secondary schools lacked the required content knowledge and pedagogical competencies in STEM subjects. A National Schools Effectiveness Study (NSES) (Taylor et al, 2013) found that about 79% of Grade 6 Mathematics teachers could not score 60% or higher on Grade 6 or

Grade 7 level questions. Equally, about 17% of Grade 6 Mathematics teachers had content knowledge critically below the level they taught, while 62% had content knowledge below the level they taught, and only about 5% exhibited content knowledge at the level they taught.

Additionally, initial teacher education offered at higher education institutions (HEIs) does not adequately prepare teachers to deliver the school curriculum, evincing little structural or conceptual coherence, and lacks a broader vision or logic which can inform and weld together the teaching of Mathematics and Science as well as instilling pedagogical knowledge required by the school curriculum. Specifically, the work-integrated learning or teaching practice component exhibited substantial variations between universities in terms of duration, organisation, quality and content of learning experiences, as well as the form and nature of supervision and assessment.

It is therefore not accidental that in the evolving education policy environment, a high priority has been placed on improving teacher quality and teaching effectiveness. Standards-based educational improvement requires teachers to have in depth knowledge of their subject and the pedagogy that is most effective for teaching it (Blank, 2009). Thus, the issue of teacher quality, both in terms of pre-service training (PRESET) and in-service training (INSET) through ongoing professional development, as well as improving teacher effectiveness in classrooms, is at the heart of efforts to improve the quality of, and performance in, Mathematics and Science education.

Whilst pass rate among Black Africans and female learners had improved, most learners generally scored below 40% in the Grade 12 NSC Mathematics examination, which is indicative of quality challenges within the system. There were multiple social factors that were attributed to poor learner performance in most schools, and

these included the lack of sanitation (3 898 public schools relied on pit latrines); the prevalence of violence, addiction and sexual abuse; overcrowded classes; high teacher workloads, teacher attrition and shortages, as well as a lack of facilities such as libraries, laboratories and broadband internet.

Priorities Areas

The Council has committed to strengthen the ECD sector, involving supporting unregistered ECD facilities in areas of compliance to enable them to access state funding, and building practitioner capacity. Furthermore, there is a commitment to continue improving the attractiveness and accelerated recruitment of high calibre Mathematics and Science learners into the teaching profession. In the evolving education policy environment, a high priority has been placed on improving teacher quality and teaching effectiveness. Efforts to modernise teaching and learning are underway. In line with the 4IR, the DBE has identified initiatives to introduce innovation at primary school level and the pilot phase is almost complete.

Programme 2: TVET and the Rest of the College System

Programme 2 has five strategic objectives aimed at expanding access and quality throughput by:

- Improving the supply of FET and intermediate level occupations that are in high demand;
- Building strong linkages and relationships with employers in the delivery of priority programmes;
- Ensuring that young unemployed people participate in TVET programmes that assist them to enter the labour market;
- Improving the quality of teaching and learning in the subsectors; and
- Providing support services and career development advice to learners.

Achievements

Significant progress has made, mostly in the TVET sector, especially in expanding access to youth. Between 2010 and 2020, enrolment increased two-fold, from 345 566 to 680 000.

Between 2011 and 2019, the number of National Student Financial Aid Scheme (NSFAS)-funded students tripled, from 114 968 to 346 270. Furthermore, between 2012 and 2016, the number of learners who participated in TVET work-based learning programmes funded by the SETAs increased, peaking to a high of 250 000, which was more than the target of 140 000 set to be achieved in 2020. However, this trajectory was not sustained, and participation decreased to just above 150 000 in 2020, although this was still above the target of 140 000. Some TVET colleges had institutionalised their partnerships with industry, and learners were placed on workplace based experiential learning without funding by SETAs. It is noteworthy that the 2020-2025 MTSF targets for SETA-funded work-based learning showed a lesser commitment, estimated to be less than 140 000 beginning in 2021.

Lecturer capacity building initiatives are underway, involving policy interventions and pilot studies. Efforts are also being made to implement the TVET Foundation Phase Programme and this will give lesser prepared learners a head-start. In 2019, 3 342 learners enrolled in the Pre-Vocational Learning Programme.

The strengthening of career advisory services for learners and other advocacy initiatives have to a large extent elevated the status of the sub-sector, especially with regards to career choices. Work is underway towards improving qualifications of college lecturers and industry exposure through funded programmes and projects such as the Strategic Integrated Projects (SIPs), involving partnerships with the private sector.

Infrastructurally, the DHET has provided 13 new TVET college campuses. In the 2018/19 financial year, a new infrastructure grant was introduced, and the TVET colleges received their first allocation totalling R1.3 billion for infrastructure maintenance through a dedicated College Infrastructure and Efficiency Grant [CIEG].

Campaign interventions such as Khetha National Career Development Service, Career Advice Services, student support services centres and Khetha Radio Programme have had a huge impact. For instance, the Khetha National Career Development Service reached 24 983 beneficiaries with career helpline services; the Training and Support Unit reached 100 948. In addition, the Khetha Radio Programme reached 2.9 million listeners weekly; the Career Website facilitated 110 342 sessions, assisting 86 381 users and logging 425 921 page views; and the National Career Advisory Portal (NCAP) facilitated 57 474 sessions, reaching 45 379 users and registering 472 619 page views.

Challenges

Teaching capacity within TVET colleges remains a challenge, especially with regard to the level of lecturer qualifications. In 2019, 38% of TVET lecturers had undergraduate diplomas, 31% had post-graduate diplomas and only 27% had university degrees. Systemic improvement around lecturer development was hampered by slow implementation of policy and pilots.

A lack of industry experience among lecturers, and students' lack of access to the crucial work placement during and after training, present significant stumbling blocks to improving quality in the sector. Additionally, the poor standard of equipment in workshops and the misalignment between the curriculum and industry needs are indicative of a system that is beset by structural inadequacies. While substantial amounts have been invested towards student financial support,

NSFAS funding remained inadequate. In 2019 for example, NSFAS only covered 346 270 recipients, against the 1 000 000 student target.

Furthermore, the throughput rate for National Curriculum (Vocational) [NC(V)] was low, estimated at around 18% against the NDP target of 75%. Similarly, the one-year learnerships achievement rate has been very low, with throughput rates of around 43% in 2017. Furthermore, the absorption rate of TVET graduates into the economy has been very slow. The extent to which improvements have been recorded regarding partnership development has been difficult to assess, partly because of the lack of clear guidelines and indicators against which such should be done.

Equally concerning was that the TVET system had not catered well for employed workers due to inflexible learning pathways, and that the funding model favoured the NC(V) and the traditional National Accredited Technical Education Diploma (NATED) over occupational programmes, the latter being otherwise considered better suitable for the needs of industry and workers.

Established as vibrant facilities that can respond to the human resources development needs within communities, Community Education and Training Colleges (CETC) sector did not take off as desired. A major barrier pertained to the absence of sufficient resources to transform the sector, and its limited level of appeal to local clients further aggravated fluctuating and overall poor enrolment. Between 2012 and 2013, enrolment dropped by 19%, from 306 378 to 249 507, and again increased to 283 602 in 2015, before declining to all-time low of 171 409 in 2019. Overall, enrolment has been well below the 1 250 000 HRDC target, with even fewer learners registering for skill related programmes. Equally, the overall throughput rate has been consistently low, at an average of 29% since 2014.

Priorities

Amidst the immensely subscribed TVET sector and financial constraints, innovative means of skilling and re-skilling will require a vibrant CETC to respond to the growing number of unemployed youths who require skills that will enable them to actively participate in productive economic activities. This will require building infrastructure and tutorship development to ensure optimum performance of the sub-sectors. The relevance of programme offerings in these sub-sectors and the quality of delivery will be given close attention. Funding will be mobilised to continue supporting students, who mainly come from poor backgrounds.

Programme 3: Higher Education and Training, Research and Innovation

Programme 3 consists of six strategic objectives, and involves:

- Increasing the quantity and capacity of university academics;
- Increasing the number of post-graduates students;
- Increasing the supply of higher education level occupations;
- Improving research and innovation;
- Developing skills for the green economy; and
- Providing appropriately qualified teachers to the education system.

Included in this category are colleges such as nursing, agricultural, police and military colleges. The envisaged outputs include increasing the production of graduates and technicians in priority areas, building research capacity, and developing original and pioneering solutions to technical, medical and socio-economic problems.

Achievements

Between 2010 and 2019, enrolment at universities increased by 54%, from 832 936 to over 1 283 000. Enrolment for Black African students increased by an average rate

of 4%. In total, Black students made up over 34 % of the student population at public universities in 2019.

Around the same period, there had been an increased participation of Black African and female researchers at every level of the research system. This was a result of targeted funding opportunities, and a more diverse academic and student population, as well as larger proportions of Black African and female authors contributing to the knowledge expertise base. Equally, the citation impact and research quality of publications in many fields have improved.

By 2019, five universities had been given approval by the DHET for having complied with the requirements to offer the initial teacher education (ITE) qualification. The curriculum frameworks for language, literacy and Mathematics components for ITE had also been completed. Two of the universities had received programme qualifications mix (PQM) clearance from the DHET for ECD practitioner qualifications.

Between 2010 and 2017, the percentage of academics with doctoral-level qualifications increased by 12%, from 36% to 48%, surpassing the HRDC target of 46%. Research publications increased by 90%. In 2019/20 financial year, the National Research Fund (NRF) Next-Generation programme had awarded bursaries to a total of 11 947 students and fellowships to 4 453 honours, 3 883 masters, 2 831 doctoral and 780 post-doctoral students. Of these beneficiaries, 9 892 (83%) were Black African and 7 006 [59%] were female students.

The development of higher-level skills is key to enhancing and increasing research outputs, which in turn add to new knowledge, products and innovations. The South African research enterprise has become more international through increased collaboration and participation in global research networks across many scientific

fields, showing remarkable increases in productivity and efficiency in the production of research publications. This doubled South Africa's world share of publications and improved the country's world ranking to position 28 in 2016. The exceptional growth in the production of doctoral students since 2005 has led to an expansion of the academic and future scientific pipeline.

Between 2010 and 2019, graduation rates improved for all race groups, with some degree of variations. For instance, in contact education the success rate of White students was 90%, whilst it was 81% for Black African students. Graduation rates also varied by level. The highest graduation rate was for postgraduate programmes below Masters' level at 45%, and the lowest graduation rate was recorded for Doctoral degrees at 14%. The number of new primary school Foundation Phase and Intermediate Phase Bachelor of Education (B. Ed) graduates increased from 8 410 in 2016 to 8 567 in 2017, at an average of 4% annually.

Challenges

The trend in the academic population across scientific fields remains skewed. Black African students are still under-represented in the Mathematics and Science related academic streams. Also, participation rates signal that Doctor of Philosophy (PhD) production was falling behind the NDP targets. Between 2017 and 2019, the percentage of academic staff with a PhD dropped significantly by 0,3%.

In 2017, 9 834 Foundation Phase and Intermediate Phase teachers graduated, although this was less than the target of 10 344. During the same period, the number of Post-Graduate Certificates in Education (PGCE) was 1 435, having declined from 1 619 achieved in 2016. The decline was attributed to uncertainty regarding the future status and recognition of the programme.

Furthermore, universities were still not responding effectively to inadequate and weak lectureship in colleges. Only two universities offered qualification programmes for college lecturers, and none of the universities were offering qualifications for CETC lectureship against the backdrop of large numbers of TVET and CETC lecturers who remained unqualified, under-qualified, or inappropriately qualified for the courses that they taught. Generally, the current cohort of TVET college lecturers have school teaching qualifications that have been modified somewhat for college lectureship.

Business contributions to research and development in areas such as energy, food security, water, and education has declined. The increase in investment in Centres of Excellence (CoE) and research chairs by the NRF has only partially addressed the dire need for more funding. International benchmarking of South Africa's human resources indicators shows that South Africa lags most of the developing world in research outputs.

There is also a growing concern pertaining to cases of unethical and questionable publication practices, including predatory publishing, indiscriminate publication strategies and growing evidence of gaming of the DHET publishing system. This has led to calls for the research enterprise to achieve the correct balance between optimal levels of quantum and impact on the one hand and good practice in research ethics on the other.

Articulation from occupational qualifications at Level 4 and Level 5 to university studies has not progressed at an optimum pace, and a collaborative process to remove systemic bottlenecks has been underway for some time, with few universities and TVET colleges having signed formal Memorandums of Understanding (MOUs) and other forms of arrangements in this regard.

Priorities

To accelerate transformation in academia, dedicated funding, especially for Blacks Africans and female students in the engineering field will be prioritised. Also, improved articulation between TVET colleges and universities will be accelerated to help improve seamless transition for students across the learning pathways. The quality of initial and continuous professional teacher education needs attention to ensure that providers improve their programmes and produce high quality teachers. Improving the quality of tutorship in colleges is key to the delivery of impactful skills programmes by the sub-sector. The creation of innovation hubs and the promotion of research through incentives will serve as a catalyst for the promotion of the economy's scientific endeavours.

Programme 4: Skills for the Economy

Programme 4 has five strategic objectives aimed at ensuring the production of an appropriately skilled, transformed society and the economy, which is to:

- Increase the number of Masters and PhD students that are fully funded or co-funded in designated niche areas that support the greening of society and a sustainable economy;

- Develop skills needed to meet the demands of current and emerging economic and social development priorities;

- Improve universal access to quality basic education and schooling;

- Implement skills development programmes that are aimed at equipping recipients with the requisite skills to overcome related scourges of poverty and unemployment; and

- Improve the technological and innovation capability and outcomes within the public and private sectors to enhance competitiveness in the global economy and to meet human development priorities.

Achievements

Considerable work has been done in creating work-based learning opportunities and the production of artisans. Also, work and resources have gone into consolidating capacity to ensure that the demand for skills is researched, documented and communicated effectively to enable improved skills forecasting based on the supply and demand sides. These include the launch of the Labour Market Intelligence Partnership (LMIP) in 2012 and the subsequent implementation of the Labour Market Intelligence (LMI) by the DHET and the Development Policy Research Unit (DPRU) of the University of Cape Town.

The DHET and the National Skills Authority (NSA) have also put in place a process to review the skills system and ensure that it is effective in brokering partnerships to address priority skills needs in the economy, involving measures to ensure central coordination of efforts, including setting targets for specific deliverables and partnerships to be achieved by the SETAs. SETAs have also improved their planning capabilities and are compliant in many respects.

In the 2019/20 financial year, there were 24 049 artisans completing learning programmes, marginally surpassing the 24 000 HRDC target. The artisanship trade test pass rate had reached 69.8% against the 65% target (by almost 5%). Furthermore, about 158 651 work-based learning opportunities had been created, exceeding the set target of 140 000, although this was a decline compared to 162 659 and 182 852 achieved in the 2017/28 and 2018/19 financial years respectively. Between 2015/16 and 2019/20, a total of 770 183 work-based learning opportunities were created as shown in Figure 1.

Figure 1: Number of Workplace-based Learning Opportunities Created per Year
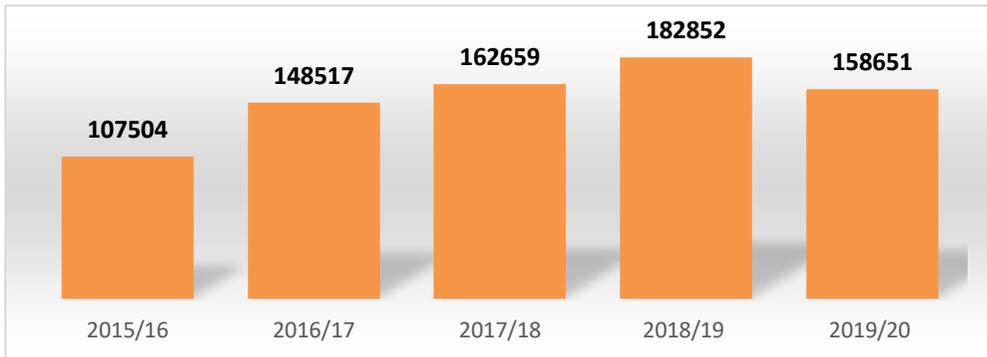
Source: National Treasury Vote 17, Estimates of National Expenditure; 2015-2020

The Department of Small Business Development (DSBD) has set out to support small businesses, targeting mainly individuals from historically disadvantaged communities. In 2019/20 for instance, the Department invested R2,074bn in a variety of enterprises involving youth, women and Black-owned initiatives in townships, rural towns and villages as outlined in Table 2.

Table 2: Enterprises Supported in the 2019/20 Financial Year

Category	Number of Enterprises	Rand Amount
Youth-owned enterprises	18,193	R212 million
Women-owned enterprises	73,952	R446 million
Black-owned Enterprises	74,323	R921 million
Township-based enterprises	332	R124 million
Enterprises located in rural towns and villages	58,086	R371 million

Source: DSBD Annual Report, 2019/20.

During the same period, the National Youth Development Agency (NYDA) supported 20 730 youth beneficiaries with business development support services. However, this was a decline from 23 942 achieved in the preceding year. Between the 2013/14

and 2015/16 financial years, the Sector Education and Training Authorities (SETAs) supported 6 778 non-levy paying entities (NLPE). During the same period however, the SETAs fell short of their targets, having supported 1603 non-governmental organisations (NGOs) against the target of 2 677 target, funded 3 738 cooperatives against the target of 3778, and financed 266 community-based organisations (CBOs) against the target of 577.

Challenges

Despite the great work being done through the LMI, there are still capacity limitations in the system's planning capabilities and skills forecasting. While partnerships between SETAs and TVET colleges has improved, they remain largely transactional without tangible actions. Between 2010 and 2019, SETA registered 1 081 064 workers and certified a further 978 187 in the various learning programmes. Only 1% of the employed workers received funded training. Furthermore, the SMME sector remains vastly informal and loose, and this adversely affects their chances of receiving any form of material and development support, including funding and business skills development.

Priorities

The launch of the ERRP presented an opportunity for implementation partners to develop *'Master Plans'* that respond to the HRD priorities and illustrate how these should be expressed within their strategic and annual performance plans (APPs). The relatively high number of unemployed graduates signals potential mismatches between the demand and supply of skills for the economy, and this observation strengthens the case for a demand-driven supply of skills development. Furthermore, it is pivotal to build a strong and sustainable SMME sector that can

generate income, create jobs and substantially contribute to the country's growth domestic product (GDP) as well as the socio-economic wellbeing of the society.

Programme 5: Capable State

Programme 5 focuses on building a capable state with effective, efficient planning and implementation capabilities. It emphasises rebuilding state capacity, strengthening governance and recruiting expertise into institutions for effective functioning of state organs. It focuses on:

- Improving coordination;
- Establishment of effective structures for delivering skills;
- Clarifying the funding of both new entrant and existing employee training;
- Expanding workplace skills training opportunities; and
- Building capability for the developmental state.

Achievements

Progress has been made with regard to developing policies and guidelines to support HRD in the public service. Coordinating bodies have been established and many government departments have succeeded in developing HRD organisational structures. The planning and reporting as well as compliance to submission of annual HRD plans and reports to the DPSA have to some extent improved.

By the 2018/19 financial year, 37 departments had developed e-learning policies with more than 11 800 employees using e-learning platforms. This was an improvement from 2015/16 when only 30 (19%) of the 157 government departments had developed policies that support and promote e-learning, with only 1 035 government employees using e-learning.

Between the 2015/16 and 2018/19 financial years, about 73% of staff across the 157 government departments had identified professional bodies for affiliation. In addition, about 85% of government departments had developed partnerships with TVET and higher education institutions. During the same period, a cumulative total of 2 770 of unemployed graduates underwent public service orientation through the National School of Government (NSG). Furthermore, 158 departmental trainers were trained in two Trainer Learning Network Sessions. A total of 53 776 government employees were awarded bursaries, while 34 594 enrolled for adult education and training programmes. This drastically reduced the number of employees without matric from 67 331 to 48 005. An estimated total of 153 592 interns and learners were placed in government departments, with 61% being female. About 15% of public servants accessed some form of formal training or capacity building, with 50% of these opportunities provided to managers and professionals.

Challenges

It is noteworthy that implementation occurred at a time when the economy was not performing well. Between 2012 and 2019 for instance, the GDP grew by about 1.3% annually. This slow growth constrained the fiscus and the state's ability to create enough training opportunities, especially work-based learning.

Systemic challenges characterised the manner of coordination across government. This resulted in the system's inability to delineate and manage responsibilities assigned to the three spheres of government in the distribution of powers and functions. This generally rendered intergovernmental coordination around planning, budgets and the implementation of HRD programmes poor, resulting in sub-par programme outcomes.

An assessment of the submission of implementation plans and reports to the DPSA by government departments pointed to compliance challenges across the HRD units. In fact, the assessment found that submissions were ad-hoc, often missing the end of the financial year deadline, 31st March. Between 2015/16 and 2018/19, submissions of annual implementation plans by government departments decreased from 92% to 87% respectively. Submission of annual training reports to SETAs declined from 90% to 87%. On average, only 78% of the departments submitted their leadership and management development implementation reports to the DPSA.

Priorities

The Council will continuously engage with DPSA on public service HRD strategy, which is a critical area of weakness. The HRDC will continue to support efforts to mobilise and recruit skilled personnel from private and public sectors, preferably on a secondment basis. This help will instil best practices and enhance public service capacity to deliver the public goods. Importantly, there is an urgent need to implement an effective monitoring and evaluation regime that goes beyond just a 'tick box' exercise, but rather that provides evidence of qualitative impact of interventions. Reporting on HRD programmes by implementation departments will be aligned and integrated into their reporting. If adequately capacitated, a stronger and capable state will create the necessary opportunities for newly qualified graduates and those seeking such opportunities to complete their courses, and more importantly, to start their career journeys.

PART THREE: PERFORMANCE MEASUREMENT

Programme 1 – Foundation Education with STEM, Languages and Life Skills

Programme Descriptor: Universal access to quality foundational learning including two years of pre-primary education and strengthen Science, Technology, Engineering, Mathematics and Languages and Life Skills.

Programme Priorities:

- Expanding the institutional delivery mechanism for ECD to ensure that centres are registered and supported by government;
- Increasing enrolment and improving achievement in STEM subjects;
- Increasing and sustaining the supply of MST teachers , and improving the quality of teaching and learning;
- Introducing coding and programming in schools; and
- Expanding ICT connectivity to schools

Table 3: Performance Measurement, Programme 1: Foundation Education with STEM, Languages and Life Skills

Strategic objective	Outcome	Outcome Indicator	Baseline 2020	Target 2025	Lead/ contributing department	Reporting Cycle
To achieve universal	Increased number of children attending	Percentage of children receiving ECD at an	87 %	95%	DBE	Quarterly /Annually

Strategic objective	Outcome	Outcome Indicator	Baseline 2020	Target 2025	Lead/ contributing department	Reporting Cycle
access to quality ECD[2]	ECD educational institutions/centres	educational institution/ centre				
	Increased number of registered ECD centres	Percentage of ECD centres complying with the prescribed norms and standards	70%	90%	DBE	Quarterly /Annually
	Increased number of children receiving ECD subsidies	Number of children receiving ECD subsidies	626 574	1 500 000	DBE	Quarterly /Annually
	Improved quality of teaching and learning in the ECD sector	Number of practitioners with recognised qualifications in ECD	18 860	56 580	DBE [DHET]	Quarterly /Annually (Early Learning National Assessme nt cycle [ELNA] cycle)

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[2] The ECD targets are subject to revision based on newly adopted targets at the DBE's strategic planning session held on 23 May 2022.

Strategic objective	Outcome	Outcome Indicator	Baseline 2020	Target 2025	Lead/ contributing department	Reporting Cycle
To improve the quality and performance of basic education	Increase the number of youths obtaining Bachelor-level passes in the NSC by 2024	Increase the number of youths obtaining Bachelor-level passes in the NSC by 2024	183 000	190 000	DBE	Annually
To improve enrolment and performance in STEM and Languages	Increased number of learners enrolled in Mathematics and Science[3]	Percentage of learners enrolled in Mathematics and Science	Maths: 22.2% Science: 26.9% [2017]	Maths: 45.8% Science: 46.5% [2026]	DBE	Annually
	Increased number of learners achieving higher scores in Mathematics and Science	Number of learners achieving 60% in National Senior Certificate (NSC) Mathematics and Science	28 151 (2018)	35 000	DBE	Annually
	Improved content knowledge of	Percentage scores [by points] achieved by teachers in SACMEQ	55% [below point]	80% [and above point]	DBE	SACMEQ cycle

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[3] In this Strategy, 'Science' refers to Physical Science subject

Strategic objective	Outcome	Outcome Indicator	Baseline 2020	Target 2025	Lead/ contributing department	Reporting Cycle
	teachers especially in STEM subjects					
To roll out broadband connectivity to all public schools	Schools are provided with access to broadband internet connectivity	Percentage of schools in which learners and teachers have access to internet-based content	64%	90%	DBE [Department of Communication and Digital Technologies (DCDT)]	Quarterly /Annually
To integrate 4IR subjects into the primary school curriculum level	Coding, robotics and other 4IR subjects are fully integrated in the school curriculum	Learners in primary schools participate in technological, engineering and computing	New Indicator	New indicator	DBE	Annually

Programme 2: TVET and the Rest of the College System

Programme Descriptor: Expanded access and throughput quality post-schooling education and training

Programme Priorities:

- Increasing the number of NSFAS recipients in the TVET sector
- Delivering occupational qualifications, including but not limited to artisans; ensuring that two pathways exist for learners [entrepreneurial and/or work placement];
- Capacity building for TVET colleges; partnerships, lecture exposure to the industry and Infrastructure development;
- Capacity building for CETC; lecture development, programme diversification and infrastructure; and
- Increasing e-learning opportunities for NEETs and employed workers.

Table 4: Performance Measurement, Programme 2: TVET and the Rest of the College System

Strategic objective	Outcome	Outcome Indicator	Baseline 2020	Target 2025	Lead/ contributing department	Reporting Cycle
To improve the supply of intermediate level	Increased number of students funded through NSFAS in intermediary level	Number of qualifying TVET college students obtaining	200 339	400 000	DHET	Annually

Strategic objective	Outcome	Outcome Indicator	Baseline 2020	Target 2025	Lead/ contributing department	Reporting Cycle
occupations that are in high demand	occupations that are in high demand	financial assistance per annum (non-cumulative)				
Improve the quality teaching and learning at TVET	Improved qualification of TVET lecturers	Percentage of TVET college lecturers with professional qualifications	60%	90%	DHET	Annually
	To improve lecturer practical knowledge about the programmes they teach (exposed to industry operations)	Percentage of TVET college lecturing staff appropriately placed in industry or in exchange programmes	9% [2018/19]	18%	DHET	Quarterly/ Annually
To provide support and advice to	Improved success in programmes offered in TVET	Number of students enrolled in pre-vocational	3 000	4 000	DHET	Annually

Strategic objective	Outcome	Outcome Indicator	Baseline 2020	Target 2025	Lead/ contributing department	Reporting Cycle
students [student support services for vocational and continuing education and training]	institutions by developing and implementing appropriate student support programmes	learning programmes				
To enable participation of TVET students in innovation skills programmes	Established 4IR Centres of Excellence in TVET colleges	Number of TVET colleges with 4IR Centres of Excellence	New indicator	50	DHET [DSI]	Annually
To improve success of the PSET system	Increased throughput in the TVET sector	Number of TVET college students completing N6 qualification annually	114 012 (2019)	76 000	DHET	Annually
		Number of TVET college students completing NC(V) Level 4 annually	10 921 (2019)	14 000	DHET	Annually

Strategic objective	Outcome	Outcome Indicator	Baseline 2020	Target 2025	Lead/ contributing department	Reporting Cycle
		Throughput rate of TVET NC(V)	31.8%	45%	DHET	Annually
	Improved qualification of CETC lecturers and tutors	Percentage of appropriately qualified CETC lecturers	60%	90%	DHET	Annually
	Improve the quality of CETC provisioning	Number of CETC lecturers trained	744	3 370 (cumulative)	DHET	Quarterly/ Annually
	Diversified programme offerings in CETC	Number of programmes and qualifications offered in CETC	2	11	DHET	Annually
	Increased enrolment in CETC	Number of students enrolled in CETC annually	171 409 (2019 academic year)	388 782	DHET	Quarterly/ Annually
	Improved throughput in CETC	Number of CETC students completing	41 638	55 000	DHET	Annually

Strategic objective	Outcome	Outcome Indicator	Baseline 2020	Target 2025	Lead/ contributing department	Reporting Cycle
		General Education and Training Certificate (GETC) Level 4 annually				
		Number of CETC students completing Grade 12	New indicator	110 000	DHET (DBE)	Annually

Programme 3: Higher Education and Training, Research and Innovation

Programme Descriptor: Improved research and technological innovation outcomes/higher education and training, research and innovation.

Programme Priorities:

- Establishing partnerships for the development of quality higher level occupational skills (with the inclusion of work integrated learning as a key element);
- Expansion of postgraduate studies with a particular focus on masters and PhDs, and research and innovation;
- Ring-fenced funding for STEM related fields, especially for female students;
- Creation of innovation hubs and promotion of research through incentives; and
- Qualifications and development programmes for ECD, TVET and CETC lecturers.

Table 5: Performance Measurement, Programme 3: Higher Education and Training, Research and Innovation

Strategic objective	Outcome	Outcome Indicator	Baseline 2020	Target 2025	Lead/ contributing department	Reporting Cycle
To increase the quantity and improve equity profile, and capacity of	Increased the number of university academics with PhDs	Number of university lecturers with PhDs	9 032	12 200	DHET (DSI)	Annually

Strategic objective	Outcome	Outcome Indicator	Baseline 2020	Target 2025	Lead/ contributing department	Reporting Cycle
university academic workforce						
To increase the number and equity profile of state-supported postgraduate students	Increased number of high-level students able to pursue locally relevant, globally competitive research and innovation activities	Number of state-supported students in post-graduate studies	B-tech and Honours: 4 453	1 960	DSI (DHET)	Annually
			Masters: 3 883	New indicator	DSI (DHET)	Annually
			PhD: 2 831	3 000	DSI (DHET)	Annually
			Post-doctoral fellowship: 780	New indicator	DSI (DHET)	Annually
To improve the supply of higher-level programmes in high demand, including professionals	Adequate supply of high-level skills in the SA economy	Number of graduates in Engineering Sciences annually	13 714	14 800	DHET [DSI]	Annually
		Number of graduates in Natural and Physical Sciences annually	9 121	11 400	DHET	Annually

Strategic objective	Outcome	Outcome Indicator	Baseline 2020	Target 2025	Lead/ contributing department	Reporting Cycle
	Increased number of PhDs	Number of doctoral/PhD graduates annually	3 445	4 300	DHET (DSI)	Annually
	Increased and sustained supply of appropriately qualified teachers, including STEM teachers	Number of ITE graduates, including Funza Lushaka recipients	28 335 Funza Lushaka: 13 085	30 000 12 200	DBE (DHET)	Annually
	Increased number of graduates with master's degrees	Number of master's graduates (all master's degrees) annually	13 519	16 600	DHET (DSI)	Annually
To establish partnerships to enable research and innovation and its conversion into	To maintain and increase the relative contribution of South African researchers to global scientific output	South Africa's share (percentage) of global publication output	0.88% of global publication output	1%	DSI (DHET)	Mid-term/end-term

Strategic objective	Outcome	Outcome Indicator	Baseline 2020	Target 2025	Lead/ contributing department	Reporting Cycle
commercially viable products, processes services	Accessed international training opportunities enhancing South Africa's national science, technology and innovation capabilities, contributing to the attainment of the DSI's targets for human capital development, especially for international PhD training	Number of South African students accepted in international training programmes	900	1 630	DSI (DHET)	Annually
To develop skills for the green economy	Developed and sustained niche, high-end potential science, technology and engineering	DSI funded PhDs graduating annually as a contribution to the NDP target of 100 PhDs/	1 000	4 700	DSI	Mid-term and end-term

Strategic objective	Outcome	Outcome Indicator	Baseline 2020	Target 2025	Lead/ contributing department	Reporting Cycle
	capabilities for sustained development and the greening of society and economy	million population by 2030				
	Improved innovation that addresses local and global challenges	Percentage increase in prototypes, technology demonstrators and pilot plants that advance industrialisation through innovation	115	10% increase from baseline	DSI	Mid-term/end-term
		Percentage increase in patent	Patents: 799	Patents: 50%	DSI	Mid-term/end-term

Strategic objective	Outcome	Outcome Indicator	Baseline 2020	Target 2025	Lead/ contributing department	Reporting Cycle
		applications and design applications filed from publicly financed research and development	Designs: 30	Designs: 60%		
	Improved career pathways transition from TVET colleges and universities	Percentage of universities that have developed articulation implementation plans with TVET colleges	New indicator	80% of Universities of Technology, -80% of Comprehensives -50% of	DHET	Annually

Programme 4: Skills for the Transformed Society and the Economy using the Workplace as a Platform

Programme Descriptor: Production of an appropriately skilled transformed society and economy.

Programme priorities:

▪ Building a flexible and responsive skills system which would require closer relationships between social partners;

▪ Expansion of programmes to address occupations in demand, including skills for new economies;

▪ Raising skills levels of employed workers [implementing worker and shop steward education with a focus on workplace skills plans to address workplace training for employed workers]; and

▪ Accelerating the formalisation of the vastly informal sector [business development and developing SMMEs and entrepreneurship], including through e-learning.

Table 6: Performance Measurement, Programme 4: Skills for the Transformed Society and Economy

Strategic objective	Outcome	Outcome Indicator	Baseline 2020	Target 2025	Lead/ contributing department	Reporting Cycle
To ensure that the demand for skills is researched, documented and communicated effectively to enable improved	Approved credible institutional skills planning mechanism and reporting framework	Number of reports with list of skills in demand	New indicator	5 (cumulative)	DHET (Department of Home Affairs [DHA])	Annually

Strategic objective	Outcome	Outcome Indicator	Baseline 2020	Target 2025	Lead/ contributing department	Reporting Cycle
demand-led supply of skills						
Increased access and success in programmes, leading to intermediate and higher-level learning		Number of monitoring reports on progress and blockages to be addressed	New indicator	20	DHET	Quarterly
	Improved involvement of the business sector in creating work-based learning opportunities	Partnerships between providers and private sector	New Indicator	100 companies	DHET	Annually
	Improved workplace placement of qualified graduates	Number of learners/students placed in work-based learning programmes	158 651 (2019/2020)	190 000	DHET (DPSA, Offices of the Premiers [OTPs])	Quarterly/ Annually
		Number of learners completing learnerships annually	57 888 (2019/20)	53 000	DHET (DPSA, OTPs)	Annually

Strategic objective	Outcome	Outcome Indicator	Baseline 2020	Target 2025	Lead/ contributing department	Reporting Cycle
		Number of learners completing internships annually	7 711 (2019/20)	11 000	DHET (DPSA, OTPs)	Annually
	Expanded access to PSET opportunities	Number of learners registered in skills development programmes annually	128 438	150 000	DHET	Quarterly/ Annually
	Improved success and efficiency of the PSET system	Number of learners completing skills programmes annually	114 032	128 000	DHET	Quarterly/ Annually
		Number of learners entering artisanal programmes annually	16 218 (2019/20)	36 375	DHET	Annually
		Number of learners passing national artisan trade test annually	24 049	26 500	DHET	Annually
	Increased participation of	Number of unemployed young	171 409 [2019]	388 782	DHET	Quarterly /Annually

Strategic objective	Outcome	Outcome Indicator	Baseline 2020	Target 2025	Lead/ contributing department	Reporting Cycle
	unemployed young people in relevant technical and vocational training programmes	people accessing various technical and vocational skills development programmes				
To improve the skills profile of SMMEs, the informal trade sector, rural and township enterprises, women, people	Improved skills development support for the informal and SMME sectors	Number of SMMEs that are run by women and young entrepreneurs benefit from the skills development programmes	659	7 250	DSBD [DHET, DWYPD, DTIC]	Quarterly/ Annually

Strategic objective	Outcome	Outcome Indicator	Baseline 2020	Target 2025	Lead/ contributing department	Reporting Cycle
with disabilities and NEETS	Improved knowledge utilisation for economic development in revitalising existing industries	SMMEs/co-operatives whose performance has improved or who have secured new opportunities through support provided by the DSI and its entities	3 000	5%	DSI (DSBD, DWYPD, DTIC)	Mid-term/end-term
To improve the skills profile of the employed workforce to enable greater levels of productivity and adaptability to the changing needs of the labour market	Improved uptake of continuous development including workers [and explore different models for delivery such as e- learning].	Percentage of employed workers participating in various development programmes	20%	60%	DHET [DPSA, DoEL]	Quarterly/ Annually
To improve the skills profile of the unemployed workforce	Increased access to online learning and opportunities	Percentage of unemployed graduates register on-line	New Indicator	New indicator	DHET (DWYPD)	Quarterly/ Annually

Strategic objective	Outcome	Outcome Indicator	Baseline 2020	Target 2025	Lead/ contributing department	Reporting Cycle
including e-learning platforms and CETC programmes	for unemployed graduates	programmes to upgrade and align their qualifications to the industry demand				
	The NEETs are equipped with skills and participate in the various economic activities	Number of NEET taking part in CETC occupational skills programmes and becoming economically active	New Indicator	New indicator	DHET (DWYPD)	Quarterly/ Annually

Programme 5: Developmental/Capable State

Programme Descriptor: Developmental/Capable State with effective, efficient planning and implementation capabilities.

Programme Priorities:

- Improved coordination, implementation, monitoring and reporting across the public service;

- Establishment of effective structures for delivering skills;

- Expanding workplace skills training opportunities for students and graduates;

- Building capability of the *'developmental state'*; and

- Developing a monitoring and evaluation framework that coordinates activities establishment with similar functions for seamless reporting.

Table 7: Performance Measurement, Programme 5: Developmental/Capable State

Strategic objective	Outcome	Outcome Indicator	Baseline 2020	Target 2025	Lead/ contributing department	Reporting cycle
To strengthen systems and establish partnerships to ensure the To supply specialist personnel for public service (including for SOEs)	Strengthened and effective systems for developing technical skills, and increased consensus on the level of technical skills required in different areas	Effective systems for the development of technical skills in the public service	New Indicator	Optimally functioning system	DPSA	Annually
	Established partnerships for the deployment of specialist personnel in public service	Percentage of partnerships established with education institutions and professional bodies	73 %	98%	DPSA (DPE, DHET)	Annually
To expand the provision of workplace	Increased number of trainees in the public service	Percentage of apprenticeships, learnerships and	9%	33%	DPSA (DHET DPE, DoEL, OTPs)	Quarterly/ Annually

Strategic objective	Outcome	Outcome Indicator	Baseline 2020	Target 2025	Lead/ contributing department	Reporting cycle
training in priority skills needs		internships opportunities created				
	Increased number of public servants trained in various development programmes	Percentage of newly recruited public servants trained in Compulsory Induction Programme	26 320	100% of all public servants	DPSA	Quarterly/ Annually
		Percentage of public servants trained in the Breaking Barriers to Entry Programme	3 000	50% of all public servants	DPSA	Quarterly/ Annually
		Percentage of public servants trained in administration	4 050	30% of all public servants	DPSA	Quarterly/ Annually
		Percentage of public servants trained in management	9 913	30% of all public servants	DPSA	Quarterly/ Annually

Strategic objective	Outcome	Outcome Indicator	Baseline 2020	Target 2025	Lead/ contributing department	Reporting cycle
		Percentage of public servants trained in leadership	6 000	10% of all public servants	DPSA	Quarterly/ Annually
To expand the capacity of the state to drive economic and industrial development	Improved capacity of the state to drive economic and industrial development initiatives	Percentage of staff attending industrial and economic opportunities development programme	New indictor	10%	DTIC	Quarterly/ Annually
	Increased number of maritime-focused schools	Number of high schools offering maritime subjects	MOU: DBE and SAIMI	New Indicator	DBE	Annually
	Increased number of TVET colleges that are offering maritime studies	Number TVET colleges offering maritime studies	2	5	DHET	Annually
	Increased number of students enrolled in and research output of the maritime sector	Number of university students studying masters degrees in maritime studies	New Indicator	New Indicator	DHET	Annually

PART FOUR: COUNCIL FUNCTIONING AND GOVERNANCE

Figure 2: Council Functioning and Governance
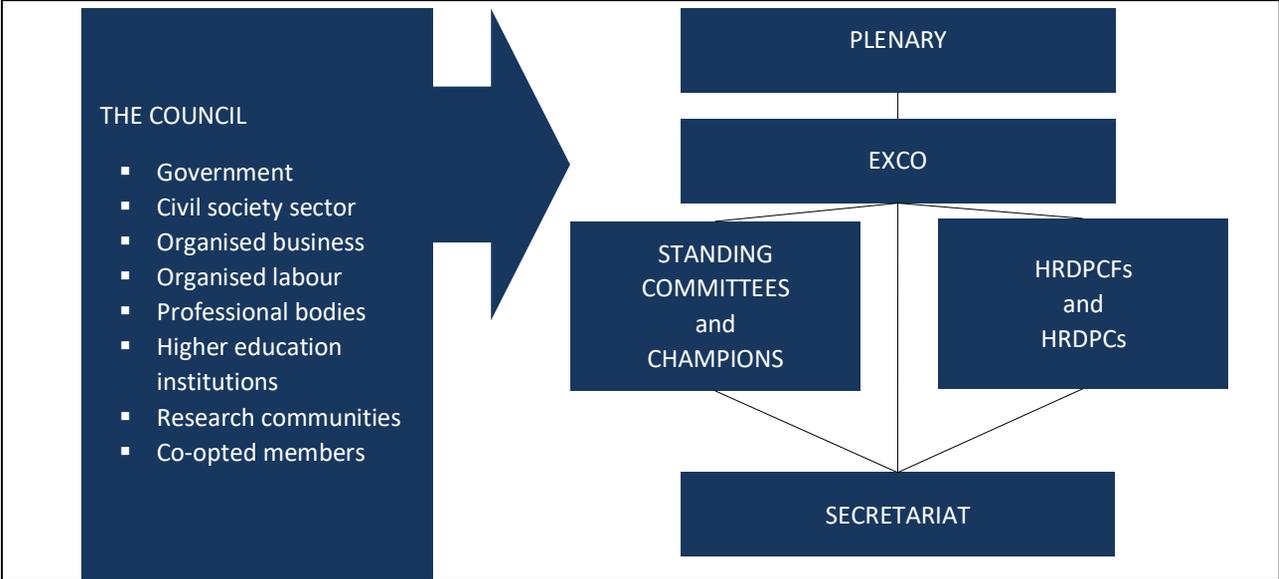
Council Functioning

The HRDC (alternatively referred to as the Council) is a powerful, high-level national advisory body which was established to create the space for social partners to work together to achieve the goals of the HRD Strategy 2030 in a coordinated manner. The multi-tiered and multi-stakeholder Council is driven from the Presidency, under the stewardship of the Deputy President of the Republic of South Africa. The multi-lateral stakeholder involvement represents the available collective wisdom on human development and their value-add to socio-economic development of the nation. The calibre of persons constituting the Council is equally credible, involving several government Ministers, business leaders, representatives of organised labour and associations, the youth sector, academia, civil society as well as co-opted experts. Selected Council members are rated particularly highly for their reputation of independence, integrity and expertise, and this provides additional bulwark to the substance of independence and enhances the legitimacy of the Council's public standing. The functioning of the Council involves multiple structures; the Plenary, Executive Committee, Standing Committee, Champions, Human Resources Provincial Coordinating Fora, Human Resource Development Provincial Councils, Secretariat and Extended Secretariat.

Plenary

The Plenary is the decision-making level and involves all members of the Council.

The Executive Committee

The EXCO is a committee within the Council that is co-chaired by the two Deputy Chairpersons of the Council. It comprises technical experts from the Council and Champions of the Strategic Objectives of the Strategy. Its primary role is to actively 'filter' and advise the Council on various challenges and progress leading to the identification and implementation of priorities. The EXCO meets periodically before Council meetings to assess the readiness and quality of the Standing Committees' (SCs) outputs to the Council, and after Council meetings to review and decide on the course of action. The EXCO is effectively responsible for managing the flow of work between the Council, the Secretariat and the SCs.

The Standing Committees

The SCs are established by the Council based on priorities identified by the EXCO in line with the Strategy. They involve highly knowledgeable people who provide expert advice on specific subject areas and carry out the decisions of the Council.

The Champions

From time-to-time, the Council appoints Champions, who are experts in their field of work to lead any undertaking as the need arises. Champions are respected people from any constituency of the Council who have influence, solid social standing and can create buy-in for the work of the Council. They also serve as a link between the Council, SCs and external stakeholders in specific programme areas. In essence, they represent the interest of their specific priority area in the Council and sit in all meetings of Council and the EXCO. The Champions can also be members of the Council too.

The Human Resources Development Provincial Councils

The HRDPCs are multi-stakeholder and multi-sectoral structures whose main purpose is to provide a platform for key provincial sectors to focus on HRD and leverage sustainable socio-economic development in their respective provinces. The location and leadership as well as the composition of HRDPCs vary by province.

The Human Resources Development Provincial Coordinating Forum

The Human Resource Development Provincial Coordinating Forum (HRDPCF) is mandated with the role of forming HRDPCs in the Premiers' offices to address unique provincial human resource imperatives in addition to the shared HRD issues, although the location vary by province. They are responsible for coordination, alignment, integration, communication, collaboration, implementation and reporting of HRD imperatives. They are also responsible for facilitating the integration of the Council's recommendation into the Provincial Growth and Development Plans (PGDP) as well as Local Economic Development Plans (LEDP.

Secretariat

The Secretariat is the administrative arm of the Council, and carries out its strategic, content, technical, administrative and logistical functions as directed by the Plenary, the Chairperson and the

Deputy Chairpersons of the Council. Strategically, it is accountable to the Plenary and administratively, to the DHET.

The Extended Secretariat

An Extended Secretariat includes representatives of The Presidency, DBE, DSI, DHET and DTIC. The Extended Secretariat serves as a buffer between the implementers and the EXCO. As a 'clearing house', it receives presentations or performance reports from the lead departments, deliberates on them and decides if they are ready for presentation to the EXCO.

Governance

The Council is governed by the Guideline for the Functioning of the HRDC

ANNEXURE A: TECHNICAL INDICATOR DESCRIPTIONS

PROGRAMME 1 – Foundation Education with STEM, Languages and Life Skills

Indicator Title: 1.1	Percentage of children receiving ECD at an educational institution or centre
Definition	Percentage of children receiving two years of ECD at educational institutions / centres
Assumptions	The assessment done at the start of Grade 1 are a fair reflection of the state of school readiness achieved by children at the end of Grade R
Disaggregation of Beneficiaries	Not applicable
Spatial Transformation	Not applicable
Reporting Cycle	Quarterly/Annually
Desired Performance	To achieve or exceed the 95% target of children receiving ECD. A certain percentage of learners achieving above a school readiness benchmark to be decided based on baseline data to be collected
Responsibility	DBE
Indicator Title 1.2	**Percentage of ECD centres complying with prescribed norms and standards**
Definition	Registered ECD centres that meet the regulated norms and standards
Assumptions	The DBE and PEDs, as well as social partners, have functioning systems and capacity to technically and materially support ECD initiatives, especially those in disadvantaged communities.
Disaggregation of Beneficiaries	Not applicable
Spatial Transformation	To prioritise centres serving poor communities
Reporting Cycle	Quarterly/Annually
Desired Performance	At least 90% of ECD centres comply with the norms and standards, and are accounted for by government
Responsibility	DBE
Indicator Title 1.3	**Number of children receiving ECD subsidies**
Definition	Number of children receiving ECD subsidy from government

Assumptions	Technical and material support will be made available to assist more ECD institutions to comply with the norms and standards, and learners become eligible for government subsidy
Disaggregation of Beneficiaries	Targets to be determined after first cycle of data collection
Spatial Transformation	To favour centres serving poor rural communities
Reporting Cycle	Quarterly/Annually
Desired Performance	To achieve at least the 1 500 000 target
Responsibility	DBE
Indicator Title: 1.4	**Number of practitioners with recognized qualifications in ECD**
Definition	Number of practitioners who have or who obtain a recognized qualification to teach children in an ECD institution as prescribed in the Policy on Minimum Requirements for Programmes Leading to Qualifications in Higher Education for Early Childhood Development Educators (2017)
Assumptions	Universities will develop qualifications programmes for ECD practitioners, and that funding will be made available to accelerate practitioner enrolment and completion
Disaggregation of Beneficiaries	Gender, race, age and disability (the actual targets will be determined after the first cycle of data collection)
Spatial Transformation	Not applicable
Reporting Cycle	Quarterly/Annually (and consolidated every three years when the ELNA is administered)
Desired Performance	At least 58,568 ECD practitioners acquire formal qualifications to teach ECD children
Responsibility	DBE (DHET)
Indicator Title: 1.5	**Number of learners achieving Bachelor-level passes**
Definition	Refers to learners who pass NSC (Grade 12} examination with at least 50% pass
Assumptions	Teacher content knowledge and pedagogical competencies are improved to be able to transmit curriculum within schools.
Disaggregation of Beneficiaries	Gender and race People with Disabilities: currently not available
Spatial Transformation	National, provincial and (by quintile status)
Reporting Cycle	Annually

Desired Performance	Achieve the 190 000 bachelor-level passes or more
Indicator Title: 1.6	**Percentage of learners enrolled in Mathematics and Science**
Definition	Proportion of learners enrolled in *'pure'* Mathematics and Science in the FET phase of the basic education sector
Assumptions	Highly positive outcomes improvement interventions implemented to improve the quality of teaching and learning, observed learner performance will reduce drop-out rate and encourage more learners to continue with Mathematics and Science in the FET
Disaggregation of Beneficiaries	Gender and race
Spatial Transformation	To prioritise mainly lower quintile schools (schools serving mainly poor communities)
Reporting Cycle	Annually
Desired Performance	At least 45.9% and 46.5% of the total number of learners in the public schools are enrolled in *'pure'* Mathematics and Science respectively
Responsibility	DBE
Indicator Title: 1.7	**Number of learners achieving 60% in NSC Mathematics and Science**
Definition	Number of learners who achieve 60% pass in the Mathematics and Science NSC examination
Assumptions	Quality continuous professional development will improve teacher content knowledge and pedagogical competencies to effectively transmit curriculum, and that the required infrastructure, facilities and learning support materials will be adequately provided
Disaggregation of Beneficiaries	Gender and race Disability: Not applicable
Spatial Transformation	To favour schools serving disadvantaged and poor communities
Reporting Cycle	Annually
Desired Performance	At least 35 000 learners achieve 60% or above in Mathematics and Science NSC examinations
Responsibility	DBE
Indicator Title: 1.8	**Percentage scores [by points] achieved by teachers in SACMEQ**
Definition	Teacher performance in the SACMEQ benchmarking study when such is conducted

Assumptions	All teachers coming out of the university system and that continuous professional development programmes will be of required quality to improve their subject content knowledge
Disaggregation of Beneficiaries	Not applicable
Spatial Transformation	Not applicable
Reporting Cycle	SACMEQ reporting cycle
Desired Performance	Achievement scores improve from 55% to at least 80% points in the next SACMEQ reporting cycle
Responsibility	DBE
Indicator Title: 1.9	**Percentage of schools in which learners and teachers have access to internet-based content**
Definition	Proportion of schools in which learners and teachers have access to internet for teaching and learning. Connectivity, including broadband, refers to telecommunication in which a wide band of frequencies is available to transmit information. In the context of internet access, broadband refers to any high-speed internet access that is always on and faster than traditional dial-up access. This can be achieved through fixed cable and Digital Subscriber Line (DSL) internet services or through fixed wireless broadband services, such as mobile wireless broadband, where a mobile card is purchased for a modem or laptop and users connect to the internet through cellular phone towers
Assumptions	The DBE together with the Department of Communication and Digital Technologies (DCDT) will collaborate and coordinate the rolling out of broadband internet connectivity to public schools, and that zero-rated Apps are made available for ease of content access by the teachers and learners
Disaggregation of Beneficiaries	Not applicable
Spatial Transformation	Targets mainly schools serving disadvantaged and poor communities by their quintile status (Quintiles 1 and 2)
Reporting Cycle	Quarterly/Annually
Desired Performance	All schools have access to the required infrastructure and that all teachers and learners have access to internet-based content, and are able to use it
Responsibility	DBE (DCDT)
Indicator Title: 1.10	**Learners in primary schools participate in technological, engineering and computing**

Definition	Progress made in integrating coding, robotics and other 4IR subjects in the curriculum and implemented. A pilot was conducted by the DBE
Assumption	Government will provide the required learning and support materials, and that implementation roll-out will be complemented by quality teacher training
Disaggregation of Beneficiaries	Not applicable
Spatial Transformation	Not applicable
Reporting Cycle	Annually
Desired Performance	The 4IR subjects are fully rolled-out across all primary schools
Responsibility	DBE

PROGRAMME 2: TVET and the Rest of the College System

Indicator Title: 2.1	Number of qualifying TVET college students obtaining financial assistance per annum (non-cumulative)
Definition	The number of NSFAS recipients who are enrol in TVET college NC(V) and Report 190/191 programmes
Assumption	NASFAS adequate funding is available to support all deserving students
Disaggregation of Beneficiaries	Field of study, gender, race and disability
Spatial Transformation	Applicable to all public TVET colleges
Reporting Cycle	Annually
Desired performance	Achieve at least the 400 000 target or more is desired
Responsibility	DHET
Indicator Title: 2.2	**Percentage of TVET college lecturers with professional qualifications**
Definition	The proportion of TVET college lecturers who are appropriately qualified to teach at the public TVET colleges as defined in the Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training (2013)
Assumption	Approved report on professionally qualified TVET college lecturers by the DHET, and more universities increase their offering of TVET qualifications programmes in accordance with the Policy
Disaggregation of Beneficiaries	Gender, race and disability
Spatial Transformation	Applicable to all public TVET colleges
Reporting Cycle	Annually
Desired performance	At least 90% or all lecturers are fully qualified in the courses that they teach
Responsibility	DHET

Indicator Title: 2.3	Percentage of TVET college lecturing staff appropriately placed in industry or in exchange programmes
Definition	The indicator measures the proportion of TVET lecturers placed in industry operations or in exchange programmes through formal partnerships established between the TVET colleges and the industry
Assumptions	Guidelines for partnerships is in place and that the industry will actively participate in partnerships with colleges
Disaggregation of Beneficiaries	Gender, race and disability
Spatial Transformation	Applicable to all public TVET colleges
Reporting cycle	Quarterly/Annually
Desired performance	Achievement of the 18% target or higher is desired
Responsibility	DHET
Indicator Title: 2.4	Number of students enrolled in Pre-vocational Learning Programmes
Definition	The total number of students enrolled in the Pre-Learning Vocational Learning Programmes. The programmes are aimed at giving disadvantaged students a head-start before they enrol for TVET programmes, thereby improving learning success
Assumptions	Pre-Learning Vocational Learning Programmes will be fully implemented and sufficiently funded
Disaggregation of Beneficiaries	Gender, race, age and disability
Spatial Transformation	Not applicable
Reporting cycle	Annually
Desired performance	Actual headcount equals or exceeds the 4 000 target
Responsibility	DHET
Indicator Title: 2.5	Number of TVET colleges with 4IR Centres of Excellence
Definition	The number of 4IR Centres of Excellence which are established by TVET colleges to enable and improve participation of students in innovation skills programmes
Assumptions	The required funding for the establishment of the Centres will be available, and that enabling material and human resources support will be provided
Disaggregation of Beneficiaries	Not applicable
Spatial Transformation	Applicable to all public TVET colleges
Reporting Cycle	Annually
Desired Performance	All TVET colleges have fully established, equipped and functioning Centres
Responsibility	DHET (DSI)
Indicator Title: 2.6	Number of TVET college students completing N6 qualification annually
Definition	The total number of TVET college students who complete Report 191 NATED N6 annually
Assumptions	Registered students will be adequately prepared to write the examinations and meet the requirements for certification

Disaggregation of Beneficiaries	Gender, race, age and disability
Spatial Transformation	Applicable to all public TVET colleges
Reporting Cycle	Annually
Desired Performance	It is desirable that the performance target is exceeded
Responsibility	DHET
Indicator Title: 2.7	**Number of TVET college students completing NC(V) Level 4 annually**
Definition	The total number of TVET college students who complete NC(V) Level 4 and are certified annually
Assumptions	The TVET college students the registered students will be adequately prepared to write the examinations and meet the requirements for certification
Disaggregation of beneficiaries	Gender, race, age and disability
Spatial transformation	Applicable to all public TVET colleges
Reporting cycle	Annually
Desired performance	It is desirable that a performance target is exceeded
Responsibility	DHET
Indicator Title: 2.8	**Throughput rate of TVET (NC(V))**
Definition	The completion rate in NC(V) Level 4 qualification within a stipulated three-year period
Assumptions	Students of this cohort will remain in the system for the stipulated three-year period and write their final examination
Disaggregation of Beneficiaries	Gender, race and disability.
Spatial Transformation	Applicable to all public 50 TVET colleges
Reporting cycle	Annually
Desired performance	It is desirable that the 45% throughput rate is achieved or surpassed.
Responsibility	DHET
Indicator Title: 2.9	**Percentage of appropriately qualified CETC lecturers**
Definition	The proportion of CETC lecturers who are appropriately qualified to teach at public CETC as defined in the Policy on Minimum Requirements for Programmes Leading to Qualifications for Educators and Lecturers in Adult and Community Education and Training (2015)
Assumption	Standards are in place and will be implemented
Disaggregation of Beneficiaries	Gender, race, age and disability
Spatial Transformation	Applicable to all CETCs
Reporting Cycle	Annually
Desired performance	Achievement of the 90% target or higher is desired
Responsibility	DHET
Indicator Title: 2.10	**Number of CETC lecturers trained**
Definition	The verified and unduplicated number of lecturers participating in accredited training programmes
Assumptions	Development programmes and funding for continuous professional development is available, and that the data submitted is accurate

Disaggregation of beneficiaries	Gender, race and disability.
Spatial Transformation	Applicable to all CETCs
Reporting cycle	Quarterly/Annually
Desired Performance	The 3 370 target is achieved or surpassed
Responsibility	DHET
Indicator Title: 2.11	**Number of programmes and qualifications offered in CETC**
Definition	The introduction of new accredited national programmes, part-qualifications and qualifications offered in the nine CET colleges. The programmes and qualifications would be accredited by the relevant quality councils.
Assumptions	Colleges have adequate funding and the required capacity to provide new programmes and qualifications
Disaggregation of Beneficiaries	Not applicable.
Spatial Transformation	Applicable to all CETCs
Reporting Cycle	Annually
Desired Performance	All CETCs increase the number of programmes, part-qualifications and qualifications offered.
Responsibility	DHET
Indicator Title: 2.12	**Number of students enrolled at CETC annually**
Definition	The total number of students enrolled in CETC programmes
Assumptions	Admission systems, capturing and data storage system are in place across all CETCs
Disaggregation of beneficiaries	Gender, race, age and disability
Spatial transformation	Applicable to all CETCs
Reporting cycle	Quarterly/Annually
Desired performance	A total enrolment of 388 782 is achieved or exceeded
Responsibility	DHET
Indicator Title: 2.13	**Number of CETC students completing GETC Level 4 annually**
Definition	The audited number of CETC students who complete General Education and Training Certificate: ABET Level 4 annually and are eligible to be issued with GETC: ABET certificate
Assumptions	The system is available to capture and provide accurate and reliable data.
Disaggregation of beneficiaries	Gender, race, age and disability
Spatial transformation	Not applicable
Reporting cycle	Annually
Desired performance	The 55 000 target is achieved or surpassed
Responsibility	DHET
Indicator Title: 2.14	**Number of CETC students completing Grade 12 annually**
Definition	The total number of CETC students who are eligible to be issued with certificates for the Grade 12 qualification

Assumptions	Data accuracy and reliability
Disaggregation of Beneficiaries	Gender, race, age and disability
Spatial transformation	Not applicable
Reporting cycle	Annually
Desired performance	The 110 000 target is achieved or surpassed
Responsibility	DHET (DBE)

PROGRAMME 3 – Higher Education and Training, Research, and Innovation

Indicator Title: 3.1	Number of university lecturers with PhDs
Definition	The total number of permanent teaching and research staff who have PhD qualifications
Assumptions	The universities comply with to their agreed-upon Ministerially approved targets
Disaggregation of Beneficiaries	Gender, race and disability.
Spatial Transformation	Not applicable
Reporting Cycle	Annually
Desired Performance	Actual total headcount of permanent academic staff with doctorates reported equals or exceeds the 12 200 target
Responsibility	DHET (DSI)
Indicator Title: 3.2	Number of state-supported students in post-graduate studies
Definition	The total number of enrolment in B-Tech, honours, masters, doctoral and post-doctoral programmes to increase the number of high-level students able to pursue locally-relevant, globally competitive research and innovation activities
Assumptions	DSI will make funding resources available
Disaggregation of Beneficiaries	Gender, race, age and disability
Spatial Transformation	Not applicable
Reporting Cycle	Annually
Desired performance	Achieve the set targets: B Ed Honours (1 960), PhDs (3 000) and masters and post-doctoral fellowships (new indicators)
Responsibility	DSI (DHET)
Indicator Title: 3.3	Number of graduates in Engineering Science annually
Definition	The verified number of university students who obtain their undergraduate degree in engineering sciences
Assumptions	Continuous support to students and adequate qualified university personnel will accelerate the system's capacity to produce more engineering graduates

Disaggregation of Beneficiaries	Gender, race, age and disability.
Spatial Transformation	Not applicable
Reporting Cycle	Annually
Desired performance	The number of undergraduate engineering graduates equals or exceeds the 14 800 target
Responsibility	DHET (DSI)
Indicator Title: 3.4	**Number of graduates in Natural and Physical Sciences annually**
Definition	The absolute number of undergraduates in Natural and Physical Sciences completing university programmes
Assumptions	Sustained funding for deserving students, and adequate academic support services, students will perform well their studies
Disaggregation of Beneficiaries	Gender, race, age and disability.
Spatial transformation	Not applicable
Reporting cycle	Annually
Desired Performance	The number of Natural and Physical Sciences graduates equals or exceeds the 11 400 target
Responsibility	DHET
Indicator Title: 3.5	**3.5 Number of Doctoral/PhD graduates annually**
Definition	The verified number of students who are conferred with doctoral/PhD degrees
Assumptions	Universities will adhere to Ministerial approved targets, and that funding to universities will be incrementally sustained
Disaggregation of Beneficiaries	Gender, race, age and disability
Spatial Transformation	Not applicable
Reporting Cycle	Annually
Desired performance	The number of doctoral/PhD graduates equals or exceeds the 4 300 target
Responsibility	DHET (DSI)
Indicator title: 3.6	**Number of ITE graduates, including Funza Lushaka recipients**
Definition	The verified total of graduates in initial teacher education from universities, as defined in the Policy on Minimum Requirements for Teacher Education Qualifications (2011, revised 2015) [MRTEQ]. The number of ITE graduates refer to the total number, including the various areas of specialisation and grades. Mathematics and Science are also included in the target
Assumptions	The universities adhere to their agreed-upon, Ministerial approved targets and that funding to universities is incrementally sustained
Disaggregation of Beneficiaries	Gender, race, age and disability

Spatial Transformation	Favours historically disadvantaged communities
Reporting cycle	Annually
Desired Performance	The initial teacher education graduates (30 000), including 12 000 Funza Lushaka-funded STEM teachers is achieved
Responsibility	DBE (DHET)
Indicator Title: 3.7	**Number of masters graduates (all masters degrees) annually**
Definition	Verified number of master's graduates from universities.
Assumptions	The universities adhere to their agreed-upon, Ministerial approved targets and that funding to universities is sustained
Disaggregation of Beneficiaries	Gender, race, age and disability.
Spatial Transformation	Not applicable.
Reporting Cycle	Annually
Desired Performance	The number of masters graduates equals to or exceeds the 16 000 target.
Responsibility	DHET (DSI)
Indicator Title: 3.8	**South Africa's share (percentage) of global publication output**
Definition	This indicator measures the country's research output published in internationally recognised peer-review and high-impact journals. Publications include articles, books, book chapters and conference proceedings. Annually, the outputs counted are those published within a calendar year
Assumptions	Extensive investments will be made to promote and support research activities, with the expectation that these will lead to increased production of research outputs
Disaggregation of Beneficiaries	Not applicable
Spatial Transformation	Increased publication output from the historically disadvantaged institutions
Reporting cycle	Mid-term/end-term
Desired performance	At least a 0,025-percentage point annual increase, reaching 1% over the MTSF implementation cycle is desired
Responsibility	DSI (DHET)
Indicator Title: 3.9	**Number of South African students accepted in international training programmes**
Definition	The number of South African students accepted into international training programmes offering a postgraduate qualification as part of cooperation initiatives between the SA government and its international counterparts

Assumptions	Current initiatives will be sustained, and the targets will be achieved through various available funding sources, domestically and internationally
Disaggregation of Beneficiaries	Gender, race and age Disability: Not available
Spatial Transformation	Not applicable
Reporting Cycle	Annually
Desired Performance	Achieve at least the 1 630 target
Responsibility	DHET (DSI)
Indicator Title: 3.10	**DSI-funded PhDs graduating annually as a contribution to the NDP target of 100 PhDs per million population by 2030**
Definition	The absolute number of supported PhD students who graduate each year. The graduation data excludes NRF students supported for full-time PhD study abroad as such data will come from multiple sources and too detailed to consolidate.
Assumptions	A student may have received financial support (bursary) for the entire duration of his/her PhD studies or for a part duration of his/her PhD studies.
Disaggregation of Beneficiaries	Gender, race, age and disability
Spatial Transformation	Not applicable
Reporting Cycle	Mid-term/end-term
Desired Performance	The NRF supports about 15% of PhD candidates. It is desired that approximately 30% of annual graduating cohorts should have received NRF bursaries.
Responsibility	DSI
Indicator Title: 3.11	**Percentage increase in prototypes, technology demonstrators and pilot plants that advance industrialisation through innovation**
Definition	The rate of increase compared to a baseline in prototypes, pilot plants, technology demonstrators and pre-commercial products, processes or services developed over the MTSF implementation cycle.
Assumptions	In instances where a prototype, technology demonstrator or pilot plant is funded by both contract funding and a Parliamentary grant, this will only be counted once. Business process mapping for updating the register will make provision for this.
Disaggregation of Beneficiaries	Not applicable
Spatial Transformation	Not applicable
Reporting Cycle	Mid-term/end-term
Desired Performance	A 10% increase or higher is desired
Responsibility	DSI
Indicator Title: 3.12	**Percentage increase in patent applications and design applications filed from publicly financed research and development**

Definition	Filings of patent or design applications by any of the institutions governed by the Intellectual Property Right (IPR) Act
Assumptions	Funding is available to generate knowledge and to support rebate claims through the intellectual property fund administered by National Intellectual Property Management Office (NIPMO)
Disaggregation of Beneficiaries	Not applicable
Spatial Transformation	Not applicable
Reporting Cycle	Mid-term/end-term
Desired Performance	The 50% and 60% increases for patent application and designs respectively. A higher performance above the targets is desirable.
Responsibility	DSI
Indicator Title: 3.13	**Percentage of universities that have developed articulation implementation plans with TVET colleges**
Definition	The percentage of universities that have developed TVET college articulation implementation plans to ensure transitioning of TVET students to a cognate university qualification
Assumptions	Universities recognise TVET qualifications
Disaggregation of Beneficiaries	Not applicable
Spatial Transformation	Applicable to all universities
Reporting cycle	Annually
Desired performance	The 80% targets for UoTs and Comprehensive universities, as well as the 50% for traditional universities are achieved or surpassed.
Responsibility	DHET

PROGRAMME 4 – Skills for the Transformed Society and the Economy using the Workplace as a Platform

Indicator Title: 4.1	**Number of reports with list of skills in demand**
Definition	Skills list is annually published by the DHET through a government gazette
Assumptions	The DHET will compile and submit a skills list and use it to identify skills areas for prioritization and intervention
Disaggregation of Beneficiaries	Not applicable
Spatial Transformation	Not applicable
Reporting Cycle	Annually
Desired performance	One report is published annually over the MTSF implementation cycle
Responsibility	DHET (DHA)
Indicator Title: 4.2	**Number of monitoring reports on progress and blockages to be addressed**

Definition	The system's performance in the delivery of information on skills supply and demand, and reporting, providing both qualitative and qualitative information
Assumptions	The DHET will monitor and compile progress reports, highlighting implementation blockages. Based on the reports, the HRDC will decide on the course of action to be taken to address the identified challenges
Disaggregation of Beneficiaries	Not applicable
Spatial Transformation	Not applicable
Reporting Cycle	Quarterly
Desired performance	Four reports are published annually over MTSF's five-year implementation cycle, cumulatively producing 20 reports
Responsibility	DHET
Indicator Title: 4.3	**Partnerships between providers and private sector**
Definition	The number of partnerships initiatives between providers and business sector in creating work-based learning opportunities for students and trainees
Assumptions	Providers will increasingly facilitate partnerships with industry to create work-based learning opportunities
Disaggregation of Beneficiaries	Not applicable
Spatial Transformation	Not applicable
Reporting Cycle	Annually
Desired Performance	Actual performance that achieves the 100 formal partnerships target or more is desirable
Responsibility	DHET
Indicator Title: 4.4	**Number of learners/students placed in work-based learning programmes**
Definition	Number of learners or students placed in work-based learning opportunities from various sectors in the PSET system to gain necessary workplace learning
Assumptions	The WBL data is accurate and verified
Disaggregation of Beneficiaries	Gender, race, age and disability
Spatial Transformation	National.
Reporting Cycle	Quarterly/Annually
Desired Performance	Actual performance that achieves the 190 000 target or more is desirable
Responsibility	DHET (DPSA, Offices of the Premier [OTPs])
Indicator Title: 4.5	**Number of learners completing learnerships annually**
Definition	Number of learners who complete learnerships annually.
Assumptions	Data is accurate and verified.
Disaggregation of Beneficiaries	Gender, race, age and disability.

Spatial Transformation	National
Reporting Cycle	Annually
Desired Performance	The actual performance that achieves more the 53 000 target of learners who complete learnerships is desired
Responsibility	DHET (DPSA, OTPs)
Indicator Title: 4.6	**Number of learners completing internships annually**
Definition	Number of learners who completed internships annually
Assumptions	Data is accurate and verified
Disaggregation of Beneficiaries	Gender, race, age and disability
Spatial Transformation	National
Reporting Cycle	Annually
Desired Performance	The actual performance that achieves the 11 000 target or more of learners who complete internships is desired
Indicator Responsibility	DHET (DPSA, OTPs)
Indicator Title: 4.7 title	**Number of learners registered in skills development programmes annually**
Definition	The number of learners (employed and unemployed) enrolled in SETA-supported skills development programmes
Assumptions	Data is accurate and verified
Disaggregation of beneficiaries	Gender, race, age and disability.
Spatial transformation	Not applicable
Reporting cycle	Quarterly/Annually
Desired performance	Actual learner enrolment of 150 000 target or more is desirable
Responsibility	DHET
Indicator Title: 4.8	**Number of learners completing skills programmes annually**
Definition	The number of learners who complete SETA-supported skills programmes annually
Assumptions	SETAs set aside funding for specific skills deemed necessary for learner to actively participate in economic activities
Disaggregation of Beneficiaries	Gender, race, age and disability.
Spatial Transformation	Not applicable
Reporting Cycle	Quarterly/Annually
Desired Performance	Actual performance that achieves the 120 000 target or more is desirable.
Responsibility	DHET
Indicator Title: 4.9	**Number of learners entering artisanal programmes annually**
Definition	Number of new artisan learners defined in terms of the Skills Development Act (SDA) who enter the skills development system nationally are trained to qualify as artisans
Assumptions	Data is accurate and verified

Disaggregation of Beneficiaries	Reported information on the number of learners entering artisanal Gender, race, age and disability
Spatial Transformation	National
Reporting Cycle	Annually
Desired Performance	Actual performance that achieves more than the 365 375 target is desirable.
Responsibility	DHET
Indicator Title: 4.10	**Number of learners passing national artisan trade test annually**
Definition	The annually certified artisans [including employed workers]
Assumptions	Improved throughput rate of learners who have undergone apprenticeships or are due for a trade test based on their recognition of prior learning (RPL) status
Disaggregation of Beneficiaries	Gender, race, age and disability.
Spatial Transformation	Not applicable
Reporting Cycle	Annually
Desired performance	Actual performance that achieves the 26 500 target or more is desirable.
Responsibility	DHET
Indicator Title: 4.11	**Number of unemployed young people accessing various technical and vocational skills development programmes**
Definition	The number of unemployed young people enrolled in skills development programmes
Assumption	Skills programmes are likely to help ease the unemployment challenge facing mainly young people
Disaggregation of Beneficiaries	Gender, race, age and disability.
Spatial Transformation	Not applicable
Reporting Cycle	Quarterly/Annually
Desired Performance	Achievement of the 388 782 target or more is desired
Responsibility	DHET
Indicator Title: 4.12	**Number of SMMEs that are run by women and young entrepreneurs benefit from skills development programme**
Definition	The number of SMMEs, including cooperatives and their employees that are trained and supported in a range of entrepreneurship development programmes
Assumption	An audit of unregistered SMMEs would be conducted and that survivalist initiatives will be assisted with the registration in order to benefit from a range government support initiative
Disaggregation of beneficiaries	Gender, race, age and disability.

Spatial Transformation	Favours mainly historically disadvantaged including townships and rural areas
Reporting cycle	Quarterly/Annually
Desired performance	The actual performance that achieves the 7 250 target or more is desirable
Responsibility	DSBD (DHET, DWYPD, DTIC)
Indicator Title: 4.13	**SMMEs/co-operatives whose performance has improved or who have secured new opportunities through support provided by the DSI and its entities**
Definition	The number of SMMEs/co-operatives that are supported through research, development and innovation initiatives to improve their product quality, scale-up and market access. The indicator also refers to research, development and innovation projects that support women and youth working for SMMEs/co-operatives, with value-addition, product development, infrastructure, equipment and entrepreneurship skills. The assistance can also come in the form of non-technical assistance such as advice on policy, organising meetings with key stakeholders and advocacy work that will lead to funding opportunities from other sources outside the DSI.
Assumption	That sustained funding to support new SMMEs/cooperatives creation, and existing ones will be available. That when SMMEs/cooperatives are supported to secure a new business opportunity this may take time, as the development of the product may take time. The support could be in the form of organising meetings with key stakeholders across government, and meeting with the SMMEs/cooperatives to discuss key policy changes that they could take advantage of. The same SMME/cooperative may be supported over multiple years. Some projects will involve land allocation to SMMEs for plant propagation, pilot facilities and agri-businesses.
Disaggregation of Beneficiaries	Gender, race, age and disability.
Spatial Transformation	If possible, efforts should be made to focus on rural communities and township economy
Reporting Cycle	Mid-term/end-term
Desired Performance	High performance in growth and increase in the number of technology based SMMEs/cooperatives, sustainability of SMMEs/cooperatives and increased share of beneficiaries from designated groups is desired
Responsibility	DSI (DSBD, DWYPD, DTIC)
Indicator Title: 4.14	**Percentage of employed workers participating in various development programmes**
Definition	The proportion of employed workers who are participating in continuous skills and professional development programmes. Improved skills profile ensures greater level of productivity and adaptability to the changing needs of the labour market

Assumptions	The public and private providers will sustainably develop innovative measures to promote the uptake of relevant contact and distant online learning platforms. Funding to support the initiatives will be made available and employed workers will actively participate
Disaggregation of Beneficiaries	Gender, race, age and disability
Spatial Transformation	Not applicable
Reporting Cycle	Quarterly/Annually
Desired Performance	Achievement of the 60% target or higher is desired
Responsibility	DHET (DPSA, DoEL)
Indicator Title: 4.15	**Percentage of unemployed graduates register on-line programmes to upgrade and align their qualifications to the industry demand**
Definition	The number of unemployed graduates taking part in skills programmes that are required by the industry
Assumptions	Unemployed graduates will be eligible to and qualify to enrol in programmes and that funding will be made available for them to participate, including online programmes so that they can participate in productive economic activities
Disaggregation of Beneficiaries	Gender, race, age and disability
Spatial Transformation	Not applicable
Reporting Cycle	Quarterly/Annually
Desired Performance	New indicator
Responsibility	DHET (DWYPD)
Indicator Title: 4.16	**Number of NEET taking part in CETC occupational skills programmes and becoming economically active**
Definition	The number of NEET taking part in CETC occupational skills programmes, establishing small businesses, informal businesses or becoming self-employed
Assumptions	Collaboration with partners will ensure that appropriate expertise on entrepreneurship and the mentoring of small or informal businesses is cultivated
Disaggregation of beneficiaries	Gender, race, age and disability.
Spatial transformation	Not applicable
Reporting cycle	Quarterly/Annually
Desired Performance	New indicator: Students registered for the occupational skills programmes complete the programmes, get employed or establish small or informal businesses. The overall total shall be determined based on established enrolment trends
Responsibility	DHET (DWYPD)

PROGRAMME 5 – Developmental/Capable State

Indicator Title: 5.1	Effective systems for the development of technical skills in the public service
Definition	Improving the public service system's planning, coordination, monitoring and reporting capacity in the delivery of technical skills across government and entities
Assumptions	The 'Public Service HRD Strategy' (once approved) will articulate measures to be undertaken to operationalize an integrated human resource development ecosystem across the public service and entities
Disaggregation of Beneficiaries	Not applicable
Spatial Transformation	Not applicable
Reporting Cycle	Annually
Desired Performance	Fully integrated and functioning systems
Responsibility	DPSA
Indicator Title: 5.2	Percentage of partnerships established with education institutions and professional bodies
Definition	A legal form of agreement between a government department or entity and an education institution or private entity with the common aim of increasing and improving the public service HRD interventions. It measures the extent of exchange or collaborative arrangements that advance responsive HRD measures for the deployment of capable personnel to improve public service capacity
Assumptions	An approved 'Public Service HRD Strategy' will articulate the required capacity needed to operationalize an integrated system
Disaggregation of Beneficiaries	Not applicable
Spatial Transformation	Not applicable
Reporting cycle	Quarterly/Annually
Desired Performance	At least 90% of the departments have some form of formal arrangements such as signed Memorandum of Agreement (MoA) /Memorandum of Understanding (MOUs). The actual number of personnel shall be established through the agreements
Responsibility	DPSA (DPE, DHET)
Indicator Title: 5.3	Percentage of apprenticeships, learnerships and internships opportunities created
Definition	The absolute number of work-based opportunities created in the public service and other state entities

Assumptions	When the fiscus is stronger and the revenue is 'healthy', the public service will create more opportunities for graduates who want to learn basic professional skills and students who want to complete their training
Disaggregation of Beneficiaries	Gender, race, age and disability
Spatial Transformation	Not applicable
Reporting cycle	Quarterly/Annually
Desired performance	The actual performance that achieves the 33% target or higher is desired
Responsibility	DPSA (DHET, DPE, DoEL, OTPs)
Indicator Title: 5.4	**Percentage of newly recruited public servants trained in compulsory induction programme**
Definition	The proportion of newly appointed officials of government who are formally inducted into the service. Like in any workplace, induction is the first step to familiarise an employee about performance expectations
Assumptions	A new employee requires orientation to quickly adapt to the new environment and productively render the service for which one is employed to do
Desegregation of Beneficiaries	Gender, race, age and disability
Spatial Transformation	Not applicable
Reporting Cycle	Quarterly/Annually
Desired Performance	All newly appointed government officials are trained in the programme
Responsibility	DPSA
Indicator Title: 5.5	**Percentage of public servants trained in the Breaking the Barriers to Entry Programme**
Definition	The proportion of government officials trained in the Breaking the Barrier Programme
Assumptions	Resources are available to conduct the training
Desegregation of beneficiaries	Gender, race and disability
Spatial transformation	Not applicable
Reporting cycle	Quarterly/Annually
Desired performance	Actual performance that achieves the 50% target or higher is desired
Responsibility	DPSA
Indicator Title: 5.6	**Percentage of public servants trained in Administration**
Definition	The proportion of government officials trained in administration

Assumptions	Resources will be made available and trained officials will perform their duties better
Desegregation of beneficiaries	Gender, race and disability
Spatial transformation	Not applicable
Reporting cycle	Quarterly/Annually
Desired performance	Achievement of the 30% target or more is desired
Responsibility	DPSA
Indicator title: 5.7	**Percentage of public servants trained in Management**
Definition	The proportion of government officials trained in management to improve their management competencies
Assumption	Such programme would enhance management in the performance of the functions, and that the officials will take part in the programme
Desegregation of beneficiaries	Gender, race, age and disability
Spatial Transformation	Not applicable
Reporting Cycle	Quarterly/Annually
Desired Performance	Achievement of the 30% target or higher is desired
Responsibility	DPSA
Indicator Title: 5.8	**Percentage of public servants trained in Leadership**
Definition	The proportion of government officials trained in leadership
Assumption	Such programme would enhance leadership capabilities and performance of institutions, and that the target officials will take part in the programme
Desegregation of beneficiaries	Gender, race and disability
Spatial Transformation	Not applicable
Reporting cycle	Quarterly/Annually
Desired performance	Achievement of the 10% target or higher is desired
Responsibility	DPSA
Indicator Title: 5.9	**Percentage of staff attending industrial and economic opportunities development programme**
Definition	The proportion departmental officials who attend industrial and economic opportunities development programme
Assumptions	Improved capacity of the *'state'* to drive economic and industrial development initiatives
Desegregation of beneficiaries	Gender, race, age and disability
Spatial transformation	Not applicable

Reporting cycle	Quarterly/Annually
Desired performance	Achievement of the 10% target or higher is desired
Indicator Responsibility	DTIC
Indicator Title: 5.10	**Number of high schools offering maritime subjects**
Definition	The number of mainstream public secondary schools offering maritime subjects as part of the curriculum to prepare learners to participate in the ocean economy
Assumptions	If signed, a MOU between the DBE and South African International Maritime Institute (SAIMI) will pave way for the introduction of the subjects for public schools located mainly in coastal areas
Desegregation of Beneficiaries	Not applicable
Spatial Transformation	Not applicable
Reporting cycle	Annually
Desired performance	New indicator: Integration of maritime subjects into the curriculum, and the target number of the schools offering the subjects will be determined and achieved
Responsibility	DBE
Indicator Title: 5.11	**Number of TVET colleges offering maritime studies**
Definition	The number of public TVET colleges offering maritime studies for students who want to pursue careers in the ocean economy
Assumptions	An increase in the number of TVET colleges offering the programmes would supply the industry with the needed technical skills, and in the main, formalize the sector into profitable business for local cultivators, communities and the value-chain
Desegregation of Beneficiaries	Not applicable
Spatial Transformation	Targeting TVET in coastal areas
Reporting Cycle	Annually
Desired Performance	Achievement of the target of five TVET colleges that offer maritime programmes is desired
Responsibility	DHET
Indicator Title: 5.12	**Number of university students studying masters degrees in maritime studies**
Definition	The number of masters students enrolled in the maritime studies
Assumptions	The growth in academic output in the sector would contribute and strengthen intellectual capacity and potentially contributes to the sector's development as a profitable industry

Desegregation of Beneficiaries	Gender, race, age and disability
Spatial Transformation	Not applicable
Reporting Cycle	Annually
Desired Performance	New indicator
Responsibility	DHET