



CAPABILITIES OF SOUTH AFRICANS

INTRODUCTION

South Africa has continued to invest in the development of South African capabilities. Government investment in developing the capabilities of its people extends from early childhood development (ECD) through to skills development. Investments in all stages of the education and skills system are fundamental to building the capabilities of South Africans, developing their social assets, and ultimately addressing the triple challenge of poverty, inequality and unemployment. To build effective capabilities, access to quality ECD is needed for all children, especially those in vulnerable groups. Access to quality ECD needs to be supplemented with quality schooling that leads to effective post-school education and training (PSET). To develop skilled individuals, the country must address structural barriers in tertiary institutions, while making dedicated investments to ensure labour activation. These need to happen in tandem with skills review processes to ensure appropriate improvements in learning and skills levels.

At the same time, South Africans also depend on improvements to the health sector to strengthen its management, financing and delivery. The health of South Africa's people underpins the health of the country as a whole, and its ability to grow and thrive. Health outcomes have improved, but the dual and unsustainable health system, characterised by high costs of care in the private sector, continues to place a burden on the country.

Education and training

Early childhood development

Access to Grade R is almost universal. Since 2009, more than 90 percent of learners in Grade 1 have previously attended Grade R. The General Household Survey indicates that the percentage of children between the ages of 0 and 4 participating in ECD programmes has increased from 8 percent in 2002 to 42 percent in 2017. Despite these dramatic improvements in early learning, quality and access limitations remain. Grade R for poor children has shown to have little effect on learning, indicating a problem in quality. Below Grade R, coverage is uneven; and the poorest and most vulnerable are often excluded.

Stronger policy, implementation and leadership is necessary. ECD policy must be further refined in terms of entitlement of citizens, composition of the package of services, financing, oversight and delivery responsibility. Legislation is needed to firmly establish the policy to guide the responsible institutions and to provide clarity for monitoring and accountability.

Expanding the rollout of ECD services, in addition to systematic population-based planning to reach the poorest, requires more funding using a streamlined system and effective oversight of providers, mostly individuals and not-for profits. Innovation is needed to develop underlying operational systems and data capturing systems, which can provide appropriate information for monitoring, planning and improvement. Such information is essential to identify quality problems in Grade RR, R and other parts of the system. The proposal to rollout pre-Grade R requires careful conceptualisation and planning. Introducing this component of the system too quickly could destabilise an already weak system.

More focused attention should also be given to improving the quality and content of the services for pregnant women and children in their first 1 000 days.

School education

According to the Department of Basic Education's 25 Year Review, 99 percent of 7 to 15-year-olds were attending educational institutions in 2017 (an increase from about 96 percent in 2002). Among 16- to 18-year-olds, the participation rate decreases to 86 percent, indicating a reversal in gains made in reaching universal access for learners aged 7 to 15, with some dropping out and others taking longer to reach Grade 12.

While South Africa lags behind other countries in terms of quality of education, recent standardised international assessments show that levels of learning in South African schools have been improving. The challenge is to sustain these improvements and reduce the dropout rate, to ensure higher flows into, and successful completion of, further education and training (FET).

School education is guided by the National Education Policy Act and the South African Schools Act. Continuing curriculum innovation is necessary to ensure relevance and responsiveness to learner, employer and social requirements in a changing social and technological environment. It is important to ensure that curriculum shifts do not negatively affect the recent steady improvement in education quality by creating confusion and spreading resources more thinly. A strong focus on early literacy and numeracy remain critical, but there is also a need to build South Africa's capacity to adequately and quickly develop curriculum responses to changing environments where necessary.

As per the previous MTSF 2014-2019, the first priority remains having capable and committed teachers in place. Funding has increased above inflation but is inadequate to keep up with demographic and cost (especially personnel cost) changes. As a result, provincial education funding has shrunk in terms of real purchasing power. This is resulting in vacant posts and increasing class sizes. If these trends in funding and costs are not dealt with, recent gains in the school system will be reversed.

Progress has been made in the following areas, but significant gaps remain:

- Access to learner support materials
- School facilities and infrastructure, including sanitation and basic facilities
- Access to modern media and connectivity.

The basic education sector has made significant progress in accountability and management systems over the last decade. Following from the Curriculum and Assessment Policy Statements (CAPS) and the Annual National Assessments (ANA), participation in international standardised assessments has been productive and will remain a priority.

Post-school education

Between 1994 and 2016, there was substantial consolidation in the number of institutions in the post-school sector. At the same time, higher education, technical and vocational education and training (TVET) enrolment increased significantly. Despite this expansion, gross enrolment is still low compared to other developing countries, particularly for African students.

There are also serious concerns about quality in the TVET sector, with low levels of certification and low employment success rates compared to other graduates. In community education and training centres there is unevenness and uncertainty about their mission and position in the system. Rapid growth and modest financing has put significant pressure on universities. Although there has been substantial transformation in the proportion of African undergraduates and postgraduates, concerns remain regarding throughput in universities and their real openness to poor, first-generation students.

The main sub-sectors of the post-school education system need to expand significantly to accommodate more young South Africans. In this regard the NDP and White Paper for Post-School Education set challenging targets. Further developments in policy, planning and financing are urgently needed to support expansion. This will be costly and requires further design of the finance regime to regulate fees and ensure affordability for the middle classes (or “missing middle”). In addition to improved financing models, there is also a need to force the more rapid adoption of innovative delivery models and methods, such as distance and digital learning, alternative and more efficient degree structures, improved institutional models, and approaches to improve quality and throughput.

Given the expansion required, it is also important that there is high-level planning and assurance of strategies to ensure adequate high-level research

and lecturing staff, as well as teaching, research and accommodation resources. An important strength of the university system is the decentralised management and autonomy of institutions, and this should be nurtured while working towards national objectives. Supporting the academic development of historically black universities and their administration is a priority. Higher education institutions generally have strong operational systems, which produce data that can be used to monitor and guide the sector.

Skills training

South Africa has implemented an extensive and well-financed workplace skills planning, funding and training system. However, there are concerns about the governance and impact of this system, which does not appear to have markedly improved skills or transformed workplaces into places of learning. There is also a concern that the system will not be able to adjust to rapid technological change that will result from the introduction of the 4IR.

The inefficiency and ineffectiveness of PSET partly contributes to the high number of young people (32.4 percent) aged 15–24 who are not in education, employment or training (NEET). This is a concern for the country because the major contributor to intergenerational poverty, inequality and unemployment among the youth in South Africa is low levels of education attainment and skills development. Education and skills development should therefore lay foundation to respond to the ‘Future Work’ by taking cognisance of opportunities that will arise and significant challenges associated with technology and demographic changes. However, to try and plan in detail for the potential changes that might affect the world of work in years to come is not possible, instead government needs to be responsive to emerging trends in developing skills plans.

Implementation Plan: Early childhood development

OUTCOME IMPROVED SCHOOL-READINESS OF CHILDREN							
Interventions	Resourcing (MTEF budget allocation - DBE allocation only)	Contribution by DFIs, SOEs and public entities	Investment, contribution and partnerships by the private sector, labour and civil society	Human capital, skills and technology requirements	Spatial planning reference and spatial action area in terms of the NSDF, PSDF and SDF	Provincial and district municipality	Lead and contributing departments
Migrate the responsibility for pre-schooling to the DBE	The costing will be finalised by end of December 2019	All institutions that have a responsibility in ECD are affected as well as entities like SETAs	ECD stakeholder groups and some business entities	Office of the chief financial officers of DBE and DSD	National, provincial, district and local municipality	All levels	DBE, PEDs, DSD
Develop and operationalise an ECD planning, funding, registration and information systems	The costing will be finalised by end of December 2019	All institutions that have a responsibility in ECD are affected as well as entities like SETAs	ECD stakeholder groups and some business entities	CFO's, TI specialists at DBE and DSD	National, provincial, district and local municipality	All levels	DBE, PEDs
Develop and operationalise school readiness assessment system	2019/20 R9 million 2020/21 R9.5 million 2021/22 R9.6 million	National Education Collaboration Trust (NECT) Private Sector	DBE	Experts on digital online platforms and assessments	National, provincial, district and local municipality	All levels	DBE, PEDs, National Treasury

Monitoring Framework: Early childhood development

2024 IMPACT: ACCESS TO PRE-SCHOOLING EXPANDED TO 95 PERCENT AND QUALITY IMPROVED

Outcomes	Indicator	Baseline	Target	Interventions	Indicators	Baseline	Targets	Lead and contributing departments
Improved school-readiness of children	Proportion of 6-year-olds (Grade R) enrolled in educational institutions by 2024	96% respectively (2017)	99%	Migrate the responsibility for pre-schooling to the DBE	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 costing plans by 2021	DBE, PEDs, DSD, NGOs, CBOs
	Proportion of 5 year olds (Grade RR) enrolled in educational institutions by 2024	88% (2017)	95%	Develop and operationalise an ECD planning, funding, registration and information systems	Develop new funding models for ECD delivery	New Indicator	Approved funding model by 2023	
					Operationalise an ECD Education Management Information System	New Indicator	ECD Education Management Information System operational by 2024	
Proportion of Grade R learners that are school ready by 2024	New	15% increase of the baseline that will be established in 2021	Develop and operationalise school readiness assessment system	School readiness assessment system	New Indicator	School Readiness Tool Assessment system operational by 2021		

Implementation Plan: Foundation phase

OUTCOME							
10-YEAR-OLD LEARNERS ENROLLED IN PUBLICLY FUNDED SCHOOLS READ FOR MEANING							
Interventions	Resourcing (MTEF budget allocation – DBE allocation only)	Contribution by DFIs, SOEs and public entities	Investment, contribution and partnerships by the private sector, labour and civil society	Human capital, skills and technology requirements	Spatial planning reference and spatial action area in terms of the NSDF, PSDF and SDF	Provincial and district municipality	Lead and contributing departments
Rolling out the best practices such as lesson plans, graded reading books, individualised coaching of teachers learnt from Early Grade Reading Study for teaching reading and other innovations	2019/20 R 12.83 million 2020/21 R13.5 million 2021/22 R 14.2 million	USAID is funding the implementation of lesson plans and graded reading books (263 schools) and coaching (140 schools) in the NW in 2019 and in 2020	None	Subject advisors	National, provincial, district and local municipality	PEDs	DBE, DSAC, DSD, DWYPD, NGOs, CBOs, SACE
Implement innovative assessment approaches such as the Early Grade Reading Assessment so that teaching is facilitated	Not applicable	UNICEF in partnership with the Hempel Foundation are funding coaching in a further 60 schools in the NW from 2020 to 2022	None	Reading coaches	National, provincial, district and local municipality	PEDs	DBE, PEDs
Introduction of Coding and Robotics curriculum	To be costed		DBE	Subject advisors Skilled and knowledgeable teachers Private sector	National, provincial, district and local municipality		DBE, PEDs, DSAC, DWYPD, DSD, NGOs
Invest in the development of reading material in indigenous languages for academic purposes, including workbooks	Savings from Workbook Budget. Provincial LTSM budgets	DBE, PEDs, HEIs	Private partnerships with corporates	Build a pool of phase-specific African language writers	National, provincial, district and local municipality		CBOs, SACE
Professional teacher development provided for teaching reading and numeracy	Not applicable	ETDP SETA: 2018/19 R51 643 200 2019/20 R54.1 million	Not applicable	Not applicable	National, provincial, district and local municipality		DBE, PEDs
Enrol children with disabilities in appropriate formal education programmes	2019/20 R221 million 2020/21 R243 million 2021/22 R266 million	Conditional grant for learners with severe to profound intellectual disabilities	Partnership with private sector	Therapeutic skills	National, provincial, district and local municipality		

Monitoring Framework: Foundation phase

2024 IMPACT: MORE CHILDREN IN FOUNDATION PHASE ACQUIRE LEVELS OF LITERACY AND NUMERACY REQUIRED FOR MEANINGFUL LIFELONG LEARNING BY 2024								
Outcomes	Indicator	Baseline	Target	Interventions	Indicators	Baseline	Targets	Lead and contributing departments
10-year-old learners enrolled in publicly funded schools read for meaning	Proportion of Grade 3 learners reaching the required competency levels in reading and numeracy skills as assessed through the new Systemic Evaluation by 2024	New	Grade 3 performance in the new Systemic Evaluation: Reading (targets to be determined after first assessment)	Rolling out the best practices such as lesson plans, graded reading books, individualised coaching of teachers learnt from Early Grade Reading Study for teaching reading and other innovations	Lesson plans for home language literacy in Grades 1-3 have been developed in all languages	New indicator	All languages have Grade 1-3 home language literacy lesson plans	DBE, PEDs, DSAC, DSD, DWYPD, NGOs, CBOs, SACE
					National Reading Plan for primary schools implemented	National Reading Plan by 2020	All provinces implementing National Reading Plan	
				Implement innovative assessment approaches such as the Early Grade Reading Assessment so that teaching is facilitated	All schools implement Early Grade Reading Assessment to support reading at required level by Grade 3	New indicator	100% of schools have received the Early Grade Reading Assessment tools	
				Introduction of Coding and Robotics curriculum	Coding and Robotics curriculum implemented	New indicator	Curriculum in place by 2021	
				Invest in the development of reading material in indigenous languages for academic purposes, including workbooks	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	
				Professional teacher development provided for teaching, reading and numeracy	% of foundation phase teachers trained on teaching reading and numeracy	New indicator	100% of foundation phase teachers trained in teaching reading & numeracy	
				Enrol children with disabilities in appropriate formal education programmes	Number of educators trained in inclusion	New indicator	All special schools have access to required therapists by 2024	

Implementation Plan: Intermediate and senior phases

OUTCOME							
YOUTHS BETTER PREPARED FOR FURTHER STUDIES AND THE WORLD OF WORK BEYOND GRADE 9							
Interventions	Resourcing (MTEF budget allocation – DBE allocation only)	Contribution by DFIs, SOEs and public entities	Investment, contribution and partnerships by the private sector, labour and civil society	Human capital, skills and technology requirements	Spatial planning reference and spatial action area in terms of the NSDF, PSDF and SDF	Provincial and district municipality	Lead and contributing departments
Promote more effective approaches to teacher development, such as professional communities of learning (PLCs) and technology-enhanced in-service training	Operational budget (R 621 000)	None	None	Human capital as per the staff establishment Tools and instruments to make a needs analysis of the specific teacher development needs at all levels through PLCs	Provincial education districts.	Provincial District and local municipalities	DBE, PEDs, DHET, uMalusi
Introduce the new sample-based Systemic Evaluation programme, in part to monitor progress against the Sustainable Development Goals (SDGs)	2019/20 R68.3 million 2020/21 R71.7 million 2021/22 R75.3 million	None	None	A reputable service provider with data analysts, psychometrician, data capturers, project managers that will be responsible to sample schools, print tests, administer the Systemic Evaluation, analyse data and report	National, provincial, district and local municipality	National, provincial, district and local municipality	
Build on past successes in improving learner access to textbooks and workbooks with a view to ensuring that no learners are without the books they need. NB Allocation is only for workbook	2019/20 R1.2 billion 2020/21 R1.2 billion 2021/22 R1.3 billion	None	None	LTSM Electronic system	National, provincial, district and local municipality	Provinces provide the data to DBE	

OUTCOME							
YOUTHS BETTER PREPARED FOR FURTHER STUDIES AND THE WORLD OF WORK BEYOND GRADE 9							
Interventions	Resourcing (MTEF budget allocation – DBE allocation only)	Contribution by DFIs, SOEs and public entities	Investment, contribution and partnerships by the private sector, labour and civil society	Human capital, skills and technology requirements	Spatial planning reference and spatial action area in terms of the NSDF, PSDF and SDF	Provincial and district municipality	Lead and contributing departments
Introduction of Coding and Robotics curriculum			DBE	Subject advisors	DBE	PEDs	DBE, PEDs, SACE
Through improved collaboration with universities, and the Funza Lushaka bursary programme, ensure that enough young teachers with the right skills join the teaching profession	2019/20 R1.2 billion 2020/21 R1.3 billion 2021/22 R1.4 billion	National Student Financial Aid Scheme (NSFAS) ETDP-SETA	None	Human capital as per staff establishment Modernise the Funza Lushaka Information Management System to strengthen efficiency, management and administration	National, provincial, district and local municipality	Provinces implement the district and community-based teacher recruitment system	DBE, PEDs, DHET, uMalusi
Introduce a better accountability system for principals, which should be fair, based on appropriate data, and take into account the socio-economic context of schools	Operational budget	None	None	Human capital as per the staff establishment Tools and instruments to implement and monitor the collective agreement on the Quality Management System for school based educators	National, provincial, district and local municipality	Provinces implement the district and community-based teacher recruitment system	
Introduce the General Education Certificate in Grade 9, in part to facilitate movement between schools and TVET colleges	Costing to be determined at the point of implementation.	DHET; UMALUSI; QCTO; PEDs; CHE; SAQA and SETA	Business industry	Subject specialist and Technical Artisans	School, district, province and national	Provinces implement the district and community-based teacher recruitment system	

Monitoring Framework: Intermediate and senior phases

2024 IMPACT: IMPROVED QUALITY OF LEARNING OUTCOMES IN THE INTERMEDIATE AND SENIOR PHASES, WITH INEQUALITIES REDUCED BY 2024								
Outcomes	Indicator	Baseline	Target	Interventions	Indicators	Baseline	Targets	Lead and contributing departments
Youths better prepared for further studies and the world of work beyond Grade 9	Learning outcomes in Grades 6 and 9 in critical subjects reflected through the new Systemic Evaluation by 2024	New	Grade 6 performance in the new Systemic Evaluation: Maths: Literacy: (targets to be determined after first assessment)	Promote more effective approaches to teacher development, such as Professional Communities of Learning (PLCs) and technology-enhanced in-service training	Number of districts in which teacher development has been conducted as per district improvement plan	New	2024: all districts	DBE, PEDs
				Introduce the new sample-based Systemic Evaluation programme, in part to monitor progress against the Sustainable Development Goals (SDGs)	New Systematic Evaluation is operational	New	In all provinces	DBE, PEDs
			Grade 9 performance in the new Systemic Evaluation: Maths Science (targets to be determined after first assessment)	Build on past successes in improving learner access to textbooks and workbooks with a view to ensuring that no learners are without the books they need	Percentage of learners with access to required maths and EFAL textbooks in Grades 6 and 9	Grade 6: 85% (SMS 2017) 89%: Grade 9 (SMS 2017)	2024: 100%	SACE, PEDS, DBE
				Introduction of Coding and Robotics curriculum	Coding and Robotics curriculum implemented	New	Coding and Robotics curriculum in place by 2023	

2024 IMPACT: IMPROVED QUALITY OF LEARNING OUTCOMES IN THE INTERMEDIATE AND SENIOR PHASES, WITH INEQUALITIES REDUCED BY 2024								
Outcomes	Indicator	Baseline	Target	Interventions	Indicators	Baseline	Targets	Lead and contributing departments
Youths better prepared for further studies and the world of work beyond Grade 9	Average score obtained by Grade 4 learners in PIRLS by 2021	320 average score in PIRLS (2016)	355 average score in PIRLS by 2021	Through improved collaboration with universities, and the Funza Lushaka bursary programme, ensure that enough young teachers with the right skills join the teaching profession	Percentage of Funza Lushaka bursary holders placed in schools within 6 months upon completion	84% (POA)	90% by 2024	DBE
	Average score obtained by Grade 5 learners in TIMSS by 2023	376 average score in TIMSS (2015)	426 average score in TIMSS score by 2023					
	Learning outcomes in Grade 6 Maths and Reading according to the international SACMEQ by 2020	Average score for Grade 6 in the SACMEQ: Maths: 552 (2013) Literacy: 538 (2013)	Average score for Grade 6 in the SACMEQ for: Maths: 600 Literacy: 600 by 2020	Introduce a better accountability system for principals, which should be fair, based on appropriate data, and take into account the socio-economic context of schools	A better accountability system for district and school management agreed	Agreement not in place	A fully functional system is in place by 2024	DBE
	Learning outcomes in Grade 9 in Maths and Science in TIMSS programmes by 2023	Grade 9 performance in the TIMSS: Maths: 372 (2015) Science: 358 (2015)	Average score for Grade 9 in the TIMSS for: Maths: 420 Science: 420 by 2023	Introduce the General Education Certificate (GC) in Grade 9, in part to facilitate movement between schools and TVET colleges	A policy pertaining to the Conduct, administration and management of General Education Certificate ready in Grade 9	New	First GEC examinations piloted by 2022	DBE, uMalusi

Implementation Plan: National senior certificate (further education and training band)

OUTCOME YOUTHS BETTER PREPARED FOR FURTHER STUDIES, AND THE WORLD OF WORK BEYOND GRADE 9							
Interventions	Resourcing (MTEF budget allocation - DBE allocation only)	Contribution by DFIs, SOEs and public entities	Investment, contribution and partnerships by the private sector, labour and civil society	Human capital, skills and technology requirements	Spatial planning reference and spatial action area in terms of the NSDF, PSDF and SDF	Provincial and district municipality	Lead and contributing departments
Increase access among historically disadvantaged learners to 'niche' subjects such as those focussing on engineering and computing.	MST Grant 2020/21 R413 259 2021/22 R435 988 2022/23 R450 839	NT (MST Grant)	Nissan SA, Arica Teen Geek, SETA	As per staff establishment	National, provincial, district and local municipality	PEDs	DBE, PEDs
Programmes for improvement of teacher subject knowledge and teaching skills	2019/20 R1.4 million 2020/21 R1.4 million 2021/22 R1.4 million	None	None	As per staff establishment	National, provincial, district and local municipality	PEDs	DBE
Better opportunities for second-chance NSC (improved) pass	2020/21 R85 million 2021/22 R85 million 2022/23 R85 million	None	SETA, NYDA	Provincial coordinators	National, provincial, district and local municipality	PEDs	DBE
Three Stream Model introduced to cater for differently talented learners	To be allocated					PEDs	DBE
Focus Schools introduced to nurture talent across different disciplines.	To be allocated					PEDs	DBE

Monitoring Framework: National senior certificate (further education & training band)

2024 IMPACT: MORE LEARNERS OBTAIN A NATIONAL SENIOR CERTIFICATE (NSC) WITH EXCELLENT MARKS IN CRITICALLY IMPORTANT SUBJECTS BY 2024								
Outcomes	Indicator	Baseline	Target	Interventions	Indicators	Baseline	Targets	Lead and contributing departments
Youths leaving the schooling system more prepared to contribute towards a prosperous and equitable South Africa	The number of youths obtaining Bachelor-level passes in NSC by 2024	Bachelor-level passes in NSC: 172 043 (33.6%) in 2018	Bachelor-level passes: 190 000 by 2024	Increase access among historically disadvantaged learners to “niche” subjects such as those focusing on engineering and computing	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	DBE
	The number of youths obtaining 60% and above in mathematics and physical science by 2024	Youths passing maths at 60% and above: 28 151 (12%) in 2018	Youths passing maths at 60% and above: 35 000	Programmes for improvement of teacher subject knowledge and teaching skills	Number of teachers trained in maths and language content and methodology	New indicator	All teachers qualifying for training trained by 2024	PEDs
		Youths passing physical science at 60% and above: 30 368 (17.6%) in 2018	Youths passing physical science at 60% and above: 35 000	Better opportunities for second-chance NSC (improved) pass	Programmes implemented to enhance performance in second chance NSC pass	New indicator	All programmes fully functional	PEDs
				Three Stream Model introduced to cater differently talented learners	Three Stream model fully implemented	Three Stream model pilot completed in 2020	Model fully implemented by 2024	DBE, PEDs
				Focus Schools introduced to nurture talent across different disciplines	Number of Focus Schools for high-tech, maritime, aviation, arts and science	New indicator	5 Focus Schools rolled out by 2024	DBE, PEDs

Implementation Plan: Basic education infrastructure

SCHOOL PHYSICAL INFRASTRUCTURE AND ENVIRONMENT THAT INSPIRES LEARNERS TO LEARN AND TEACHERS TO TEACH							
OUTCOME							
Interventions	Resourcing (MTEF budget allocation - DBE allocation only)	Contribution by DFIs, SOEs and public entities	Investment, contribution and partnerships by the private sector, labour and civil society	Human capital, skills and technology requirements	Spatial planning reference and spatial action area in terms of the NSDF, PSDF and SDF	Provincial and district municipality	Lead and contributing departments
Number of schools built through the Accelerated School Infrastructure Delivery Initiative (ASIDI) completed and handed over for use by 2024	2019/20 R2 billion 2020/21 R1.8 billion 2021/22 R2.3 billion	None	None	Built environment specialists (architects, engineers, quantity surveyors, project managers)	National, provincial, district and local municipality	All provinces and districts	DBE, PEDs
Proportion of schools identified through the SAFE project provided with appropriate sanitation facilities	2019/20 R700 million 2020/21 R800 million 2021/22 R1.3 billion	National Treasury; Safe Allocation (Infrastructure Backlog Grant)	Private sector	Built environment specialists (architects, engineers, quantity surveyors, project managers, alternative building technology)	National, provincial, district	6 provinces: EC, FS, KZN, LP, MP, NW	DBE, PEDs
Leverage ICT related programmes to support learning						DBE, PEDs	DBE, PEDs
Develop provincial infrastructure planning and monitoring capacity (including the Education Facility Management System or EFMS)	2019/20 R 405 million 2020/21 R439 million 2021/22 R465.4 million 2022/23 R12 .1 million	None	None	Built environment specialists (architects, engineers, quantity surveyors, project managers)	National, provincial, district and local municipality	All provinces	DBE, PEDs
Connect all schools working with DCDT using different forms of connectivity							DCDT

Monitoring Framework: Basic education infrastructure

2024 IMPACT: IMPACT: LEARNERS AND TEACHERS FEEL RESPECTED AND LEARNING IMPROVES BY 2024								
Outcomes	Indicator	Baseline	Target	Interventions	Indicators	Baseline	Targets	Lead and contributing departments
School physical infrastructure and environment that inspires learners to learn and teachers to teach	Increase the number of schools which reach minimum physical infrastructure norms and standards.	DBE to provide	95%	Number of schools built through ASIDI completed and handed over for use by 2024	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)	DBE, PEDs, NECT, implementing agents
				Proportion of schools identified through the SAFE project provided with appropriate sanitation facilities	Number of schools identified through SAFE programme have sanitation meeting minimum infrastructure norms	Planned infrastructure projects by school name and province for the coming 3 years - will be mapped on GIS	All schools identified through SAFE programme have sanitation meeting minimum infrastructure norms by 2024	DBE, PEDs, DPWI, NECT, private sector
	Schools with access to functional internet connectivity for teaching and learning, connected through different options working with the DCDT	64% of schools have some connectivity (POA Q4: 2018/19)	90% to be connected for teaching and learning	Leverage ICT related programmes to support learning	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	DBE, PEDs
					Schools with access to ICT devices	Access at different levels across provinces	All provinces meet their targets for ICT devices including tablets	PEDs
				Develop provincial infrastructure planning and monitoring capacity (including the Education Facility Management System or EFMS)	Education faculty management system is developed at Provincial level	New	System will be operational by 2021	DBE
				Connect all schools working with DCDT using different forms of connectivity	Number of schools connected for teaching and learning	New	All schools connection by 2024	DBE, DCDT
					Digitised text books	All high enrolment subject textbooks and workbooks digitised	Digitalise all state owned textbooks	

Implementation Plan: Expanded access to PSET opportunities

EXPANDED ACCESS TO PSET OPPORTUNITIES							
OUTCOME							
Interventions	Resourcing MTEF Budget Allocation	Contribution by DFIs, SOEs and public entities	Investment, contribution and partnerships by the private sector, labour and civil society	Human capital, skills and technology requirements	Spatial planning reference and spatial action area in terms of the NSDF, PSDF and SDF	Provincial and district municipality	Lead and contributing departments
Implement enrolment plans for universities, TVET and CET colleges (2020-24)	The 2019 MTEF baseline allocation for the PSET system (voted funds only) is: R89.4billion (2019/20) R98.7 billion (2020/21) R104 billion (2021/22) Government should adequately fund the PSET system particularly TVET and community colleges	Not applicable	Not applicable	Not applicable	National (Universities, TVET and CET colleges across the country)	National and provincial	DHET
Develop sustainable CETCs funding model, including norms and standards for the funding of CETCs	CET available baseline funding in 2019/20 – R2.532 billion R 5 million to develop the model R27.618 billion Required For the expansion of the CET sector	Not applicable		Not applicable	CET colleges across the country	National and provincial	DHET
Ensure eligible students receive funding through NSFAS bursaries (through guidelines, policy ¹ legislative review, effective oversight of NSFAS by DHET and improve management of NSFAS)	TVET colleges: Estimated R6 billion for tuition and R20 billion for allowance Universities: Estimated R7 billion	NSFAS	Not applicable	Not applicable	National - 26 public universities - 50 TVET colleges	National	DHET
Implement required agreements, financing systems, infrastructure frameworks and disability support to realise enrolment growth.		Private sector					DHET
SETAs identify increasing number of work-place based opportunities and make information of work-based learning known to the public	Skills Development Levy	SETA and NSF	Employers both in the private and public sector SETAs and related SOEs	Not applicable	National and provincial	National and provincial	DHET, Municipalities, DBE, DPWI, DSD, PEDs, Provincial DPWI, DSI
Establish centres of specialisation to support students with disabilities in TVET college	Baseline funding allocation	Not applicable	Institutes of Deaf / Blind etc. for technical support and lecturer development SETAs	Not applicable	National – 9 TVET Colleges	National and Provincial	DHET

OUTCOME EXPANDED ACCESS TO PSET OPPORTUNITIES							
Interventions	Resourcing MTEF Budget Allocation	Contribution by DFIs, SOEs and public entities	Investment, contribution and partnerships by the private sector, labour and civil society	Human capital, skills and technology requirements	Spatial planning reference and spatial action area in terms of the NSDF, PSDF and SDF	Provincial and district municipality	Lead and contributing departments
Implement macro infrastructure framework at universities, and TVET and CET colleges	Subsidies (block grant and earmarked grants) to universities	National Skill Fund	NSF), (SETAs), (NYDA), (QCTO), ETDP SETA, Universities, non-governmental organisations (NGOs), not-for-profit organisation (NPOs), faith-based organisations (FBOs)	Not applicable	26 public universities across the country 8 new TVET campuses across a number of provinces as follows: Umgungundlovu TVET College: Construction of Msinga new Campus East Cape Midlands TVET College: Construction of Graaff-Reinet new Campus Esayidi TVET College: Construction of Umzimkhulu new Campus Ikhala TVET College: Construction of Aliwal North new Campus Umgungundlovu TVET College: Construction of Greytown new Campus Gert Sibande TVET College: Construction of Balfour new Campus Ingwe TVET College: Construction of Ngqungqushe new Campus Ikhala TVET College: Construction of Sterkspruit new Campus Letaba TVET College; Refurbishment and upgrade of Giyani campus Umfoloji TVET College: New skills centre at Nkandla B Tshwane North and Tshwane South TVET Colleges: Vocational Centre Project Mthashana TVET College: Refurbishment of Kwagqikazi Campus Mthashana TVET College -Refurbishment of Nongoma Campus. Mthasha TVET College - Refurbishment and upgrade of Vreyheid Engineering Campus	National and provincial	DHET
Review/adapt open access LTSM for students in TVET colleges	(estimated budget of R1.3 billion for TVET colleges excluding infrastructure)	Not applicable	Not applicable	Not applicable	National (TVET and CET colleges across the country)	National and provincial	DHET
Promote the take up of artisanal trades as career choices among youth	Skills Development Levy	NSF and SETAs	Employers both in the private and public sector SETAs and related SOEs	N/A	Nationally	National	DHET

Monitoring Framework: expanded access to PSET opportunities

2024 IMPACT: IMPROVED ECONOMIC PARTICIPATION AND SOCIAL DEVELOPMENT								
Outcomes	Indicator	Baseline	Target: 2024	Interventions	Indicators	Baseline	Targets	Lead department and team
Expanded access to PSET opportunities	Annual enrolments in PSET by key areas: - public universities	Public universities: 1 036 984 (2017)	Public universities 1 131 000	Implement enrolment plans for universities, TVET, CET colleges and training (2020-2024)	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	DHET(lead), DSI, NSA DEL, DALRRD NSF, SETAs, FBOs, DBE, DSD, PEDs, Provincial DPW, NYDA, QCTO, Third stream income university
	- TVET Colleges	TVET colleges: 688 028 (2017)	TVET colleges: 710 000	Establish centres of specialisation to support students with disabilities in TVET colleges	Number of centres of specialisation to support students with disabilities in TVET Colleges established	New indicator	4	DHET(lead), DSI, NSA DEL, DALRRD NSF, SETAs, FBOs, DBE, DSD, PEDs, Provincial DPWI, NYDA, QCTO, Third stream income university
	- CET Colleges	CET colleges: 258 199 (2017)	CET colleges: 555 194	Develop sustainable CETs funding model, including norms and standards	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	DHET(lead), DSI, NSA DEL, DALRRD NSF, SETAs, FBOs, DBE, DSD, PEDs, Provincial DPW, NYDA, QCTO, Third stream income university
	Annual registrations for SETA supported Work-based learning (WBL) programmes	WBL: 182 852 (2018)	WBL: 190 000	SETAs identify increasing number of workplace-based opportunities and make information of work-based learning known to the public	Targets in the SLA between DHET and SETAs to improve performance are met	Percentage of targets in the SLA met	100%	DHET(lead), DSI, NSA DEL, DALRRD NSF, SETAs, FBOs, DBE, DSD, PEDs, Provincial DPW, NYDA, QCTO, Third stream income university

2024 IMPACT: IMPROVED ECONOMIC PARTICIPATION AND SOCIAL DEVELOPMENT								
Outcomes	Indicator	Baseline	Target: 2024	Interventions	Indicators	Baseline	Targets	Lead department and team
Expanded access to PSET opportunities				Implement required agreements, financing systems, infrastructure frameworks and disability support to realise enrolment growth.	NSFAS Policy in place for sustainable funding of students from poor background and from the 'missing middle'(guidelines, legislative review, effective oversight by DHET)	No policy in place for dealing with the missing middle is in place	Sustainable policy on the missing middle adopted and implemented	DHET Private Sector
					Efficient NSFAS IT system in place	Weak NSFAS IT system	Elimination of delays in disbursement of NSFAS funds	DHET Private Sector
				Promote the take up of artisanal trades as career choices among youth	Number of learners entering artisanal programmes annually	Artisan registrations: 31 375 (2018)	Artisan registrations: 36 375	DHET
				Ensure eligible students receive funding through NSFAS bursaries (through guidelines, policy legislative review, effective oversight of NSFAS by DHET and improve management	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	DHET(lead), DSI, NSA DEL, DALRRD NSF, SETAs, FBOs, DBE, DSD, PEDs, Provincial DPW, NYDA, QCTO, Third stream income university

2024 IMPACT: IMPROVED ECONOMIC PARTICIPATION AND SOCIAL DEVELOPMENT

Outcomes	Indicator	Baseline	Target: 2024	Interventions	Indicators	Baseline	Targets	Lead department and team
	Number of TVET college students receive funding through NSFAS bursaries	200 339	400 000					DHET
	Number of university students receive funding through NSFAS bursaries	260 002	450 000					
	Number of PHD students awarded bursaries through NRF and DSI	3380	Not < 12 200 (cumulative-ly) (DSI)					
	Number of pipeline post-graduate students awarded bursaries through NRF and DSI	9 774 (2018)	Not < 24 400 (Cumulative) (DSI)					
	Number of learners registered for SETA-supported skills learnerships annually	111 681 (2017)	116 000					
	Number of learners registered for SETA-supported internships annually	12 935 (2017)	18 000					
	Number of learners registered for SETA-supported skills programmes annually	144 531 (2017)	150 000					
	Number of unemployed persons trained annually through UIF	3434	9 016 (DEL)					

2024 IMPACT: IMPROVED ECONOMIC PARTICIPATION AND SOCIAL DEVELOPMENT								
Outcomes	Indicator	Baseline	Target: 2024	Interventions	Indicators	Baseline	Targets	Lead department and team
	Number of persons trained annually through Labour Activation Programmes (LAP)	58 707 (2019/20)	80 000 (DEL)					DEL
				Attract, recruit and train young people to pursue careers in the agricultural sector value chain by enrolling them into applicable programs	Number of students enrolled in diploma in agriculture at agricultural colleges	Enrolment for 2018 was 1 969	Cumulative enrolment target for 2024 is 4 327 (DALRRD)	DHET
				Implement macro infrastructure framework at universities, TVET and CET colleges	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	DHET

Implementation Plan: Improved success and efficiency of the PSET system

OUTCOME	IMPROVED SUCCESS AND EFFICIENCY OF THE PSET SYSTEM						
Interventions	Resourcing MTEF Budget Allocation	Contribution by DFIs, SOEs and public entities	Investment, contribution and partnerships by the private sector, labour and civil society	Human capital, skills and technology requirements	Spatial planning reference and spatial action area in terms of the NSDF, PSDF and SDF	Provincial and district municipality	Lead department and team
Advocate the use of Open Access LTSM in TVET colleges	Estimated budget of R1.3 billion for TVET colleges excluding infrastructure)	ETDP SETA, Universities, Department of Basic Education	Not applicable	Not applicable	TVET colleges	National	DHET
Implement capacity building programmes and interventions at universities	Earmarked University Capacity Development Grant	NRF	Various donors and international partners	Not applicable	National - universities across the country	National	DHET
Increase the number of TVET students attending foundation courses	Budget unavailable	ETDP SETA, universities, NDOH, Social Services	ETDP SETA, Universities, Institute of Directors and international donor funding / technical support	HR capacity at colleges (1 assistant director per college to manage SCSS functions) Support required for clinic services, counselling, occupational therapy, tutors, academic support etc.	National and provincial	National and provincial	DHET
Eradicate NATED and NCV certification backlog							DHET
Implement IT examination system for TVET Colleges							DHET

Monitoring Framework: Improved success and efficiency of the PSET system

2024 IMPACT: IMPROVED ECONOMIC PARTICIPATION AND SOCIAL DEVELOPMENT								
Outcomes	Indicator	Baseline	Target: 2024	Interventions	Indicators	Baseline	Targets	Lead department and team
Improved success and efficiency of the PSET system	Completions in PSET by key area:			Advocate the use of Open Access LTSM in TVET Colleges	Advocacy campaign on the use of Open Access LTSM is undertaken	New indicator	Advocacy campaigns on the use of Open Access LTSM conducted annually	DHET
	Number of students completing a university qualification annually	210 931	237 000	Implement capacity building programmes and interventions at universities	Evaluations of student support services at TVET colleges universities	New indicator	Lessons implemented in revamping student services	
	Number of doctoral graduates annually	3 057 (2017)	4 300					
	Number of TVET College students completing N6 qualification annually	60 642	76 000	Increase the number of TVET students attending foundation courses	Number of TVET students enrolled in the prevocational learning programme (PLP) annually	368 (TVET)	7 000	
				Eradicate NATED and NCV certification backlog	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	
				Implement IT examination system for TVET Colleges	New IT examination system is implemented	Current IT exam system	New IT system in place and implemented by 2021	
					Policy on number of national assessment for TVET in place	Old Policy in place	New policy in place by 2021	

2024 IMPACT: IMPROVED ECONOMIC PARTICIPATION AND SOCIAL DEVELOPMENT

Outcomes	Indicator	Baseline	Target: 2024	Interventions	Indicators	Baseline	Targets	Lead department and team
	Number of TVET College students completing NC(V)L4 annually	11 716	13 000					DHET
	Number of artisans certificated annually	19 627 (2018)	26 500					
	Number of students completing GETC annually	28 024 (2016)	55 000					
	Number of learners completing SETA - supported learnerships annually	48 002 (2018)	53 000					
	Number of learners completing SETA-supported internships annually	6 496 (2018)	11 000					
	Number of learners completing SETA-supported skills programmes annually	122 979 (2018)	128 000					
	Number of students graduating with a diploma from agricultural colleges	591 (2018)	1 584 (2023) (cumulative)					
	Throughput rates: Throughput rate of 2014 first-time cohort at universities	58% (2017)	63%					
	Throughput rate of TVET (NCV)	31.8% (2017)	45% TVET (NCV)					

Implementation Plan: Improved quality of PSET provisioning

OUTCOME	IMPROVED QUALITY OF PSET PROVISIONING						
Interventions	Resourcing MTEF Budget Allocation	Contribution by DFIs, SOEs and public entities	Investment, contribution and partnerships by the private sector, labour and civil society	Human capital, skills and technology requirements	Spatial planning reference and spatial action area in terms of the NSDF, PSDF and SDF	Provincial and district municipality	Lead department and team
Increase the number of universities offering accredited TVET college lecturer qualifications	Funding Required R100 million R 50 million per annum Support required for tutors, academic support, lecturer support system, improvement programmes etc. Baseline - skills levy funding. Required budget: R 141 630 000 over five years to upgrade unqualified lecturers (4721 lecturers @ R 30 000 per course)	Treasury; SACE; Universities; ETDP and other SETAs Employers both in the private and public sector SETAs and related SOEs	Any donor funding available	Not applicable	50 TVET colleges across the country	National	DHET
Implement the New Generation of Academics Programme (nGAP)	Earmarked funding through the University Capacity Development Grant and contributions by other entities Subsidies to universities and operational funds for the department	NRF	Universities and partnerships with philanthropies, foundations, international country partnerships, private sector	Not applicable	National and provincial (universities TVET and CET colleges across the country)	National and Provincial	DHET
Develop standards for good governance in public TVET Colleges, CETCs, Universities and SETAs	Baseline funding	Not applicable	Not applicable	Not applicable	50 TVET colleges and 9 CET colleges	National	DHET

Monitoring Framework: Improved quality of PSET provisioning

2024 IMPACT: IMPROVED ECONOMIC PARTICIPATION AND SOCIAL DEVELOPMENT								
Outcomes	Indicator	Baseline	Target: 2024	Interventions	Indicators	Baseline	Targets	Lead department and team
Improved quality of PSET provisioning	Proportion of TVET college lecturers with appropriate qualifications	60% (TVET) lecturers with professional qualifications by 2018	90%	Increase the number of universities offering accredited TVET college lecturer qualifications	Number of universities offering accredited TVET college lecturer qualifications	5 universities	10 universities	DHET DSI
				Implement the New Generation of Academic Programme (nGAP)	Number of lecturers from HDIs through nGAP	New indicator	Determine target from analysing HDIs and UoT trend	
				Develop standards for good governance in public TVET Colleges, CETCs, Universities and SETA	Good governance standards for all institutional types are in place	New indicator	Good governance standards for all institutional types approved and implemented by 2021	
					Allocated grants paid on time to employers	New Indicator	100% allocation disbursed on time	
						NSFAS under administration	Effective NSFAS administration in place adhering to policy.	
				Articulation policy effectively implemented	Percentage of universities that have signed agreements with TVET to recognise their qualifications	New indicator	95% of the institutions	
				Improved institutional governance (Universities, TVETs, CETCs, NSFAS and SETAs) through standards, monitoring and reporting, and, through building management capacity	Percentage of PSET institutions (universities, TVET, SETAs that meet standard of good governance	New indicator	95% of PSET institutions (universities, TVET, SETAs that meet standard of good governance	DHET

2024 IMPACT: IMPROVED ECONOMIC PARTICIPATION AND SOCIAL DEVELOPMENT

Outcomes	Indicator	Baseline	Target: 2024	Interventions	Indicators	Baseline	Targets	Lead department and team
	Proportion of university lecturers (permanent instruction/ research staff) who hold doctoral degrees	46% (2018) proportion of university lecturers who hold PhD	51%					DHET
	Number of emerging researcher grants to improve the percentage of PhDs qualified staff	800 research grants (DSI)	3 000 (DSI)					

Implementation Plan: A responsive PSET system

OUTCOME	A responsive PSET system						
Interventions	Resourcing MTEF Budget Allocation	Contribution by DFIs, SOEs and public entities	Investment, contribution and partnerships by the private sector, labour and civil society	Human capital, skills and technology requirements	Spatial planning reference and spatial action area in terms of the NSDF, PSDF and SDF	Provincial and district municipality	Lead department and team
Industry exposure for lecturers and students (especially in TVET) Review all TVET college curriculum to align with regional industry needs	R 10 million Costs as per curriculum review	SOCs and government departments, industry experts	SOCs, partnerships with industry for placement opportunities, support with technical experts, possible donor funding	Lecturer upskilling	National - 50 TVET colleges across the country	National	DHET
Attract, recruit and train young people to pursue careers in the agricultural sector value chain by enrolling them into applicable programs	Resourcing required for equipment, but student fees will be covered by Programme fees	DALRRD, SETs and agricultural colleges	Partnerships with industry for placement opportunities	Not applicable	National	Provincial and municipal	DALRRD
Promote entrepreneurship in TVET colleges through the establishment of hubs	R 90 million seed funding - hubs must be self-sustainable into the future	SOCs and government departments, industry experts and SOCs	Seed donor funding to support the hubs/ simulated practical centres	Not applicable	National (50 TVET colleges across the country)	National	DHET

Interventions	Resourcing MTEF Budget Allocation	Contribution by DFIs, SOEs and public entities	Investment, contribution and partnerships by the private sector, labour and civil society	Human capital, skills and technology requirements	Spatial planning reference and spatial action area in terms of the NSDF, PSDF and SDF	Provincial and district municipality	Lead department and team
<p>Train young artisans through the centres of specialisation at TVET colleges</p> <p>Introduce compulsory digital skills training specific to programme offerings at TVET colleges</p> <p>CET college skills program piloted around community needs</p>	<p>R 450 million per annum for 30 centres (90 learners per centre)</p> <p>Skills Development Levy</p>	<p>Facilitated by SETAs, NSF, SOCs, government departments, municipalities, private sector, Quality Council for Trades and Occupations Small Enterprise Development Agency (SEDA)</p>	<p>Private-sector providers on artisanal trades</p> <p>Employers/Industry</p> <p>Industry required for student placement</p> <p>Industry partners for technical advice and work placement</p> <p>Industry - support colleges with equipment or student exposure to equipment</p> <p>International donors</p> <p>Partnerships with industry for placement opportunities</p> <p>USAf, business, DTI, DSB</p>	<p>Equipment/simulated equipment</p>	<p>National (TVET and CET colleges)</p>	<p>Provincial and municipal</p>	<p>DHET</p>
<p>Support universities to implement student-focussed entrepreneurship programmes</p>	<p>Earmarked funding through the UCDP</p>	<p>USAf, DTI, DSB</p>	<p>International donors, partnerships with industry and business for placement opportunities</p>	<p>Not applicable</p>	<p>National (universities across the country)</p>	<p>National</p>	<p>DHET</p>
<p>Strengthen skills planning</p>	<p>NSF funding, baseline funding</p>	<p>SETAs, DTI, DEL, universities, DHA</p>	<p>University of Cape Town and Rhodes University</p>	<p>Not applicable</p>	<p>National</p>	<p>Provincial</p>	<p>DHET</p>
<p>Conduct IP awareness sessions (IP Wise) at TVET colleges (at least two per annum)</p>	<p>Funding required for transport and accommodation for the trainers, venue and printing of materials.</p>	<p>TVET colleges, Technology Innovation Agency</p>	<p>World Intellectual Property Management Office, Companies and Intellectual Property Commission</p>	<p>Access to internet for the learners should be given consideration</p>	<p>National</p>	<p>Provincial and municipal</p>	<p>DHET DSI</p>

Monitoring Framework: A response PSET system

2024 IMPACT: IMPROVED ECONOMIC PARTICIPATION AND SOCIAL DEVELOPMENT								
Outcomes	Indicator	Baseline	Target	Interventions	Indicators	Baseline	Targets	Lead department and team
A responsive PSET system	Percentage of TVET College lecturing staff appropriately placed in industry or in exchange programmes	8.8%	33%	Industry exposure for TVET College lecturers and students	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	DHET
				Review TVET Colleges curriculum to align with industry needs	TVET Colleges Community Colleges curriculum to align with industry needs	New indicator	5 subject curricula for TVET Colleges reviewed	
				Promote entrepreneurship in TVET colleges through the establishment of hubs	Number of hubs established to promote entrepreneurship	New indicator	9 hubs	
				Introduce compulsory digital skills training specific to programme offerings at TVET colleges	Number of TVET colleges with compulsory digital skills training	New indicator	25	

2024 IMPACT: IMPROVED ECONOMIC PARTICIPATION AND SOCIAL DEVELOPMENT

Outcomes	Indicator	Baseline	Target	Interventions	Indicators	Baseline	Targets	Lead department and team
A responsive PSET system	Number of artisan learners trained in 30 centres of specialisation per annum	New indicator	700	Train young artisans through the centres of specialisation at TVET colleges				DHET
				Strengthen skills planning	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	
				CET college skills programme piloted around community needs	Percentage of NEET taking part in CETC occupational skills programs becoming economically active		90% NEET taking part in CETCs becoming economically active	DHET
				Support universities to implement student-focussed entrepreneurship programmes	Number of PSET institutions that are implementing student-focussed entrepreneurship development activities	26 universities	All PSET institutions	DHET
	Number of users from the education and research sector supported through SANREN	New indicator	1.9 million	Conduct IP awareness sessions (IP Wise) at TVET colleges (at least two per annum)	Number of IP awareness sessions in TVET colleges conducted Number of people reached through outreach, awareness and training programmes in Space Science	New indicator New indicator	At least two per annum 600 000 (cumulative) (120 000 people per year)	DSI



HEALTH

Health is a socioeconomic right that affects the quality of life and productive capacity of South Africans, and our country's development and growth prospects. Health outcomes in South Africa have improved over the last decade, particularly over the five-years of the MTSF 2014-2019. This is evidenced by key health indicators, including total life expectancy at birth, life expectancy for men and women, maternal mortality, and infant and child mortality.

Average life expectancy at birth in South Africa declined over the first decade of democracy, largely due to the devastating impact of the HIV/AIDS epidemic, reaching a low of 54 years in 2005. Total life expectancy at birth is now estimated to have increased from 62.5 years in 2014 to 64.6 years in 2019. Female life expectancy stands at 67.3 years in 2019, compared to 65.5 years in 2014. Male life expectancy has improved from 59.4 years in 2014 to 61.5 years over the same period. Infant mortality has improved from 39 per 1 000 in 2014 to 23 per 1 000 in 2017, with under-five mortality declining from 56 per 1 000 in 2009 to 32 per 1000 in 2017. The population-based maternal mortality ratio (MMR) has improved from a peak of 302 per 100 000 in 2009 to 134 per 100 000 in 2016. Recent data from the World Health Organisation (WHO) reflects that South Africa's MMR decreased further (i.e. improved) to 119 per 100,000 live births in 2017. This progress has resulted from combined interventions by government and its social partners to reduce the burden of disease and strengthen the health system, as well as providing social benefits to the most deprived, to eliminate poverty and reduce unemployment and inequality. A case in point is access to ART in the public health sector, which has grown from 3.9 million on ART in 2015 to over 4.74 million people in 2019.

Despite of recent evidence-based improvements, the South African health system still faces key constraints. Health outcomes and the distribution of health benefits vary dramatically across provinces and districts. Contrary to the vision of the Reconstruction and Development Programme (RDP) 1994 of combating malnutrition, the levels of stunting (low height for age) in South Africa have increased, reaching 27 percent in 2016. This trend was inherited in 1994, but it had previously decreased to 21.6 percent in 1999. Limited inter-sectoral collaboration has also contributed to this challenge. At the same time, the burden of non-communicable diseases, such as diabetes, hypertension and cancers, has increased.

Universal health coverage

At the core of the country's health challenge lies the dual and unsustainable health system, characterised by high costs of care in the private sector, which caters for only 16 percent of the population with medical aid, and a public sector that provides for care for the majority (84 percent), with a resource envelope almost similar to that of the private sector. These and other factors have contributed to a decline in quality of care in the public sector. The level of medico-legal litigation in South Africa, estimated at R80 billion worth of claims in 2018, is huge. Other constraints include limited availability of human resources for health; lack of delegation of authority to frontline managers of health services; and inequality between rural and urban areas and across and within provinces. During the National Consultative Health Forum convened in August 2018 and in the SONA in February 2019, President Cyril Ramaphosa highlighted the crisis of the South African health system.

Over the next five years, government will continue to reform the health sector and focus on strengthening specific health programmes. Given the deep socioeconomic and health inequalities facing the country, government will need to expedite the finalisation, promulgation and implementation of the NHI Bill 2019 to provide access to good quality health services for all South Africans, based on their health needs, and not their ability to pay, as envisaged in the NDP 2030. NHI provides protection against financial risks associated with seeking healthcare. It is an equaliser that provides a pathway for the country towards universal health coverage.

The health sector should continue to strengthen priority health programmes. While maternal, child and infant mortality levels have decreased, the current maternal mortality ratio of 134 per 100 000 is below the country's 2019 target of less than 100 per 100 000 and the SDG target of less than 70 per 100 000. Provinces and districts carrying a disproportionate burden of maternal deaths should receive dedicated and sustained healthcare through joint programmes with academia, civil society and development partners.

A National Quality Improvement Programme for the health sector must be finalised and implemented during the MTSF 2019-2024. The health sector's Ideal Clinic Realisation Programme, which has transformed 2 035 of the existing 3 500 existing public-sector clinics into quality facilities between 2015 and 2019, should be sustained. The health sector should also finalise and implement the Human Resources for Health (HRH) Strategy 2030, and HRH Plan for 2020/21-2024/25 to enhance existing capacity to deliver quality healthcare, through provision of adequate numbers of appropriately skilled and competent health workers, with the right attitudes to patients.

During MTSF period, the health sector, supported by the whole of government, should pay much closer attention to the prevalence of non-communicable diseases and measures to address their risk factors,

including unhealthy diets. Integrated, patient-centric models of care that prioritise early diagnosis and continuity and quality of care must be implemented to halt the progression of multi-morbidity (having more than one illness at the same time). The community voice in healthcare delivery should be revived.

Good health is not only an outcome of delivering on health services, but also a reflection of governments multi-sectoral effort to address the social determinants of health (WHO Commission on the Social Determinants of Health 2008). Effective coordination mechanisms must be established at all levels of government that enable government departments responsible for agriculture, water and sanitation, housing, quality education and decent employment to address the root causes of challenges such as malnutrition, (which include food insecurity and lack of access to healthy food) and teenage pregnancy. There is a unique role for inter-sectoral forums at the district level and it is imperative to ensure that these mechanisms are fully operational at national level and cascade to sub-national levels.

Finally, and most importantly, structures for community participation in health, which were vibrant from 1994-1999, should be reignited and strengthened, in keeping with the RDP 1994. The South African health sector must place dedicated focus on health services for vulnerable populations and those with special needs. These include women, youth, people with disabilities and the elderly. Special attention needs to be paid to improving the quality of mental health services. The Mental Healthcare Act, which provides the regulatory framework to ensure that the best possible mental healthcare, treatment and rehabilitation services are equitably available to all, and clarifies the rights and obligations of mental health users, must be fully implemented.

Implementation Plan: Universal health coverage

OUTCOME UNIVERSAL HEALTH COVERAGE FOR ALL SOUTH AFRICANS ACHIEVED							
Interventions	Resourcing (MTEF budget Allocation)	Contribution by DFIs, SOEs and public entities	Investment, contribution and partnerships by the private sector, labour and civil society	Human capital, skills and technology requirements	Spatial planning reference and spatial action area in terms of the NSDF, PSDF and SDF	Provincial and district municipality	Lead and contributing departments
Enabling legal framework created for the implementation of NHI Bill	Public health sector's budget for the 2019-2021 MTEF period is projected to grow from R222 572 billion in 2019/20 to R238 837 billion in 2020/21 and to R255 486 billion in 2021/22, which is a 7% overall growth, and 13% of total government expenditure over the 2019/20 MTEF. However, resource allocation to the National Health Insurance (NHI) indirect grant, which was underspent in 2018/19, decreases by R2,956 billion over the 2019 MTEF period (i.e. -R686 million in 2019; -R1 148 billion in 2020/21 and -R1 122 billion 2021/22) Overall, the health sector projects a budget deficit of R2,5 billion in 2019/20	N/A	Implementation of NHI is supported by diverse stakeholders including organised Labour Civil Society Statutory Health Councils, Development Partners and Professional organisations	National Human Resources for Health (HRH) Plan completed HR Plan by March 2020	NHI will be implemented nationally, in all 9 Provinces and 52 districts	All districts and local municipalities	NDOH
Roll-out a quality health improvement plan in public health facilities to ensure that they meet the quality standards required for certification and accreditation for NHI	An amount of R375 million has earmarked over the 2019/20 MTEF period to enable implementation of the Quality of Care improvement programme, in preparation for progressive accreditation of facilities for NHI The specific amounts are R75 million in 2019/20; R125 million in 2020/21 and R175 million in 2021/22.	Office of Health Standards Compliance conducts quality assurance in public health facilities	Improvement of the quality of health services is supported by diverse stakeholders including organised labour Civil Society Statutory Health Councils Development Partners Professional organisations	National HRH Plan completed by March 2020	Quality health improvement plan will be implemented nationally, in Health facilities across all 9 provinces and 52 districts	All districts and local municipalities	NDOH

OUTCOME UNIVERSAL HEALTH COVERAGE FOR ALL SOUTH AFRICANS ACHIEVED							
Interventions	Resourcing (MTEF budget Allocation)	Contribution by DFIs, SOEs and public entities	Investment, contribution and partnerships by the private sector, labour and civil society	Human capital, skills and technology requirements	Spatial planning reference and spatial action area in terms of the NSDF, PSDF and SDF	Provincial and district municipality	Lead and contributing departments
Develop a comprehensive policy and legislative framework to mitigate the risks related to medical litigation	No separate budget for the development of the policy and legislative framework. R375 million has been set aside for quality improvement, which is one of the core pillars for reducing medical risks.	N/A	This work is carried out in partnership with Department of Justice, National Treasury, and Provincial NDOHs	National HRH Plan completed by March 2020	Quality health improvement plan will be implemented nationally, in all 9 Provinces and 52 districts	All districts and local municipalities	NDOH
Improved quality of primary healthcare services through expansion of the Ideal Clinic Programme	Ideal Clinic Programme is implemented through the District Health Services budget. Over the 2019-2021 MTEF period, the budget allocation for District Health Services grows from R98 203 billion in 2019/20 to R106 085 billion in 2020/21 and to R114 427 billion in 2021/2022. This is an 8% growth in expenditure over the MTEF, and constitutes 44% of the total public health sector MTEF expenditure. However, the health sector projects a R2,5 billion budget deficit for 2019/20	N/A	N/A	National HRH Plan completed by March 2020	Ideal clinic will be implemented nationally, in all 9 Provinces and 52 districts	All districts and local municipalities	NDOH
Develop and implement a comprehensive HRH strategy 2030 and a HRH plan 2020/21-2024/25 to address the human resources requirements, including filling critical vacant posts for full implementation of universal healthcare	The health sector budget for Compensation of Employees grows from R140 771 billion in 2019/20 to 150 407 billion in 2020/21 and to R160 588 billion in 2021/22. This is a 7,4% growth. COE constitutes 63% of the health sector budget over the MTEF. However, the health sector projects a R2,5 billion budget deficit for 2019/20	N/A	N/A	National HRH Plan completed by March 2020	HRH plan will be implemented nationally, in all 9 Provinces and 52 districts	All districts and local municipalities	NDOH

OUTCOME UNIVERSAL HEALTH COVERAGE FOR ALL SOUTH AFRICANS ACHIEVED							
Interventions	Resourcing (MTEF budget Allocation)	Contribution by DFIs, SOEs and public entities	Investment, contribution and partnerships by the private sector, labour and civil society	Human capital, skills and technology requirements	Spatial planning reference and spatial action area in terms of the NSDF, PSDF and SDF	Provincial and district municipality	Lead and contributing departments
Establish provincial nursing colleges with satellite campuses in all 9 provinces	The Health Sciences and Training budget grows from R5 746 billion in 2019/20 to R5 929 billion in 2020/21 and to R 6 739 billion in 2021/22. This is an 8,9% growth. However, the health sector projects a R2,5 billion budget deficit for 2019/20	N/A	DHET; Nursing Council of South Africa; Organised Labour (DENOSA), HPCSA, SAMA	National HRH Plan completed by March 2020	One nursing college per province (with satellite campuses) established by 2020 and fully operational in all nine provinces by 2022	Satellite campuses will be established across districts	NDOH
Expand the primary healthcare system by integrating over 50 000 community health workers into the public health system.	The health sector budget for outreach services is currently at approximately R1.5 billion in 2019/20 to R2.6 billion by 2021/22. This increment is provisioned to fund the bargaining council resolution to remunerate CHWs at the minimum wage of R3500pm.			National HRH Plan by March 2020	Nationally in all 9 provinces and 52 districts	All 52 districts and local municipalities	NDOH
Drive national health wellness and healthy lifestyle campaigns to reduce the burden of disease and ill health	From the district health budget for the MTEF period 2019-2021, the following amounts are set aside for HIV, TB, Malaria and community outreach services: R22 039 billion in 2019/20; R24 408 billion in 2020/21; and R27 753 in 2021/22. There is no budget for addressing non-communicable diseases. Interventions are implemented cross budget programmes	N/A	PEPFAR and Global Fund for communicable diseases only	National HRH Plan completed by March 2020	National health wellness and healthy lifestyle campaigns to reduce the burden of disease and ill health will be implemented nationally in all 9 provinces and 52 districts	All districts and local municipalities	NDOH

OUTCOME UNIVERSAL HEALTH COVERAGE FOR ALL SOUTH AFRICANS ACHIEVED							
Interventions	Resourcing (MTEF budget Allocation)	Contribution by DFIs, SOEs and public entities	Investment, contribution and partnerships by the private sector, labour and civil society	Human capital, skills and technology requirements	Spatial planning reference and spatial action area in terms of the NSDF, PSDF and SDF	Provincial and district municipality	Lead and contributing departments
Improve access to maternal health services.	<p>Interventions to improve maternal health services are implemented across budget programmes.</p> <p>-Over the 2019-2021 MTEF period, the budget allocation for District Health Services grows from R98.2 billion in 2019/20 to R106 billion in 2020/21 and to R114 billion in 2021/2022. This is an 8% growth in expenditure over the MTEF, and constitutes 44% of the total public health sector MTEF expenditure.</p> <p>The budget for Provincial Hospitals grows by 6.1% over the MTEF period, from R36 billion in 2019/20 to 39 billion in 2020/2021 and to 41 billion in 2021/2022.</p> <p>The budget for Central Hospitals grows by 6.2% over the MTEF period, from R43 billion in 2019/20 to R46 billion in 20/21. However the health sector project a R2.5 billion budget deficit for 2019/20</p>	N/A	Technical (in-kind) support from development partners and NGO/CBOs	National HRH Plan completed by March 2020	Nationally, in all 9 Provinces and 52 districts	All districts and local municipalities	NDOH
Provide prompt treatment of HIV and other sexually transmitted infections	<p>From the District Health Services budget for the MTEF period 2019-2021, the following amounts are set aside for HIV, TB, Malaria and Community outreach services: R22 billion in 2019/20; R24 billion in 2020/21; and R28 billion in 2021/22. This reflects a 11.7% growth over the MTEF period, and 10,4% of the total health sector expenditure for the MTEF period. However the health sector project a R2.5 billion budget deficit for 2019/20</p>	N/A	PEPFAR, Global Fund and SANAC	National HRH Plan by March 2020	Nationally, in all 9 Provinces and 52 districts	All districts and local municipalities	NDOH
Protect children against vaccine preventable diseases	<p>The health sector set aside an amount of R1.7 billion for children's vaccines for 2019/20, as part of the Non- Negotiable budget items. As at August 2019, the sector projected an over- expenditure (budget deficit) of R644 539. Overall the health sector projects a R2.5 billion budget deficit for 2019/20</p>	N/A	Technical (in-kind) support from development partners and NGO/CBOs	National Health HRH Plan completed by March 2020	Nationally, in all 9 Provinces and 52 districts	All districts and local municipalities	NDOH

OUTCOME UNIVERSAL HEALTH COVERAGE FOR ALL SOUTH AFRICANS ACHIEVED

Interventions	Resourcing (MTEF budget Allocation)	Contribution by DFIs, SOEs and public entities	Investment, contribution and partnerships by the private sector, labour and civil society	Human capital, skills and technology requirements	Spatial planning reference and spatial action area in terms of the NSDF, PSDF and SDF	Provincial and district municipality	Lead and contributing departments
Improve the Integrated Management of Childhood Diseases services	Interventions to improve child health services are implemented across budget programmes. -Over the 2019-2021 MTEF period, the budget allocation for District Health Services grows from R98 billion in 2019/20 to R106 billion in 2020/21 and to R114 billion in 2021/2022. -This is an 8% nominal growth in expenditure over the MTEF, and constitutes 44% of the total public health sector MTEF expenditure. However the health sector projects an overall budget deficit of R2.5 billion for 2019/20	N/A	Technical (in-kind) support from development partners and NGO/CBOs	National HRH Plan completed by March 2020	Nationally, in all 9 Provinces and 52 districts	All districts and local municipalities	NDOH
Public health facilities supplied with adequate ICT infrastructure to implement the Digital Health Strategy 2019-2024 of South Africa	Both the health facility revitalisation grant and the national health insurance indirect grant includes funds to maintain healthcare facilities. The Health Facility Revitalisation Grant has been allocated a total of R19 billion rand over the MTEF period 2019/20 to 2021/2022 billion over the medium term to fund about 15 000 infrastructure projects.	DTPS in partnership with NDOH	Technical (in-kind) support from development partners and NGO/CBOs	National HRH Plan	Nationally, in all 9 Provinces and 52 districts to be mapped	All districts and local municipalities	NDOH
Implement the costed infrastructure plan to improve efficiency and effectiveness of health services delivery	Both the health facility revitalisation grant and the national health insurance indirect grant includes funds to maintain healthcare facilities. The Health Facility Revitalisation Grant has been allocated a total of R1 billion rand over the MTEF period 2019/20 to 2021/2022 billion over the medium term to fund about 15 000 infrastructure projects.	Innovative (non-traditional) funding mechanisms are envisaged for crowding in funding for infrastructure delivery in the public health sector, in partnership with National Treasury	Innovative (non-traditional) mechanisms are envisaged for crowding in funding for infrastructure delivery in the public health sector, in partnership with National Treasury	National HRH Plan completed by March 2020	Nationally, in all 9 Provinces and 52 districts	All districts and local municipalities	NDOH

2024 IMPACT: UNIVERSAL HEALTH COVERAGE FOR ALL SOUTH AFRICANS PROGRESSIVELY ACHIEVED AND ALL CITIZENS PROTECTED FROM THE CATASTROPHIC FINANCIAL IMPACT OF SEEKING HEALTH CARE BY 2030

Outcome	Indicators	Baselines	2024 Targets	Interventions	Indicators	Baseline	Targets	Lead and contributing departments
Universal health coverage for all South Africans achieved by 2030	NHI implemented to achieve universal health coverage for all South Africans	NHI Bill tabled before Parliament and released for public comments in August 2019	90% of South Africans covered by NHI by 2024	Enabling legal framework created for the implementation of NHI Bill	NHI Fund established and purchasing services operational	NHI Bill enabling creation of NHI Fund was released for public comment in August 2019	NHI Fund operational by December 2020 NHI Fund purchasing services by 2022/23	NDOH
				Roll out a quality health improvement programme in public health facilities to ensure that they meet the quality standards required for certification and accreditation for NHI	Proportion of public sector facilities implementing the National Quality Improvement Programme	National Quality Improvement Programme developed	80% by 2022/23 100% by 2024/25	NDOH
				Develop a comprehensive policy and legislative framework to mitigate the risks related to medical litigation	Total rand value of medico-legal claims in the public sector	R70 billion in 2018	Contingent liability of medico-legal cases reduced by 80% (under R18 billion) in 2024	NDOH
				Improved quality of primary healthcare services through expansion of the Ideal Clinic Programme	Number of clinics attaining Ideal Clinic status	2 035 in 2019	3 467 by 2024 100% PHC facilities maintain their Ideal Clinic status by 2024	NDOH
				Develop and implement a HRH strategy 2030 and HRH plan 2020/21-2024/25 to address the human resources requirements, including filling critical vacant posts for full implementation of universal healthcare	Human Resources for Health (HRH) Plan 2020/21 - 2024/25 completed	HRH Plan 2012-2017 reviewed	Human Resources for Health (HRH) Plan 2020/21-2024/25 completed by March 2020	NDOH
HRH Strategy 2030 completed	HRH Plan 2012-2017 reviewed	HRH Strategy 2030 produced by March 2020	NDOH					

Outcome	Indicators	Baselines	2024 Targets	Interventions	Indicators	Baseline	Targets	Lead and contributing departments
				Establish provincial nursing colleges with satellite campuses in all 9 provinces	Number of nursing colleges established	New basic nursing qualification programmes developed in 2017/18 Draft norms and standard guidelines for clinical training platforms were also developed	One nursing college per province (with satellite campuses) established by 2020 and fully operational in all nine provinces by 2022	NDOH
	NHI implemented to achieve universal health coverage for all South Africans	NHI Bill tabled before Parliament and released for public comments in August 2019	90% of South Africans covered by NHI by 2030	Expand the primary healthcare system by absorbing over 50 000 community health workers (CHWs) into the public health system. Within five years, the number of community health workers will be doubled and deployed in our villages, townships and informal settlements to serve our people	Number of Community Health Workers (CHWs) integrated into the health system	CHW policy finalised in 2018 40 000 CHWs in the health system, contracted mainly through NGOs/CBOs	50 000 CHWs by March 2024	NDOH
Progressive improvement in the total life expectancy of South Africans	Total life expectancy	64.6 years in 2019	66.2 years in 2024 and 70 years by 2030	Drive national health wellness and healthy lifestyle campaigns to reduce the burden of disease and ill health	Number of people screened for TB	48 991 695 people screened during 2014-2018	2 million additional people screened for TB by 2020 and eligible people initiated on treatment	NDOH
					TB treatment success rate	84.7% in 2018	90% by 2022 95% by 2024	
					Proportion of people living with HIV who know their status	91% in 2019	90% by 2020 95% by 2024	
					Proportion of HIV positive people who are initiated on ART	68% in 2019	90% by 2020 95% by 2024	

2024 IMPACT : TOTAL LIFE EXPECTANCY OF SOUTH AFRICANS IMPROVED TO 70 YEARS BY 2030								
Outcome	Indicators	Baselines	2024 Targets	Interventions	Indicators	Baseline	Targets	Lead and contributing departments
Total life expectancy of South Africans improved	Total life expectancy	64.6 years in 2019	66.6 years in 2024 and 70 years by 2030	Drive national health wellness and healthy lifestyle campaigns to reduce the burden of disease and ill health	Proportion of people on ART that are virally suppressed	89% in 2019	90% by 2020 95% by 2024/25	NDOH
					HIV tests conducted annually by 2024	22.3 million people tests in 2018/19	30 million tests annually by 2024	NDOH
Reduce maternal and child mortality	Maternal mortality ratio	134 deaths per 100 000 live births (2016)	≤100 per 100 000 live births by March 2024 Improve access to reproductive health services	Provide good quality antenatal care	Antenatal first visit before 20 weeks rate	68.7% in 2018	75% by 2024	NDOH
					Antenatal clients initiated on ART rate	93% in 2018	98% by 2024	NDOH
	Infant mortality rate	23 deaths per 1 000 live births (2017)	≤20 per 1 000 live births by 2024	Protect children against vaccine preventable diseases	Immunisation coverage under 1 year	81.9% in 2019	90% by 2024	NDOH
	Under-5 mortality rate	32 deaths per 1 000 live births (2017)	≤25 per 1 000 live births by 2024	Improve the integrated management of childhood disease services	Children under-5 years severe acute malnutrition case fatality rate	7.1% in 2018	<5.0% by 2024	NDOH
					Children under 5 years pneumonia case fatality rate	1.9% in 2018	<1.0% by 2024	NDOH
					Children under- 5 years diarrhea case fatality rate	1.9% in 2018	<1.0% by 2024	NDOH

2024 IMPACT: TOTAL LIFE EXPECTANCY OF SOUTH AFRICANS IMPROVED TO 70 YEARS BY 2030					
2024 Targets	Interventions	Indicators	Baseline	Targets	Lead and contributing departments
	Drive national health wellness and healthy lifestyle campaigns to reduce the burden of disease and ill-health.	Number of people screened for high blood pressure	15.8 million in 2018	25 million by 2024	NDOH
		Number of people screened for elevated blood glucose levels	16 million in 2018	25 million annually by 2024	NDOH

CROSS-CUTTING FOCUS AREAS

WOMEN

YOUTH

PEOPLE WITH DISABILITIES

Implementation Plan: Improved educational and health outcomes and skills development for all women, girls, youth and persons with disabilities

OUTCOME IMPROVED EDUCATIONAL AND HEALTH OUTCOMES AND SKILLS DEVELOPMENT FOR ALL WOMEN, GIRLS, YOUTH AND PERSONS WITH DISABILITIES							
Interventions	Resourcing (MTEF budget allocation)	Contribution by DFIs, SOEs and public entities	Investment, contribution and partnerships by the private sector, labour and civil society	Human capital, skills and technology requirements	Spatial planning reference and spatial action area in terms of the NSDF, PSDF and SDF	Provincial and district municipality	Lead and contributing departments
Targeted programmes to up-scale existing campaigns and programmes on new HIV infections amongst youth, women and persons with disabilities		SANAC, NYDA and other entities	Student and youth organisations, higher education institutions, - women's organisations, Men's Organisations, traditional and Religious bodies, etc.	SANAC and partners to utilise their human capital, skills and technologies in driving this intervention	All provinces	National, provincial, district and local municipalities as defined by key departments and partners	NDOH DBE DHE DWYPD
Targeted Programme on adolescent Sexual and Reproductive Health and Rights, including addressing teenage pregnancies and risky behavior		DWYPD will engage with relevant stakeholders	DWYPD in partnership with relevant stakeholders	DWYPD will engage with relevant departments, civil society organisations and other entities to utilise their human capital, skills and technologies in driving this intervention	All provinces	National, provincial, district and local municipalities as defined in the lead department's district model	NDOH DBE DSD DHET DWYPD
Mainstream gender, youth and disability rights in programs on access to universal education, life skills, skills development and training and in different field of study, including STEM		DWYPD will engage with relevant stakeholders	DWYPD in partnership with relevant stakeholders	DWYPD will engage with relevant departments, civil society organisations and other entities to utilise their human capital, skills and technologies in driving this intervention	All provinces	National, provincial, district and local municipalities as defined in the lead department's district model	DBE DHET DWYPD

Monitoring Framework: Improved educational and health outcomes and skills development for all women, girls, youth and persons with disabilities

2024 IMPACT: ALL WOMEN, GIRLS, YOUTH AND PERSONS WITH DISABILITIES ENJOY GOOD QUALITY HEALTH CARE AND BETTER LIFE OPPORTUNITIES								
Outcomes	Indicator	Baseline	Target	Interventions	Indicators	Baseline	Targets	Lead and contributing departments
Improved educational and health outcomes and skills development for all women, girls, youth and persons with disabilities	Health status by age, gender and disability	Demographic Health Survey District Health Barometer GHS HEMIS	50% improvement in health status	Targeted programmes to up-scale existing campaigns and programmes on new HIV infections among youth, women and persons with disabilities	HIV prevalence rate by gender, age and disability	Mid-Year Population Estimate Report	Half HIV prevalence by 2024	NDOH DBE DHE DWYPD
				Targeted programme on adolescent sexual and reproductive health and rights, including addressing teenage pregnancies and risky behaviour	Percentage of teenagers reached through intervention programs by gender age and disability	Annual reports by key departments	100% reached	NDOH DBE DSD DHET DWYPD
	Educational status by age, gender and disability		50% improvement of educational status	Mainstream gender, youth and disability issues in programs on access to universal education, life skills, skills development and training and in different field of study, including STEM	Level of mainstreaming in targeted programmes	No baseline	100% compliance	DBE DHET DWYPD