Policy Brief: Performance on the 2019-2024 MTSF, Priority 3: Education, Skills and Health (1)

Parliamentary Budget Office

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1. Purpose

The purpose of this brief is to provide Members of Parliament (MPs), specifically the Finance and Appropriations Committees with:

- Performance on the National Development Plan (NDP), 2030 through an assessment of the progress made with the achievement of targets for the 2019-2024 Medium Term Strategic Framework (MTSF)
- An assessment of the alignment of National Departmental Annual Performance Plans (APPs) with the 2019-2024 MTSF

2. Introduction and Background

As part of the Parliamentary Budget Office's support to the oversight process, the Office provides analysis that specifically assist MPs to determine how the budget programmes have been supporting the implementation of the National Development Plan (NDP), 2030.

The 2019-2024 MTSF acknowledges that the NDP Vision 2030 is government's blueprint to unite all South Africans to address the triple challenges of unemployment, poverty and inequality (UPI). Although the NDP is government's long-term plan, several medium-term interventions have been identified to reach the longer-term goals. One of the pressing problems facing South Africa is the absence of faster and sustained inclusive growth. South Africa needs to improve productive capacity, human capital and state capability mainly through broad-based investments to address unemployment and livelihood insecurities facing citizens.

The 2019-2024 Medium-Term Strategic Framework (MTSF) is South Africa's second 5-year implementation plan for the NDP. The MTSF consists of 7 priorities, 81 outcomes, 337 interventions and 561 indicators. The 2019-2024 MTSF sets out the interventions per department or relevant government institution that will advance the seven priorities adopted by government:

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

This analysis concentrates only on progress within government programmes on the targets set for 2024 relating to the outcomes for priority 3: Education, skills and health, specifically focusing on the outcomes for basic education and higher education and training, with the outcomes for health reported separately.

Basic Education

- Improved school-readiness of children
- 10-year-old learners enrolled in a publicly funded schools read for meaning
- Youths better prepared for further studies and the world of work beyond Grade 9
- Youths leaving the schooling system more prepared to contribute towards a prosperous and equitable South Africa
- School physical infrastructure and environment that inspires learners to learn and teachers to teach

Higher Education

- Expanded access to post school education and training (PSET) opportunities
- Improved success and efficiency of the PSET system
- Improved quality of PSET provisioning
- A responsive PSET system

According to the Medium-Term Strategic Framework (MTSF) mid-year report, compiled by the Department of Planning Monitoring and Evaluation (DPME) for April to September 2021 on priority 3: Education, skills and health, the proxy for quality education is tracked through the number of learners achieving 60 per cent and above in Maths and Science in grade 12. The pass rates in Mathematics and Physical sciences were lower in 2019 than in 2017.

The 2020 Trends in International Mathematics and Science Study (TIMSS) results show improvement in grade 9 learner performance from 372 and 358 in 2015 to 389 and 370 in 2019, in maths and science respectively. However, TIMSS for grade 5 results show that the average scores achieved in 2019 are 374 and 324 for maths and science respectively. Maths results show a slight drop from 376 in 2015. The target for both subjects are 426 by 2023.

 PSET access has continued to increase with many more students attending University and Technical Vocational Education Training (TVET) sectors. Student enrolments at public universities reached 1 085 522 in 2020 (not audited), reflecting a one per cent (10 610) increase when compared with 2019 (1 074 912).

3. Methodology

Departmental APPs are used as the source of data to determine progress. This preferred source for data is based on the assumption that if performance indicators are included in departmental APPs they are automatically linked to a budget programme and therefore funded, monitored and audited through the standard government performance management system within the legal framework provided by the Public Finance Management Act (PFMA), 1999 (Act 1 of 1999).

The performance information from the implementations plans of the 2019-2024 MTSF have been arranged per lead department, including the indicators, baselines, targets and current estimated performance on the interventions identified to achieve the outcomes of the priorities for the 5-year period. The estimated outcomes on targets set per indicator as per the 2022/23 APPs of the relevant national department, for 2021/22 have been compared with the targets set in the 2019-2024 MTSF (See annexure). In several instances the actual outputs since 2019/20 have been included, specifically when the target for 2024 reflects an accumulative number over the 5-year period. To be able to provide the most resent outcomes, the quarterly performance reports as at the end of 2021/22 were also consulted. It should be noted that the performance for 2021/22 is still estimates or preliminary outcomes and actual performance still needs to be verified by the Auditor General of South Africa (AGSA).

4. Contributions and findings per outcome

The Departments of Basic Education and Higher Education and Training are the two main departments responsible for the implementation of the education and skills programmes for priority 3: Education, skills and health.

4.1. Department of Basic Education

The Department of Basic Education aims to make an impact by:

- Expanding access to pre-schooling to 95 per cent and to improve the quality of ECD
- Allowing more children in the foundation phase to acquire levels of literacy and numeracy required for meaningful lifelong learning by 2024
- Improving quality of learning outcomes in the intermediate and senior phases, with inequalities reduced by 2024
- Allowing more learners to obtain a national senior certificate (NSC) with marks above 60 per cent in critically important subjects by 2024
- Improving quality of teaching and learning through provision of appropriate infrastructure

The following programmes have been identified.

4.1.1. Early Childhood Development (ECD)

Two of the four indicators to measure performance on ECD are reported on, in the APP of the Department. To be able to improve the school readiness of children the Department of Basic Education has produced an approved national report on the development of a new funding model for ECD as planned for 2021/22. The first early learning national assessment report has been completed. Progress on targets set for the amendment of legislation to regulate the new ECD landscape by 2021, and to make the ECD Education Management Information System operational by 2024 were not found in the department's APP.

4.1.2. Foundation phase

The specific MTSF indicators to measure progress of 10-year old learners' (enrolled in publicly funded schools) ability to read for meaning could not be found in the APP. In some instances, the department included indicators that could be linked to the outcome. For example, progress has not been reported on the number of learners with disabilities enrolled in a formal education programme. An Annual Sector Report has, however been produced on the number of learners in public special schools.

4.1.3. Intermediate and senior phases

For the youth to be better prepared for further studies and the world of work beyond Grade 9, the Department undertook that by 2024 learning outcomes in Grades 6 and 9 in critical subjects would be reflected in the new systemic evaluation system. Specific indicators to measure the implementation of a new systemic evaluation system and the accountability system for district and school management were not included in the department's annual performance plan. Therefore, progress on performance could not be determined. A sector report on the provision of maths and English First Additional Language (EFAL) textbooks has been provided instead of information about the percentage of learners that have access to these textbooks.

The Department reports on the number of quarterly monitoring reports. It tracks the percentage of Funza Lushaka graduates placed within six months instead of the percentage of bursary holders that are placed in schools within 6 months of completion of their studies. The Department produced a report on the implementation of the General Education Certificate

(GEC). It is, however unclear when a policy pertaining to the conduct, administration and management of the GEC ready in Grade 9 will be finalised, as required.

4.1.4. National senior certificate (further education & training band)

To prepare the youth leaving the school system to contribute towards a prosperous and equitable life the Department aims to increase the number of learners that obtain a National Senior Certificate (NSC) with marks above 60 per cent in critically important subjects by 2024.

Out of eight indicators the Department demonstrates performance progress in only one indicator, which is the number of learners achieving subject passes towards a matric qualification. An estimated total of 62 925 learners achieved subject passes towards a matric qualification at the end of 2021/22 against a target of 60 000 for 2024.

4.1.5. Basic education infrastructure

The Department of Basic Education aims to make an impact by providing schools with physical infrastructure and an environment that inspires learners to learn and teachers to teach.

The Department completed 79 Accelerated Schools Infrastructure Delivery Initiative (ASIDI) schools between 2019/20 and 2021/22 against a target of 122 for 2024. A total of 1 401 schools had been provided with sanitation facilities by the end of the 2021/22 financial year against a target of 3 898 for 2024. Three hundred and seven special and multi-grade schools had access to electronic devices (including tablets) at the end of the 2021/22 financial year. The procurement and distribution of access to ICT devices are monitored, but the Department did not specifically report on the outputs per province.

The Department did not include indicators to measure progress on the number of schools that are connected for teaching and learning or whether state owned textbooks are digitalised.

4.2. The Department of Higher Education and Training

The Department aims to make an impact on: improved economic participation and social development of students. The following programmes have been identified.

4.2.1. Expanded access to Post School Education and Training (PSET) opportunities

Eleven indicators were identified to measure improvement on the economic participation and social development of the youth. Six of these indicators were not included in the Department's APP. The lack of reporting on access to PSET opportunities in the APP of the Department makes the determination of progress difficult.

To expand access to PSET opportunities, the Department has submitted a proposed framework for a new student funding policy for approval. Progress has been reported on the number of learners entering artisanal programmes annually. Only 10 302 learners entered artisanal programmes in 2021/22 against a target of 21 500. The estimated target for 2024 is 36 375. To expand access to PSET, four TVET colleges established disability support units in 2021/22.

4.2.2. Improved success and efficiency of the PSET system

Six indicators were identified to improve the success and efficiency of the PSET system of which four of these indicators were not included in the Department's APP. The Department reported that 99.99 per cent of Community Education and Training (CET) colleges were compliant with the policy on the conduct and management of examination and assessment. Irregularities in the moderation of site based assessment writing of examinations, and marking of scripts still exist.

The Department enrolled 3 500 students in the prevocational learning programme at Technical Vocational Education Training (TVET) colleges by the end of 2021/22. In terms of the current progress the target of 4 000 TVET students should be achieved by 2024. The eradication of certification backlogs has been improved by 98.36 per cent in 2021/22. The backlog should be eradicated by 2024.

4.2.3. Improved quality of PSET provisioning

To improve the quality of PSET and provisioning, the Department of Higher Education and Training targets to instil standards of governance in universities, TVETs, Sector Education and Training Authority (SETAs) and CETCs. Progress reported by the Department shows that by the end of 2021/22, they will meet the targeted standard of good governance. The Department made progress on filling positions for the new Generation of Academic Programmes (nGAP) at universities every year and the Department estimates that 49 per cent of university lecturers will hold doctoral degrees in 2022. The target for 2024 is 51 per cent. Progress has also been made with universities that meet the standards of good governance.

The Department did not include indicators in the APP to measure the number of universities offering accredited TVET college lecturer qualification, standard of good governance for all institutional types, proportion of TVETs that meet standard of good governance and the proportion of universities of technology that have developed articulation plans for TVET colleges.

4.2.4. A responsive PSET system

To produce a responsive PSET system, all colleges offer digital literacy as a compulsory component of the life skills and computer literacy subject within the National Certificate Vocational (NCV) qualification. To ensure alignment with industry needs, specifically in the economic sectors, employment and infrastructure development cluster, 15 new or revised subject curricula were approved for TVET colleges.

A report on the implementation of the Entrepreneurship Development in Higher Education (EDHE) is produced annually. The aim is to implement student-focused entrepreneurship development activities at 26 universities at the end of the MTSF. As at the end of 2021/22, 18 universities implemented entrepreneurship development activities. Technical Vocational Education Training (5) and Community Education Training colleges (1) have also been supported to establish hubs or programmes to promote entrepreneurship.

4.3. Other departments

The departments of Employment and Labour, Agriculture, Land Reform and Rural Development and Science and innovation are also contributing to the improvement of economic participation and social development of students.

4.3.1 Department of Employment and Labour

Over the 2019-2024 MTSF period, the Department of Employment and Labour (DEL) will train unemployed individuals through the Unemployment Insurance Fund (UIF). In addition, through the Labour Activation Programme, the Department will administer the training of unemployed beneficiaries and future beneficiaries. In addition, the Department will work with the Department's Career Development Service (CDS) division and Khetha, to provide career advice, guidance and information to people from the schooling system, into the PSET system and into the world of work. The Employment Services South Africa system will be integrated with the National Career Advice Portal of the Department.

The 2019-2024 MTSF target for the provisioning of learning opportunities for UIF contributors is 167 000. Progress on this specific target is not reported in the APP.

4.3.2   Department of Agriculture, Land Reform and Rural Development

The Department of Agriculture, Land Reform and Rural Development will support the enrolment of students for a Diploma in Agriculture at agricultural colleges. Between 2019/20 and 2021/22, 2 595 students enrolled in diploma in agriculture at agricultural colleges. The cumulative enrolment target for 2024 is 3 200.

4.3.3   Department of Science and innovation

To ensure a responsive PSET system the Department committed to do two intellectual property (IP) awareness sessions per year in TVET colleges. The aim is also to reach 600 000 people through outreach, awareness and training programmes in space science. Progress on performance on IP awareness could not be found in the APP.

An alternative indicator (to the specific MTSF indicator), on IP awareness, in the APP is to promote public awareness of and engagement with science conducted, as reflected in the reports of the NRF and other implementing and collaborative partners. The target of nine for this output has not been achieved in 2021/22. Another alternative indicator is the number to youth engaged through outreach, awareness and training programmes in space science. This is a new indicator and a target of 1 000 is set for 2022/23.

5.   Summary

The PBO assists Members of Parliament on an ongoing basis by identifying inefficiencies or constraints with the implementation of budgets and plans. Some of these constraints involve matters such as content, context or capacity. These constraints, although technical, affect performance and monitoring and evaluation on government's outputs.

Departments contributing to priority 3: Education and Skills identified a total of 71 indicators to measure the performance on the interventions to make an impact on poverty, inequality and unemployment. Forty-two (59%) of these indicators are new and 29 (41%) indicators could not be located in the APPs of the relevant departments. This technical finding in the analysis means that:

- Oversight bodies, such as Parliament and the public cannot determine the progress made on 41 per cent of the interventions/actions identified for education and skills, to implement the National Development Plan (NDP)/MTSF
- The development of new indicators is acknowledged, specifically if previous interventions/actions did not make an impact. It should be noted that departments need to ensure that systems are in place to collect the data for reporting on the targets
- If priority indicators are not reflected in APPs the outcome may be that government funds could be allocated to outputs that are not prioritised
- If the MTSF indicators are not reflected in the APPs they will also not be audited

In many instances the nine provinces provide services on behalf of the national Department of Basic Education. In such instances it would be expected if the national DBE consolidates the standard outputs of the nine provinces to better reflect the total performance on basic education.

In many instances, the Department of Basic Education produces reports on specific interventions as outputs, which are not published. To ensure transparency and access to

performance information these reports should be published with the quarterly performance reports on the website of the national Department.

In addition to the technical shortcomings in terms of performance information, departments that contribute to the outcomes for priority 3 have not achieved their annual targets. Continuous underperformance on annual targets will lead to the under achievement of the targets set for 2024.

If performance on education and skills development are not improved, the targets of the 2019-2024 MTSF and NDP will not be achieved by 2030.

Table 1: Early Childhood Development

Responsible Department [MTSF]	Indicators [MTSF]	Baseline [MTSF]	Target[MTSF]	Estimated outcome 2021/22 [APP]
Department of Basic Education	Amendment of legislation to regulate the new ECD landscape	New indicator	Amendment of NEPA, SASA, and Children's Act completed within 9 months of cabinet proclamation on change Approved costed plans by 2021	Not in APP
Department of Basic Education	Develop new funding models for ECD delivery	New indicator	Approved Funding model by 2023	Approved National Report on the development of a new funding model for ECD.
Department of Basic Education	Operationalise an ECD Education Management Information System	New indicator	ECD Education Management Information System operational by 2024	Not in APP
Department of Basic Education	School readiness assessment system	New indicator	School Readiness Tool Assessment System operational by 2021	Approved National Report on the First Early Learning National Assessment

Table 2: Foundation Phase

Responsible Department [MTSF]	Indicators [MTSF]	Baseline [MTSF]	Target[MTSF]	Estimated outcome 2021/22 [APP]
Department of Basic Education	Lesson plans for home language literacy in Grade 1-3 have been developed in all languages	New indicator	All languages have a Grade 1-3 language literacy lesson plans	A new indicator in the APP that does not speak to the target in the MTSF. APP outlines the number of schools monitored for home languages in which Literacy Grades 1-3 Lesson Plans have been developed for terms 1 to 4.
Department of Basic Education	National Reading Plan for primary schools implemented	National Reading plan by 2020	All provinces implementing National Reading Plan	Not in APP
Department of Basic Education	All schools implement Early Grade Reading Assessments to support reading at required level by Grade 3	New indicator	100% of schools have received Early Reading Assessments	New indicator in the APP that does not speak to the target in the MTSF. APP outlines the number of underperforming schools monitored on the implementation of the Early Grade Reading Assessment (EGRA)

Responsible Department [MTSF]	Indicators [MTSF]	Baseline [MTSF]	Target[MTSF]	Estimated outcome 2021/22 [APP]
Department of Basic Education	Coding and Robotics curriculum implemented	New indicator	Curriculum in place by 2021	New indicator in the APP. number of schools monitored for piloting the Coding and Robotics Curriculum
Department of Basic Education	Availability of reading material for Grade 3 learners in indigenous languages	New indicator	100% of Grade 3 learners who learn through indigenous languages have graded reading books	Not in APP
Department of Basic Education	% of foundation phase teachers trained on teaching reading and numeracy	New indicator	100% of foundation phase teachers trained in teaching reading and numeracy	Not in APP
Department of Basic Education	Number of learners with disabilities enrolled in formal education programmes.	New indicator	All learners with disabilities enrolled by 2024	An Annual Sector Report is produced on the number of learners in public special schools.

Table 3: Intermediate and senior phases

Responsible Department [MTSF]	Indicators [MTSF]	Baseline [MTSF]	Target[MTSF]	Estimated outcome 2021/22 [APP]
Department of Basic Education	Number of districts in which teacher development has been conducted as per district improvement plan	New indicator	2024: all districts	Approved National Report on monitoring the functionality of Provincial Teacher Development Institutes and District Teacher Development Centres
Department of Basic Education	New Systematic Evaluation is operational	New indicator	In all provinces	Not in APP
Department of Basic Education	Percentage of learners with access to required maths and EFAL textbooks in Grade 6 and 9	Grade 6: 85% (SMS 2017) Grade 9: 89% (SMS 2017)	2024:100%	Approved Annual Sector Report on the learners provided with Mathematics and EFAL textbooks in Grades 3, 6, 9 and 12. (Actual percentage is required)
Department of Basic Education	Coding and Robotics curriculum implemented	New indicator	Coding and Robotic curriculum in place by 2023	New indicator: Number of schools monitored for piloting the Coding and Robotics curriculum.
Department of Basic Education	Percentage of Funza Lushaka bursary holders placed in schools within 6 months upon completion	84% (POA)	90% by 2024	New indicator. Number of quarterly monitoring reports tracking the percentage of Funza Lushaka graduates placed within six (6) months upon confirmation that the bursar has completed studies.
Department of Basic Education	A better accountability system for district and school management agreed	Agreement not in place	A fully functional system is in place by 2024	Not In APP

Responsible Department [MTSF]	Indicators [MTSF]	Baseline [MTSF]	Target[MTSF]	Estimated outcome 2021/22 [APP]
Department of Basic Education	A policy pertaining to the Conduct, administration and management of General Education Certificate ready in Grade 9	New indicator	First GEC examination piloted by 2022	Annual report is produced on the implementation of the General Education Certificate

Table 4: National senior certificate (further education & training band)

Responsible Department [MTSF]	Indicators [MTSF]	Baseline [MTSF]	Target[MTSF]	Estimated outcome 2021/22 [APP]
Department of Basic Education	Skills subjects introduced that are relevant to 4IR (Robotics, Coding and digital learning)	Pilot results not released yet by DBE	Coding, robotics and other 4IR subjects in place by 2024	Not in APP
Department of Basic Education	Number of teachers trained in maths and language content methodology	New indicator	All teachers qualifying for training trained by 2024	Not in APP
Department of Basic Education	Programmes implemented to enhance performance in second chance NSC pass	New indicator	All programmes fully functional	Not in APP
Department of Basic Education	% of Schools of Skills implementing technical-occupational curriculum	Three Stream model pilot completed in 2020	100% of Schools by 2024	Not in APP
Department of Basic Education	Number of ordinary schools implementing technical-occupational curriculum	New Indicator	1 007 schools by 2024	Not in APP
Department of Basic Education	Number of learners achieving subject passes towards a matric qualification	New Indicator	60 000 learners by 2024	62 925
Department of Basic Education	Number of unemployed youths trained in an accredited course in general maintenance of school buildings	New Indicator	At least 710 youth trained within the 71 education districts	Not in APP
Department of Basic Education	Number of Focus Schools for high-tech, maritime, aviation, arts and science	New Indicator	5 types of Focus Schools introduced by 2024	Not in APP

Table 5: Basic education infrastructure

Responsible Department [MTSF]	Indicators [MTSF]	Baseline [MTSF]	Target[MTSF]	Estimated outcome 2021/22 [APP]
Department of Basic Education	Number of ASIDI schools completed and handed over for use	166 ASIDI schools in 2018/19 (215 cumulatively from 2011)	122 additional ASIDI schools completed and handed over for use (cumulatively 337 by 2024)	21
Department of Basic Education	Number of schools that are provided with appropriate sanitation facilities through Sanitation Appropriate for Education Initiative	19465 schools (Sanitation Appropriate for Schools (SAFE) report, 2018)	3 898 schools to have reached practical construction completion by 31 March 2022	1 000
Department of Basic Education	Number of special and multi-grade schools with access to electronic devices (including tablets)	DBE to provide after survey determining access to different electronic devices at these schools	Target to be determined after the survey	307
Department of Basic Education	Schools with access to ICT devises	Access at different levels across provinces	All provinces meet their targets for ICT devices including tablets	Approved Annual Sector Report on The monitoring of procurement and distribution of Information and Communications Technology (ICT) devices
Department of Basic Education	Education faculty management system is developed at Provincial Level	New indicator	System will be operational by 2021	Not in APP
Department of Basic Education	Number of schools connected for teaching and learning	New indicator	All schools connection by 2024	Not in APP
Department of Basic Education	Digitised text books	All high enrolment subject textbooks and workbooks digitised	Digitalise all state owned textbooks	Not in APP

Table 6: Expanded access to PSET opportunities

Responsible Department [MTSF]	Indicators [MTSF]	Baseline [MTSF]	Target[MTSF]	Estimated outcome 2021/22 [APP]
Department of Higher Education and Training	Enrolment plans in place for universities, TVET and CET colleges are developed and implemented	Costed enrolment plans submitted	Five-year enrolment plans approved and all institutions enrol students accordingly	No estimated outcome for CET in 21/22 Reviewed Enrolment Planning Statement for the cycle 2023 -2025 for universities approved Three-year enrolment plan with differentiation in programme enrolment approved annually
Department of Higher Education and Training	Number of TVET Colleges with Disability Support Units established	New indicator	4	Four units
Department of Higher Education and Training	Program to build, refurbish, maintain and expand universities, TVET and CET colleges is implemented on time	List of TVET college projects attached for monitoring	All budgeted infrastructure Projects are completed on Time	A list of 11 colleges has been included in the APP. This is also part of the district development model for completion in 2023 and 2024. The progress and completion needs to be monitored
Department of Higher Education and Training	Number of learners entering artisanal programmes annually	Artisan registrations: 31 375 (2018)	Artisan registrations: 36 375	16 218 in 2019/20 20 000 in 2020/21 10 302 in 2021/22
Department of Higher Education and Training	Number of youths participating in Public Employment Programmes	58 707 (2019/20)	54 840 by 2024	Not in APP
Department of Employment and Labour	Number of UIF contributors provided with learning opportunities	3 434	167 000 by 2024	Not in APP
Department of Higher Education and Training	Approved integrated financial aid policy, implementation plan and sustainable funding in place	No policy in place for dealing with the missing middle is in place	An approved policy, implementation plan and funding strategy	Proposed framework for a new student funding policy submitted to the Minister for approval for consultation by 31 March 2022
Department of Higher Education and Training	Efficient NSFAS IT system in place	Weak NSFAS IT system	Elimination of delay in disbursement of NSFAS funds	Not in App
Department of Higher Education and Training	New CET funding model, norms and standards in place	Outdated funding, norms and standards in place	New CET funding model, norms and standards approved by 2021	Not in APP
Department of Higher Education and Training	Targets in the SLA between DHET and SETAs to improved performance are met	Percentage of targets in the SLA met	100%	Skills Strategy approved by the Minister by 31 December 2021

Responsible Department [MTSF]	Indicators [MTSF]	Baseline [MTSF]	Target[MTSF]	Estimated outcome 2021/22 [APP]
Department of Higher Education and Training	Guidelines for the DHET bursary scheme for students at public universities in place annually	2019 Guidelines	Guidelines for the DHET bursary scheme for students at public universities approved by the Minister in December annually for the following academic year	Updated guidelines for the implementation of the DHET Bursary scheme for poor and working-class students at public universities submitted to the Minister for approval by 31 December 2021
Department of Agriculture, Land Reform and Redistribution	Number of students enrolled in diploma in agriculture at agricultural colleges	Enrolment for 2018 was 1 969	Cumulative enrolment target for 2024 is 3 200	2019/20=886 2020/21=743 2021/22= 966 Cumulative: 2 595

Table 7: Improved success and efficiency of the PSET system

Responsible Department [MTSF]	Indicators [MTSF]	Baseline [MTSF]	Target[MTSF]	Estimated outcome 2021/22 [APP]
Department of Higher Education and Training	Advocacy campaign on the use of Open Access LTSM is undertaken	New indicator	Advocacy campaigns on the use of Open Access LTSM conducted annually	Not in APP
Department of Higher Education and Training	Number of funded university capacity development plans	New Indicator	26 funded university capacity development plans in place.	Not in APP
Department of Higher Education and Training	Final Policy on conduct, management and administration of examinations and assessment approved	Old Policy in place	Final Policy on conduct, management and administration of examinations and assessment approved by 31 March 2022	99.5% in 2020/21 99.99% of CET colleges compliant with the policy on the conduct and management of examination and assessment per annum (Irregularities in the following areas: Moderation of Site Based Assessment Writing of examinations, and marking of scripts.
Department of Higher Education and Training	Number of TVET students enrolled in the prevocational learning programme (PLP) annually	368 (TVET)	4 000	3 000 in 2019/20 3 597 in 2020/21 3 500 in 2021/22 estimated
Department of Higher Education and Training	Percentage improvement in the eradication of certification backlog	Current backlog for NATED is 15 862 and 4 828 for N(C)V (2018 POA)	100% by 2024	98.36%
Department of Higher Education and Training	Policy on number of national assessment for TVET in place	Old Policy in place	New policy in place by 2021	Not in APP

Table 8: Improved quality of PSET provisioning

Responsible Department [MTSF]	Indicators [MTSF]	Baseline [MTSF]	Target[MTSF]	Estimated outcome 2021/22 [APP]
Department of Higher Education and Training	Number of universities offering accredited TVET college lecturer qualifications	5 Universities	10 universities	Not in APP
Department of Higher Education and Training	Number of new nGAP lecturer posts allocated to universities through the nGAP	New indicator	A minimum of 85 per annum	100
Department of Higher Education and Training	Proportion of university lecturers (permanent instruction/ research staff) who hold doctoral degrees	46% (2018) proportion of university lecturers who hold PhD	51%	49%
Department of Higher Education and Training	Good governance standards for all institutional types are in place	New indicator	Good governance standards for all institutional types approved and implemented by 2021	Not in APP
Department of Higher Education and Training	Percentage of universities that meet standard of good governance	New indicator	95% universities that meet standard of good governance	80%
Department of Higher Education and Training	Percentage of TVETs that meet standard of good governance	New indicator	95% TVETs that meet standard of good governance	Not in APP
Department of Higher Education and Training	Percentage of CETCs that meet standard of good governance	New Indicator	95% CETCs that meet standard of good governance	95%
Department of Higher Education and Training	Percentage of SETAs that meet standard of good governance	New Indicator	95% SETAs that meet standard of good governance	95%
Department of Higher Education and Training	Allocated SETA grants paid on time to employers	New indicator	100% allocation disbursed on time	New indicator
Department of higher Education and Training	Percentage of universities that have developed articulation implementation plans with TVET colleges	New Indicator	80% of University of Technologies (UoTs)	A baseline report for articulation implementation between TVET colleges and Universities approved by the Director-General on 16 March 2022.
Department of higher Education and Training		New Indicator	80% of comprehensive Universities	3 (Should be in percentages)
Department of higher Education and Training		New Indicator	80% of Traditional Universities.	Not in APP

Table 9: A responsive PSET system

Responsible Department [MTSF]	Indicators [MTSF]	Baseline [MTSF]	Target[MTSF]	Estimated outcome 2021/22 [APP]
Department of Higher Education and Training	Number of protocols signed with industry to place TVET College students and lecturers for workplace experience	New indicator	All TVET colleges sign protocols with industry and place learners for workplace experience accordingly	New indicator
Department of Higher Education and Training	TVET Colleges Community Colleges curriculum to align with industry needs	New indicator	5 subject curricula for TVET Colleges reviewed	15 new or revised subject curricula
Department of Higher Education and Training	Number of TVET hubs Established to promote entrepreneurship	New indicator	9 hubs	New Indicator
Department of Higher Education and Training	Number of TVET colleges with compulsory digital skills training	New indicator	25	All TVET colleges
Department of Higher Education and Training	SETAs develop credible sector plans, which include forecasting	New indicator	SETAs fund programs identified through research that meet the needs of emerging and small enterprises in TVET and CETC	New Indicator
Department of Higher Education and Training	Percentage of NEET taking part in CETC occupational skills programs becoming economically active	**No Baseline**	90% NEET taking part in CETCs becoming economically active	Not in APP
Department of Higher Education and Training	Number of universities that are implementing student-focussed entrepreneurship development activities	26 universities	All public universities (26) are implementing student-focused entrepreneurship development programmes	Programme approved
Department of Higher Education and Training	Number of TVET colleges That are implementing student-focussed entrepreneurship development activities	New Indicator	All public TVET Colleges (50) are implementing student-focused entrepreneurship development programmes	New indicator
Department of Science and Innovation	Number of IP awareness sessions in TVET colleges conducted	New indicator	A minimum of 2 per annum	Not in APP
Department of Science and Innovation	Number of people reached through outreach, awareness and training programmes in Space Science	New indicator	600 000 (cumulative) (120 000 people per year)	Not in APP